

Covid-19 Risk assessment: Richard Coates CE Primary School (iii January 2021 - updated 27/01/21)

<p>Key Guidance This section provides a quick overview of some of the key concepts in risk assessment. Refer to Notes section for further information. The first line of the risk assessment table, below, shows an illustrative example.</p> <p>Hazard is anything that may cause harm, e.g. working at height on a ladder.</p> <p>Risk is the chance that someone or something could be harmed by the hazard, measured by combining (multiplying) the likelihood of it happening with its impact (severity). For example, there may be a 'possible' likelihood that someone that is not competent could fall from a ladder (3 rating – see right) combined with a 'moderate' impact of multiple injuries (2 rating), which creates a score of 6 (low risk). However, the risk should be reduced to 'as low as reasonably practicable' (ALARP) through the implementation of control measures, such as ensuring that only trained people climb the ladder.</p> <p>Dynamic Risk Assessment compliments generic and specific risk assessment. Regardless of completing this AF 5010, it is beholden on the person creating the risk to continue to monitor the activity and the control measures. Any changes to the activity (including the environmental conditions) or the control measures, must be addressed via the mechanism of a dynamic risk assessment such that risks remain ALARP.</p> <p>Note however that persons undergoing training cannot be deemed competent until their capability is properly assessed</p>	<p>Probability (P) i.e. likelihood</p> <p>1: Rare/impossible 2: Very unlikely 3: Unlikely 4: Likely 5: Very likely</p>	<p>Impact (I) i.e. consequences</p> <p>1: Nil 2: Minor 3: Moderate 4: Significant 5: Major</p> <p><i>Note: impact number may not change even with control measures</i></p>	<p>M u i p l i e d b y</p>	<p>E q u a l s</p>	<p>Risk Score Calculation</p> <table border="1"> <tr> <td colspan="2"></td> <td colspan="5">Probability (P)</td> </tr> <tr> <td colspan="2"></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td rowspan="5">I m p a c t (I)</td> <td>5</td> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> </tr> <tr> <td>4</td> <td>4</td> <td>8</td> <td>12</td> <td>16</td> <td>20</td> </tr> <tr> <td>3</td> <td>3</td> <td>6</td> <td>9</td> <td>12</td> <td>15</td> </tr> <tr> <td>2</td> <td>2</td> <td>4</td> <td>6</td> <td>8</td> <td>10</td> </tr> <tr> <td>1</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>								Probability (P)							1	2	3	4	5	I m p a c t (I)	5	5	10	15	20	25	4	4	8	12	16	20	3	3	6	9	12	15	2	2	4	6	8	10	1	1	2	3	4	5
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<p>5 Step Process</p> <table border="1"> <tr> <td>Step 1 Identify the hazards</td> <td>Step 2 Decide who might be harmed and how</td> <td>Step 3 Evaluate the risks and decide on precautions (control measures)</td> <td>Step 4 Record your significant findings and include instructions as necessary. Implement control measures</td> <td>Step 5 Review your risk assessment and update as necessary</td> </tr> </table>						Step 1 Identify the hazards	Step 2 Decide who might be harmed and how	Step 3 Evaluate the risks and decide on precautions (control measures)	Step 4 Record your significant findings and include instructions as necessary. Implement control measures	Step 5 Review your risk assessment and update as necessary																																													
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School	Richard Coates CE Primary	Author:	Heather Cape
Generic or Specific Risk Assessment:	Specific: Specific to national lockdown and newly identified strain Jan 2021 - with school closure for all but vulnerable and children of critical workers.	Assessment Date:	11 Jan 2020
Relevant Publications / Pamphlets / Procedures:	DfE guidance released during Covid-19 pandemic	Review Date for GRA (Step 5):	Ongoing - fortnightly

