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| **Risk Assessment for Phased Re-opening of Gerrans and Tregony Primary Schools. June 2020** |

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| **Location / Site** | Insert location and site where activity taking place |
| Tregony and Gerrans School | |
| **Activity / Procedure** | Insert name/type of activity or procedure being assessed |
| Nursery, Reception, Year 1 and Year 6 | |
| **Assessment date** | Insert date when assessment is being carried out |
| 14/5/2020 – to be updated regularly until re-opening | |
| **Person conducting assessment** | Kate Douglass and Julie Elvy |

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| **Identify people at risk** | YES or NO |
| **Employees** | **YES** |
| **Children** | **YES** |
| **Visitors** | **YES** |
| **Contractors** | **YES** |

Government guidance states for schools states:

“The safety of children and staff is our utmost priority.”

“The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”

“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.”

Government guidance for parents concerning re-opening of schools states:

“We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.”**

“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

Consideration of the pupils’ mental health and well being

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing in the classroom** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Reduce the number of children in the classroom to enable social distancing (no more than 15) 2. Remove excess furniture to increase space if space to do so 3. Children keep to their desks when in the room in KS2 (this is not natural or possible in EYFS or KS1 setting) 4. Social distancing agreement created for and with the children –   (Include instructions how to line up, use of toilet, moving around the classroom etc)   1. Agreement re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and reminders for non-compliance 2. Where possible lessons planned for individual work (not pairings or group work) 3. Feedback – using large whiteboard and visualizer and interactive whiteboard to minimise close interaction 4. Children to use the same working areas where possible 5. Teacher and TAs are assigned to these children and stay with these children throughout the day (and on subsequent days) where possible 6. Children stay in their learning groups where possible and avoid mixing with other groups 7. Children to bring in their own stationery and to school in a named container which stays in school (the school will support families with this if needed) 8. School equipment eg. reading books will remain in school 9. Only essential items to be brought into school (no book bags or toys) | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing using toilets and poor hygiene** resulting in direct and indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Only one boy and one girl allowed to go to the toilet at a time 2. Supervision of handwashing in Key Stage 1 (hand washing procedures followed) 3. Allocated toilets for different groups of children 4. Ensure washing of hands 5. Extra Signs in toilet and around the school regarding washing hands 6. Wedges for the toilet external toilet doors if not fire doors. 7. Extra soap ordered to ensure we do not run out | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing waiting to enter classroom in morning** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Posters displayed outside the classrooms to remind parents/pupils of social distancing rules 2. Different entrances and exits 3. Instructions shared re social distancing between families in the morning with parents and children and in the re-opening letter 4. Rota of staff to be on duty to supervise 5. Staggered drop off and pick up times for different year groups | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing during playtimes and lunchtimes** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Staggered playtimes and allocated different play areas for different groups 2. Reduced playtime equipment – (no balls, skipping ropes etc) 3. Staff supervision throughout – actively encouraging on social distancing 4. No use of climbing frame | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing when eating lunch** resulting in direct transmission of the virus  (not relevant for Tregony School) | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Children staggered entry to hall and only 2 pupils to queue at 2 meters apart 2. Seating arranged 2 metres apart 3. Close adult supervision | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Lack of social distancing in the corridors** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Children staying in their classroom and accessing outside from classroom door 2. No children to send messages registers to the office 3. Staff use empty classrooms and alcoves to maximise the distance between each other 4. Agree instructions with children regarding movement around the school 5. When moving class around the school – 2 metres between children – one adult at back ensuring the distance is maintained 6. Gerrans staggered entry to dinner 7. Drinking fountains out of action – children to bring water in a personal bottle | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Contact of shared resources** resulting in indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Children asked to bring in own stationery (or have packs of stationary labelled with their name on) 2. No resources to go home (reading books) 3. Reading Record books to remain at home 4. Each room to have their own cleaning equipment 5. Tubs of resources for individuals if needed – maths cubes etc 6. Where possible, resources washed in Milton each night and left to dry if not same person using them the next day 7. Tables, door handles and other surfaces cleaned with Milton every night and throughout the day 8. Wipes used after table use 9. Wipes used after computer use 10. Lessons planned so resources are individual and not shared – or on white board 11. Resources on tables ready for lesson and not distributed within the lesson 12. Children to wash hands / before lessons and after each lesson 13. Pupils not to use the library | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

Safeguarding

* Telephone contact will be made regularly with families who have opted to continue with home learning.
* Attendance – usual attendance procedures will remain. If I child has not registered for school by 9.45 then a telephone call home will be made enquiring about the child’s whereabouts. Even through attendance is not statutory this procedure will remain in place as a safeguarding measure. If the child is ill and not attending school, parents are asked to ring and notify the school in the usual way.

