

LOCATION: Sampford Peverell CofE Primary School	VENTRUS RA: COVID-19 Safe Return Sept 20	
WHO IS AFFECTED BY THE RISKS? All building users	HOW MANY ARE AFFECTED? 19 staff members and 118 pupils (amend as necessary)	REF: COV- RAA19a
See end of template for explanation of hazard, risk, control measures, severity, likelihood, risk rating.		

IMPORTANT - THIS NEEDS TO BE AMENDED TO SUIT YOUR LOCAL CIRCUMSTANCES (now delete this Text)

RISK	EXISTING CONTROL/PREVENTION MEASURES	RISK RATING			ADDITIONAL CONTROL MEASURES REQUIRED	BY WHOM & WHEN	SL-D ONLY		
		S	L	RR			S	L	RR
C1. Contact is made with individuals who are unwell with Coronavirus, or living with someone who is.	<ul style="list-style-type: none"> Individuals who are unwell with Coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home Put in place a procedure for anyone becoming unwell; including use of a designated quarantine/isolation room(s) 	3	2	6	<p>Staff displaying symptoms will be sent home.</p> <p>Pupils displaying symptoms will be sat in isolation room (the hub) until parent/s collect. They are to use the disabled toilet and this will be out of bounds until cleaned.</p> <p>Staff/pupils get tested and can only return to school if they test negative.</p>	Headteacher on-going	3	1	3

<p>C2.</p> <p>Poor personal hygiene regimes result in a spread of Coronavirus in the school/ local community.</p>	<ul style="list-style-type: none"> • Clean hands thoroughly more often than usual • Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly: <ul style="list-style-type: none"> ➤ After coming into school ➤ After sneezing or coughing ➤ Before and after handling or eating food ➤ After going to the toilet • Ensure there are enough hand washing or hand sanitiser stations available • Put in place supervision of hand sanitisers given risks around ingestion • Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach e.g. by providing tissues, bins, posters. 	3	2	6	<p>Caretaker to ensure hand sanitiser is always available in classrooms and resupply as required.</p> <p>Caretaker to ensure that there is a back-up stock of hand sanitiser, hand soap, paper towels and bin liners at all times and reorder as required.</p> <p>Staff to reinforce the importance of handwashing to prevent the spread of the virus throughout the day.</p> <p>Sinks in classroom and toilet used for regular handwashing.</p> <p>Children/staff/visitors wash hands/sanitise on entering school.</p> <p>Children/staff wash/sanitise hands when exiting and entering the classroom, before lunch and after lunch.</p> <p>Regular hand washing/sanitising encouraged throughout the day.</p> <p>Any child touching their mouth or sneezing into their hand to wash hands straight away.</p>	<p>Caretaker</p> <p>3rd Sept</p> <p>Caretaker on-going</p> <p>All staff on-going</p>	3	1	3
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<p>C3. Inadequate cleaning routines result in a spread of Coronavirus in the school.</p>	<ul style="list-style-type: none"> • Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents and approved cleaning products • Read PHE's COVID-19: cleaning of non-healthcare settings guidance • Define a new cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups, frequently touched surfaces being cleaned more often than normal • Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas • Plan for the daily removal and safe disposal of rubbish • Schedule frequent cleaning of resources (e.g. books, toys) shared within groups • Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups • Purchase additional standard cleaning equipment if needed 	2	2	4	<p>Each room that is used has its own cleaning spray and paper towels to allow surfaces/resources to be cleaned frequently.</p> <p>Resources that are shared between bubbles, such as sports, art and science equipment will be cleaned frequently or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles</p> <p>Caretaker to empty all bins mid-way through the day.</p> <p>Returned library books to be quarantined for 72 hours.</p> <p>Caretaker to ensure that cleaning equipment is kept well stocked and reorder as required.</p>	<p>Care taker and checked daily by teaching staff</p> <p>All staff – on going</p> <p>Caretaker daily</p> <p>All staff – on going</p> <p>Caretaker – on going</p>	2	1	2
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C4. Insufficient distancing, or mixing of different groups of children, staff and parents, result in a spread of Coronavirus in the school/ local community.	<ul style="list-style-type: none"> • Minimise contact between individuals and maintain social distancing wherever possible • Plan group sizes • Revise timetables to accommodate groups and minimise movement between classrooms, where possible • Where possible, stagger start, break, lunch and finish times • Cancel large gatherings, such as assemblies and staff meetings • Revise extra-curricular offer to minimise mixing between groups • Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems • Divide playground to minimise mixing between groups • Plan arrangements for drop off/collection and communicate these to parents • Plan measures for lunchtimes including managing queues, reconfiguring dining spaces • Communicate arrangements to catering suppliers and lunchtime supervisors • Where necessary use appropriate PPE, follow guidance on putting on and taking off standard PPE- https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures 	3	2	6	YR (16 pupils), Y1/Y2 (23 pupils) to use hall 12-1 for lunch. YR will be seated apart from Y1/2 class bubble. Y3/4 (27) and Y5/6 (24) to use hall 12.30-1. Y3/4 class bubble and Y5/6 class bubble to be seated apart.	Staff supervising these group of children – on going Staff supervising these group of children – on going	3	1	3
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C5. Provision for intimate care means that distancing can't be followed.	<ul style="list-style-type: none"> • Put in place a PPE procedure that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school • Where a pupil already has routine intimate care needs that involve the use of PPE, the care plan should be reviewed; PPE should continue to be used as per the care plan 	2	2	4	PPE equipment available in every class. Isolation kit with addition PPE (face shields) in isolation room.	Caretaker and checked daily by teaching staff	2	1	2
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C7. The transmission of Coronavirus when using school/public transport.	<ul style="list-style-type: none"> • Encourage parents and pupils to walk/cycle or drive to school rather than take public transport • Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+ • Consider organising walking buses for primary pupil groups • Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts • Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school's policies. Consider: <ul style="list-style-type: none"> ➤ how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school ➤ use of hand sanitiser upon boarding and/or disembarking ➤ additional cleaning of vehicles ➤ organised queuing and boarding where possible o distancing within vehicles wherever possible ➤ the use of face coverings for children over the age of 11, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet 	3	2	6	School will operate staggered start/finish times.	Headteacher – on going (communicated to parents before end of term and a reminder on 4 September)	3	1	3
C8. Insufficient risk management may place vulnerable individuals at increased risk.	<ul style="list-style-type: none"> • Review all risk assessments that relate to this document to ensure updated with relevant guidance i.e. site and personnel risk assessment • Consult with staff, professional bodies and/or staff representatives • Consider the impact on staff and pupils who have particular protected characteristics, including race and disability, in developing your approach to reopening • Executive leaders/Trustees review school risk assessments and update the Trust Risk Register accordingly • Take account of current Government Guidance in relation to vulnerable individuals 	3	2	6	Individual risk assessments to be carried out where necessary. Two members of staff have been risk assessed back into work. Two members of staff are due back in September and risk assessments will be in place before they return.	Headteacher – 3rd September Headteacher – on going review Headteacher 3rd September	3	1	3