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
				<p>DfE guidance including: Rapid asymptomatic testing programme for primary schools Guidance for Contact Tracing updated 21 January 2021 Restricting Attendance during the national lockdown (updated Jan 2021) Guidance for Full Opening of Schools (updated 30th December 2020) Tier 4: Stay at Home Guidance Coronavirus (COVID-19): Meeting with others safely (social distancing) Coronavirus (COVID-19) Advice for Pregnant Employees Statement from the UK Chief Medical Officers on schools and childcare reopening What to do if a child or adult is displaying symptoms or is a confirmed case of Coronavirus (COVID-19) in an Early Years setting Actions for Early Years and childcare providers during the Coronavirus (COVID-19) outbreak Ofsted Coronavirus Update Jan 2021 NHS Test and Tracing Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19 Actions for Education and Childcare settings to prepare for wider opening from 1 June 2020 COVID-19 - cleaning of non-healthcare settings Staying alert and safe (social distancing) Transport to School and other places of Education COVID-19 - Interpreting the Government Guidance in a PESSPA Context CLEAPSS Primary - Practical Activities in a Bubble Safety Guidance for Parents of Children and Young People using Dedicated Home to School Transport from September 2020 Guidance for Parents and Carers of Children attending Out of School Settings during the Coronavirus (COVID-19) Outbreak Stay at Home Guidance for Households with possible COVID-19 Infection First Aid during the Coronavirus (COVID-19) Outbreak Guidance for Food Businesses on Coronavirus (COVID-19) Performing Arts - Working Safely during Coronavirus (COVID-19) Air Conditioning and Ventilation during the Coronavirus Pandemic</p>									Fortnightly review or as new Gov guidance is released.
Ref	Activity / element (Step 1a)	Hazards identified (Step 1b)	Who or what might be harmed and how, e.g. (Step 2)	Existing control measures (Step 3a)	Assessment with existing controls	Is residual risk acceptable in the context of risk appetite for the activity? (Yes / No) Refer to Risk Score Calculation above	Reasonable additional controls that can be implemented to reduce risk to ALARP (Step 3f)	Reassessment with additional control measures	List required action(s) to instigate controls (Step 3j)				

					P (1-5) (Step 3b)	I (1-5) (Step 3c)	Score (L x I) (Step 3d)	If Yes, move to column (n). If No, identify additional controls (Step 3e)		P (1-5) (Step 3g)	I (1-5) (Step 3h)	Score (L x I) (Step 3i)	
1	School site	Infection from surfaces and main contact points such as doors Equipment/system failure	Students Staff	<ul style="list-style-type: none"> Systematic deep clean of site All internal access and classroom doors to be wedged open to avoid the need to touch handles Statutory testing and maintenance such as water hygiene testing/flushing, gas safety, fire safety to continue as required for H&S Additional cleaning throughout the day of high traffic areas and touch points Nursery (and any other rooms where groups swap in/out of) to be fogged between sessions. 	2	5	10	Y					<ol style="list-style-type: none"> Instruct Door stops required
2	Staff availability	Not having sufficient staff to manage the site and adequately supervise students	Students Staff	<ul style="list-style-type: none"> Staff to follow government guidelines for isolation if a household member shows signs of being ill or if they develop symptoms Staff who are ECV and receive a letter to shield will be directed to stay at home, working from home if their role allows. Staff members with underlying health conditions classed as 'clinically vulnerable' and are at moderate risk from COVID should alert HT to determine risk and if appropriate agree additional measures- this may include additional PPE, changes to some aspects of the role or working from home where it is possible to do so and where operation of school to provide for critical workers and vulnerable children is not compromised. If the availability of staff becomes an issue for safe and effective operation for the number of children booked into school, critical worker lists will be triaged and all but essential frontline services will be asked to remain at home. At this point, bubbles will be changed as required. Supply teacher and additional staff to be made aware of RA on entry to school. Teachers are to be isolated should they show any symptoms. and requested to get tested. 	1	5	5	Y					<ol style="list-style-type: none"> Confirm staff availability direct as appropriate Devise students groups to ensure stability each day/ week
3	Classroom lessons	Infection due to being in close proximity to others. Infection being spread to wider family members.	Staff Students	<ul style="list-style-type: none"> School attendance is limited to critical workers, vulnerable children and nursery. Online request form in place to assess application for critical worker place All other children to be taught remotely. Bubbles to be kept in their designated classrooms/parts of school. Hands are to be washed/sanitized before entering the classroom Hand sanitiser in classrooms to be used at the start and end of lessons. Regular review and assessment of numbers in school and within class bubbles - restrict if necessary. Ensure open windows and doors propped open for ventilation Students must not sit directly face-to-face and should be spaced out where possible Teachers maintain 2m distance from students when possible - phase and age of children allowing. Documents shared online and paper copies kept to a minimum. Pupils to use their own stationery - pens, pencils etc Regular cleaning of any items of equipment. Any student that shows signs of COVID-19 is to be immediately isolated Teachers who are leading home /remote learning will be asked to do so at home where resources/facilities allow. 	3	4	12	Y					<ol style="list-style-type: none"> Continuing review of DfE guidance Fortnightly review of this risk assessment from date of sign off. Teachers and students are to be alert in recognising signs and symptoms in themselves and others. Personal responsibility to ensure personal hygiene, and cleanliness and decontamination of living areas SLT responsibility to supervise and ensure adherence
4	School transport	Infection of COVID-19 virus due to pupils being in close proximity to others. Infection passed to or from the School Bus Driver	Pupils School Bus Driver	<ul style="list-style-type: none"> Mixed bus in place for Bells- children sat 2m away from children from other schools (as supervised from Bells) Pupils to sit with children from the school bubble. Bus contractor to ensure coaches fully cleaned and high touch points disinfected prior to each journey Any positive cases of pupils from other schools to be reported by bus operators to HT and parents immediately and isolation procedures followed for all in accordance with updated guidance 21 Jan. 	2	4	8	Y					<ol style="list-style-type: none"> Review numbers travelling by bus SLT supervision of bus park before and after school
5	School catering facilities	Infection of COVID-19 virus due to pupils being in close proximity to others in the catering queue and touching same touch points	Pupils Catering Staff	<ul style="list-style-type: none"> School lunches distributed in containers with lids. Children sat in bubbles with min 2m space between groups. Adults to give out cutlery, lunches etc wearing PPE Managed "bubble" queues for children collecting hot food - Staff directed to support lunchtime within one bubble only. and to wear PPE whilst in the dining hall. 	2	4	8	Y					<ol style="list-style-type: none"> Monitor lunchtime arrangements daily provision of PPE
6	Start/end of school	Infection of COVID-19 virus due to pupils	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Reduced numbers on site throughout national lockdown Specified entry point for different children Staff at all entry points a to monitor arrival and collect from buses 	2	2	4	Y					<ol style="list-style-type: none"> Letter to students indicating which entry point and classroom is