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Emotional distress of the children** | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Children greeted in the morning by a familiar member of staff 2. Small numbers of children in learning groups to support their emotional needs 3. 2 metre social distancing PSA provision may be available for children who are distressed 4. TIS resources to support children’s well-being 5. Frequent, opportunities through circle time and PSHE 6. Communication with parents | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Emotional distress of the staff – including anxiety** | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Well being check before school re opens 2. Risk assessment shared with staff 3. Staff meeting – virtually – to discuss concerns and shared control measures, and practicalities and plans 4. All staff received details of well being support accessible through LA 5. At least one SLT member of staff on site everyday for staff to share concerns with 6. Risk assessments under review and updated 7. Parents encouraged where possible to communicate with the school via email or telephone and not in person. 8. Anti- bacterial wipes to wipe down telephone, kettle after use. 9. Planned time for planning and preparation will be provided and reviewed. 10. Extremely vulnerable staff (Shielding) work from home after completion of MAT risk assessment. 11. Vulnerable staff – those suggests to strict social distancing – working at home or in school with strict 2 metre distancing measures in place | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Risk of spreading virus due to close contact with children – 1:1 and restraint** resulting in direct transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Seek expert guidance from special schools re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments 2. Masks purchased if needed – N95 grade and instructions form PHE re cleaning – so issued to individuals 3. Extra disposable aprons ordered 4. Extra gloves ordered 5. Some visors also ordered if needed 6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk   Pls note the Government guidance states “Wearing face coverings or face masks is not recommended” | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Risk of spreading virus due to poor hygiene** resulting in indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Hand gel dispenser allocated 2. Hand gel order in large quantities 3. Soap dispensers filled and checked daily, in each classroom/cloakroom 4. Children hand wash on entry to school, before break, after break, before lunch, after lunch (Gerrans only), leaving school, using the toilet and any time they cough or sneeze 5. Washing hands posters replaced in all washing areas 6. Reminders how to wash hands properly – videos and posters 7. Procedure agreed for children to wash hands so thorough hand washing 8. Share child friendly songs and videos 9. DfE guidance of cleaning expectations will be shared with cleaning contractors | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Risk of infection due to lack of cleaning** resulting in indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using Milton antibac 2. PPE will be worn by all cleaning staff if advised by contractors 3. Soft furnishings and soft / cloth toys will be removed from use in classrooms where possible 4. Deep cleaning of Year 1 classrooms as used by the Keyworker children before re-opening 5. Cleaners to return to work before the school re-opens | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| **Identify hazard** | | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards | | |
| **Risk of illness of vulnerable staff and family members** through direct and indirect transmission of the virus | | | | |
| **Existing level of risk** | | Consider current level of risk | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |
| **Control measures** | | List your control measures required to reduce risk – add appropriate detail about the type and location of controls | | |
| 1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home having completed the MAT Risk Assessment with medical evidence 2. Follow DfE guidelines and share these to all staff 3. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments. | | | | |
| **Remaining level of risk** | | Consider level of risk following use of control measures | | |
| **HIGH** | **MEDIUM** | | **LOW** | **NEGLIGIBLE** |

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| Risk Assessment to be reviewed on opening |  |
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Safeguarding

         Telephone contact will be made regularly with families who have opted to continue with home learning.

         Attendance – usual attendance procedures will remain. If I child has not registered for school by 9.45 then a telephone call home will be made enquiring about the child’s whereabouts.  Even through attendance is not statutory this procedure will remain in place as a safeguarding measure. If the child is ill and not attending school, parents are asked to ring and notify the school in the usual way.