<p>C9.</p> <p>Increased vulnerability/ reduced academic performance, due to poor attendance from Sept/ lack of access to school during Covid school closures</p>	<p>Attendance</p> <ul style="list-style-type: none"> ➤ Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year. Consider writing to parents, explaining: <ul style="list-style-type: none"> ➤ what precautions and processes will be in place ➤ mandatory attendance expectations ➤ the reasons why returning to school is important • Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them - especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic • Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker of non-attendance, if they have one, of non-attendance <p>Catch Up Funding</p> <ul style="list-style-type: none"> • Consider using the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance 	1	3	3	<p>School is already working with the Education Welfare Officer to identify children who may need support to return to school.</p>	<p>Sendco – on going</p>	1	2	2
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<p>C10.</p> <p>Staffing related risks:</p> <p>Insufficient staffing levels</p> <p>Increased exposure due to working across pods/ settings</p> <p>Detrimental impact on physical and mental health and wellbeing</p>	<p>Clinically extremely vulnerable</p> <p>The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may advised not to return to work.</p> <ul style="list-style-type: none"> Assess how many staff remain in this much smaller group and the impact on the workforce Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. Consider using an Equalities Impact Assessment:- https://schoolleaders.thekeysupport.com/article/16686/documents/2301/KeyDoc_reopening_equality_impact_assessment.doc?marker=content-body In light of your assessment, consider altering the way in which you deploy staff <p>Using temporary/cover staff</p> <ul style="list-style-type: none"> In order to minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year <p>Staff health & wellbeing</p> <ul style="list-style-type: none"> Minimise staff travel between schools who are interacting with pupils Staff made aware of the signs of stress and anxiety Staff have regular contact with Line Managers. Line Managers to be vigilant for signs of excessive stress amongst staff and to initiate remedial action as soon as possible. Workload and work life balance is being monitored on an ongoing basis. This includes all members of staff up to and including the executive team Support available via our healthcare provider https://www.medigold-health.com/ 	3	2	6	<p>Headteacher to analyse results from staff surveys and respond in accordance with latest government and HR guidance.</p> <p>Headteacher to liaise with Trust on availability of staff elsewhere.</p>	<p>Headteacher 3rd Sept</p> <p>Headteacher As required</p>	3	1	3
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<p>C11.</p> <p>The risk of exposure to Coronavirus is increased due to membership of more than one pod, provision or setting, or due to letting to external providers.</p>	<p>Extra-curricular activities/membership of more than one pod, provision or setting</p> <ul style="list-style-type: none"> ➤ Review breakfast and after-school provision and consider the need to respond flexibly and build this up over time ➤ Review parents use of external providers: BC/ASC and child minders; consider the need for additional protective measures, including minimising the number of pods children access ➤ Advise parents to limit the number of different wraparound providers their children access during weekends/school holiday times ➤ As with physical activity during the school day, contact sports should not take place ➤ No activity that would not be allowed in the school day, will be allowed during extra-curricular activities/BC/ASC <p>Letting to external providers</p> <ul style="list-style-type: none"> ➤ Letting to be prioritised to meet children's needs ➤ Additional costing/staffing of COVID cleans required, in advance of staff/children using the space that has been let ➤ No activity that would not be allowed in the school day, will be allowed during lettings ➤ Those letting must have their risk assessment approved by Sam Lydon-Drake and must sign the school risk assessment ➤ Where necessary those letting will need to add additional measures to their risk assessment to meet school requirements ➤ Those letting spaces must keep abreast of changes in guidance ➤ Those letting spaces must keep a written record of attendees, that will be shared with PHE, if required 	2	3	6	<p>Different bubbles to be separated in the hall for BC provision.</p> <p>Each bubble to be given resources and these will not be shared with different bubbles unless cleaned thoroughly.</p> <p>Disposable cutlery/plates/bowls to be used in BC or grab a go bars used as a breakfast substitute.</p>	<p>BC staff – on going</p> <p>BC staff – on going</p> <p>BC staff - ongoing</p>	2	2	4
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C13. Increased risk of transmission during physical and musical activity.	<p>Settings should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance</p> <p>Physical activity</p> <ul style="list-style-type: none"> ➤ Ensure pupils remain in consistent groups where possible, sports equipment is to be thoroughly cleaned between each use, and contact sports are avoided ➤ Prioritise outdoor sports where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene <p>Music</p> <ul style="list-style-type: none"> • When pupils are playing instruments, or singing in small groups such as in music lessons by, consider: <ul style="list-style-type: none"> ➤ physical distancing ➤ playing outside wherever possible ➤ limiting group sizes to no more than 15 ➤ positioning pupils back-to-back or side-to-side ➤ avoiding sharing of instruments ➤ ensure good ventilation • Singing, wind and brass playing should not take place in choirs and ensembles, or assemblies 	2	2	4	Review of how we teach PE and music to happen on our non-pupil days in September so that staff are aware of risks and how to minimise these. Update here after.	All staff – 4 th Sept	2	2	4
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C14. Experiences during Covid closures may have had a detrimental impact on children's emotional and physical well-being.	<ul style="list-style-type: none"> • Ensure Headteachers (DSL) prioritise their time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate • Provide additional lessons/opportunities focused on supporting pupils' mental health and wellbeing, within the curriculum/school timetable, including targeted pastoral intervention as appropriate • Consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> ➢ support the rebuilding of friendships and social engagement ➢ to address and equip pupils to respond to issues linked to coronavirus (COVID-19) ➢ to support pupils with approaches to improving their physical and mental wellbeing • Consider the support needs of particular groups who need additional help (for example Children in Need), and any newly vulnerable pupils on their return to school 	1	3	3	<p>Safeguarding training on the non-pupil days will ensure that all staff understand that Covid may have had a detrimental impact of children's emotional and physical well-being and what they can do support them.</p> <p>Teachers to use 'The Book of Hope' which reflects on recent experiences and build their PSHE curriculum around this to help resettle the children back into school.</p>	<p>All staff – 3rd Sept</p> <p>Teachers – end of September</p>	1	2	2
C15. Time away from the structure school environment may have resulted in a detrimental impact on children's attitude to learning and conduct.	<ul style="list-style-type: none"> • Revise behaviour and attendance policies if necessary, to create the right conditions to re-engage pupils in their learning and reintegrate them back into school life • Provide additional pastoral and support services, exploring how services might be delivered remotely prior to reopening • Consider delivering lessons in shorter sessions and rebalancing the pastoral/academic load in the first few weeks; maximise opportunities to learn outside 	2	2	4	<p>Time to be spent in the first few weeks re-establishing routines and rules. With clear expectations on behaviour communicated to pupils and parents.</p>	<p>All staff – 18 Sept</p>	2	2	4