		being in close proximity to others as students arrive at school at the same time.		<ul style="list-style-type: none"> All children to wash hands /sanitise on entry./exit to school Parents advised to socially distance on school site. System for drop off and pick up shared - including different points and one way system into lower yard All adults to wear face masks on school site 															2. assigned SLT required to ensure compliance to reduce risk at the point of entry.
7	Visitors	Infection of COVID-19 brought onto the school premises by visitors.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Visitors only in the school by prior agreement of HT during national lockdown All visitors to wear facemask/visor in school Hand sanitiser used on entry to the building Telephone and virtual meetings to be arranged with parents instead of face to face. 	2	2	4	Y											1. Clear signage at entry points to the school.
8	Parent sends child displaying signs of sickness to school	Risk of the spread of infection.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Remind parents of policy – School under COVID section with advice and support on website Information on letters sent home to parents Inform Headteacher/SLT immediately First Aid staff to deal with student with available PPE Isolate the pupil in well ventilated room - if too child is too young to be left alone, staff to wear PPE and stay 2m apart Immediate contact with parents for pick up and removal from school site - instruction to get test 	3	3	9	Y											1. Regular parent update with key messages to remind them of the risks.
9	Movement around the school buildings.	Risk of the spread of infection.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Limited access to corridors as time is spent in assigned classroom Break time movement is accompanied by staff Adults wear facemasks when moving around the building and in shared areas eg staffroom. 	2	2	4	Y											1. SLT supervision and enforcement essential to reducing the risks
10	Toilet facilities	Infection of COVID-19 virus due to pupils being in close proximity to others if queues appear	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Dedicated toilets for bubbles Staff to limit numbers in toilet areas Outer doors propped open Toilets cleaned during school day 	2	2	4	Y											1. Clear message to students at the start of each day 2. Regular cleaning throughout the day of touch points 3. End of day deep clean of toilets
12	Cleaning regime	Infection of COVID-19 on surfaces throughout the school	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Cleaning regime to be heightened including mid day clean Touch points disinfected several times throughout the day Staff to clean touch points such as keyboards, photocopiers before and after use Shared resources in nursery and Shine Club to be cleaned daily by staff. 	2	2	4	Y											1. Review cleaning shifts and rooms currently being used. 2. Specify exactly which touch points need attention.
13	Staff congregating in the staff room.	Risk of spreading COVID-19 amongst the staff	Pupils Staff	<ul style="list-style-type: none"> Staff to use alternative rest areas where possible, e.g. classrooms/offices All briefings and meetings to be virtual wherever possible. Additional PPA space and access to internet identified and shared with staff to avoid numbers in the staffroom. 	2	3	6	Y											1. Electronic and email updates for staff in school
14	General cleaning - use of washing machine within school	Risk of spreading COVID-19 on material items	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Washing machine cycles are to be set at 60 degrees to kill the virus. 	2	2	4	Y											1. Communicate to cleaning staff and caretakers 2. Sign on the washing machine.
15	First Aid provision	Risk of spreading COVID-19.	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> Identify First Aiders for each area/duty Parents are informed they will automatically have to pick up their children and the child sent home immediately. Treatment for minor injuries if required but where possible self help, e.g. putting on plasters Policy to contact home/ambulance for more serious injuries No PE lessons or practical activities that may be classed as high risk 	3	3	9	Y											1. Securing PPE for First Aid staff 2. Communication to parents 3. Ensure that staff/students know what to do in the event of injury or if they feel ill.
16	Shine Club	Risk of spread of infection	Pupils and staff	<ul style="list-style-type: none"> Complete separation of two bubbles (EY and KS1 in one room and KS2 in other). Staff to remain apart /socially distance and oversee one group in different rooms. All children to wash/sanitise hands on entry/exit into Shine Face mask to be worn when handover to/from parents. Room to be cleaned after each session - all touch surfaces Toys to be cleaned by staff at the end of the day. Children to be reminded about social distancing and good hand hygiene. All food is to be individually wrapped. In situations where supervision across a room is necessary - 2m distance to be kept from children - children to collect their own belongings and parents to assist in helping with coats etc. 	3	3	9												1. PPE available for staff 2. Cleaning and sanitising equipment made available 3. Bookings to be restricted to critical workers only
18	Keeping staff safe	Risk of the spread of	Pupils Staff	<ul style="list-style-type: none"> Adhere to DfE guidance for all staff - ECV and others with identified vulnerabilities 	3	3	9	Y											1. Brief teaching staff through regular