C16. Increased infection levels locally result in further school closures.	<ul style="list-style-type: none">• Ensure Trust procedures are in place to manage local closures• PHE Guidance to be followed• Headteacher to consult Executive Team, immediately	1	3	3	In the event of bubble / school closure, teachers will provide remote learning via Microsoft Teams.	Teachers as required	1	2	2
C17. Children do not have access to high quality online learning, during further partial/full school closures.	<ul style="list-style-type: none">• DfE funding has been secured to establish Microsoft 365 as a learning platform; all classes have been set up in Teams• Staff training to be delivered to ensure teachers can provide their online learning, interaction, assessment and feedback, via Microsoft Teams, by the third week in September 2020• Ensure high quality online and offline resources have been identified and linked to the school or Trust’s curriculum provision• Communicate online learning and safeguarding expectations, including logins/passwords, to parents and pupils	2	3	6	Teams training to take place on the non-pupil days and to be a focus of staff meetings for the first few weeks back at school.	Teachers – 4 Sept and ongoing	2	2	4
Other Risk Assessments	Specific activity risk assessments will include new additional control measures dealing with Coronavirus. Please refer to them as necessary. These include: <div>First Aid Risk Assessment Fire RA Cleaning & COSSH RA Catering RA</div> (not exhaustive – Signpost to other risk assessments as necessary)								
The Headteacher has directed staff and pupils to carry out these arrangements. Steps are being taken to ensure that they remain in place and effective.									