		infection.	Contractors/visitors	<ul style="list-style-type: none"> Limit the number of staff in school to those who need to be here - where work can be carried out at home, (e.g. remote teaching) staff asked to work from home. No large gatherings such as assemblies or face to face whole staff meetings Limit staff to an identified cohort/bubble where possible by placing staff into teams. Use of the same staff for each day each week with the same class(es) Ensure parents understand the DfE guidance to keep children at home wherever possible. Individual RA for pregnant staff and others who identify it for CV. Reduce the handling of books and paper Reduce/monitor sharing of equipment by pupils Any staff member that shows any symptoms to inform the school and not attend until negative test Staff to follow government guidelines for social distancing and shielding/isolation if a household member shows signs of being ill Staff members with underlying health conditions classed as 'extremely clinically vulnerable' should not attend school Implement DfE/PHE guidance if a member of staff or student initially displays symptoms and then tests positive for Covid-19 All staff wear facemasks when moving about buildings or in communal areas. Updated guidance to be shared with all staff 									2. updates Finalise timetables and staffing for each day	
20	Update School behaviour policy	Managing any poor behaviour	Pupils Staff	<ul style="list-style-type: none"> Review policy to identify any required changes/adaptations including COVID-19 related behaviour, e.g. intentionally spitting or coughing at another person Clarify times when a member of staff may need to breach social distancing rules, e.g. to break up a fight, to prevent self injury or damage to school property 	3	3	9	Y						1. Highlight any changes or adaptations to staff and students via virtual assembly
21	Emergencies such as Fire Alarms	Infection of COVID-19 virus due to students and staff being in close proximity to others as they exit the building	Pupils Staff Contractors/visitors	<ul style="list-style-type: none"> New assembly point will be on the school MUGA to allow for adequate spacing Staff to stagger exits from classrooms to ensure no build up at an exit point 	2	2	4	Y						1. Ensure all staff and children are aware of plans and assembly point.
22	COVID-19 Rapid testing	Infection of COVID-19 from asymptomatic carriers whilst undergoing test	All staff	<ul style="list-style-type: none"> Available to all staff across school - encourage voluntary participation as the more who take part, the more effective it is. Tests to be taken at home and reported into school and NHS - therefore no risk to others administering. Training to be given to all staff and all necessary documents shared. Any positive results to be treated in the first instant in accordance with other test result response: isolate case and instruct to stay at home, and confirm close contacts who are then asked to self-isolate. Contact tracing in school led by HT using updated guidance. Once the PCR test has confirmed the result, follow PHE guidance on individual cases. 	1	1	1	Y						
23	Moving of school site	Infection of COVID-19 resulting due to external people working on site and removal process.	All staff In particular SBM and caretaker	<ul style="list-style-type: none"> All staff, except caretaker, SBM and HT are not allowed entry to either building for four days while removals and essential work takes place (15-18 February). Cleaners have access on 18 February to carry out sanitisation and deep clean. Children are not allowed on site during pack up and unpack (Friday 12 and Monday 22 February). <i>IF children of critical worker provision is required, Y3/4 classroom will be used on the old site with access to toilets. This will be clearly sectioned off from school for workmen and removal people. Minimum of 2 staff to supervise children.</i> SBM and caretaker (and HT) to ensure 2m distance is kept from workmen and PPE to be worn. Handwashing/sanitisation at regular intervals. Equipment and resources packed into closed boxes to reduce airborne particles landing on the surface whilst being moved. All furniture will be sanitised after move before staff and children returning. Classroom equipment will have been untouched for at least 72 hours before staff are in to unpack but everyone to be reminded of importance of regular hand washing when unpacking. Computers etc to be sanitised by teachers before using. No children on site - no risk to children. New site procedures for social distancing, drop offs etc top be shared with children and parents in advance. 	3	3	9	Y						<ol style="list-style-type: none"> Virtual meeting with staff to ensure they understand RA and measures. Letter to parents and children to inform of COVID guidelines relevant to new site. Agreement of NCC/removal company RA. Meeting with SBM and caretaker.

Authorising Officer /	Name	Post	Date	Signature
Existing and additional controls agreed	Heather Cape	Headteacher	27 January 21	
Where risk is elevated confirm additional controls implemented	RA reviewed following national lockdown and new strain of COVID identified.			

NOTES

Risk = Probability x Impact

Likelihood		Definition
5	Very likely	Is expected to occur in most circumstances/ highly probable
4	Likely	Will probably occur at some time, or in most circumstances
3	Unlikely	Could occur at some time, or some circumstances
2	Very unlikely	Is unlikely to occur, but possible it could occur at sometime
1	Rare/impossible	May only occur in exceptional circumstances

Impact		Definition (Health Safety and Environment)
5	Major	<ul style="list-style-type: none"> Multiple fatalities or permanent, life changing injuries Permanent loss or damage beyond remediation of an important and publicly high-profile natural resource, area or species. Multiple incidents causing a major environmental impact
4	Significant	<ul style="list-style-type: none"> A single death or life threatening injury/ injuries. Severe damage over a wide area and/or on a prolonged basis to a natural resource, including controlled waters, or geography requiring multi-year remediation. Single incident causing a significant environmental effect or multiple incidents causing significant effect that need to be managed externally
3	Moderate	<ul style="list-style-type: none"> Injury that requires hospital visit/minor treatment Moderate damage to an extended area and/or area with moderate environmental sensity (scarce/ valuable) requiring months of remediation Single incident causing environmental impact requiring some external support to manage
2	Minor	<ul style="list-style-type: none"> Multiple injuries requiring first aid Minor damage to an area, and that can be remedied internally Multiple incidents causing minor environmental effect
1	Nil/Low	<ul style="list-style-type: none"> A very minor injury requiring superficial first aid treatment Limited short-term damage to an area of low environmental significance/ sensitivity Incidents causing very minor environmental impacts

Step 5

Review the generic or specific risk assessment and update if necessary.

All generic risk assessments should be regularly reviewed at a frequency proportional to the risk prior to any controls being proposed. In practice, generic risk assessments should be reviewed at least annually, or more frequently:

- where required by local instructions/procedures
- if the safe execution of the activity relies on stringent supervision and/or adherence to a safe system of work
- if there is reason to doubt the effectiveness of the current assessment
- following an accident or near miss
- following significant changes to the task, process, procedure, equipment, personnel or management
- following the introduction of more vulnerable personnel, e.g. persons with additional needs or pregnant staff

Risk Management		
Risk Rating	Authority level	How Risk should be managed
1 – 3 (Very Low)	School Business Manager	Review periodically To ensure conditions have not changed and working within ALARP and risk appetite
4 – 9 (Low)	Headteacher/ Deputy Headteacher	
10 – 12 (Medium)	Headteacher	Implement good risk mitigations So that the impact remains ALARP and tolerable. Reassess frequently (define) to ensure conditions remain the same.
15 – 16 (Medium to High)	Headteacher/ Chief Operating Officer	Requires active management Likely need for additional resources to treat the risk and limit impact
20 (High)	Headteacher/ Chief Operating Officer	Contingency plans These should be developed in advance and considered together with mitigations to achieve ALARP that is tolerable
25 (Very High)	Headteacher/ Chief Executive Officer	Operational capability may be compromised Urgent and robust action is required, e.g. evacuation of site, closure of school