Each new hazard must be on a new row. Add extra rows if necessary. This will make the assessment easier to view and understand. Roll over into another page if necessary.

ASSESSOR NAME: Sarah Price	ASSESSOR SIGNATURE: 	DATE OF ORIGINAL ASSESSMENT: 07/07/2020	DATE OF NEXT REVIEW: 03/09/2020
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Standard Risk Assessment Definitions

- **RISK** - is the *potential* to cause harm. e.g. contract coronavirus
- **Control Measures** - are the actions taken to prevent harm
- **Severity (S)** - rated as follows:
 - **MAJOR** = 3
 - **MODERATE** = 2
 - **SLIGHT** = 1
- **Likelihood (L)** - rated as follows:
 - **LIKELY** = 3 could happen anytime.
 - **POSSIBLE** = 2 might happen sometimes.
 - **UNLIKELY** = 1 where harm is unlikely to occur.
- **Risk Rating (RR)** - is a means of 'measuring' the risk by multiplying the *severity* by the *likelihood* e.g. a *severity* factor 'MODERATE' with a *likelihood* factor 'POSSIBLE' would give a risk rating of $2 \times 2 = 4$. This should represent the risk at the time of the assessment, given the control measures in place at the time.
- **Additional Control Measures** – these are the measures Headteachers are taking locally, including amendments made to risk other assessments, to manage the Risk Rating.
- **Risk Rating**
 - High** = from 6 – 9 requires **IMMEDIATE** action to achieve a reduction in risk.
 - Med** = from 3 - 4 requires action **AS SOON AS POSSIBLE**.
 - Low** = from 1 - 2 may be considered acceptable (although action may be possible to reduce the risk even further can be considered).

Simple Risk Matrix			
	Consequences		
Likelihood	Minor	Moderate	Major
Likely			
Possible			
Unlikely			

Risk Treatment Key	
	Intolerable Risk Level. Immediate action required
	Tolerable Risk Level. Risks must be reduced so far as is practicable.
	Broadly Acceptable Risk Level. Monitor and further reduce where practicable.

Passing on the Key Findings

Important: The key findings of this assessment need to be passed on to those who need it.

Government Guidance – Links Section

Key government guidance is being followed includes (not an exhaustive list):

1. Coronavirus (COVID-19): implementing protective measures in education and childcare settings <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>
2. Actions for educational and childcare settings to prepare for wider opening <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june>
3. Social Distancing <https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing-after-4-july>
4. Shielding and Protecting Vulnerable Persons <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#shielded-and-clinically-vulnerable-adults>
5. COVID-19: cleaning of non-healthcare settings <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>
6. Travel Guidance – safer travel <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>
7. Actions for schools in preparation for the Autumn term- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

STAFF NAME	SIGNATURE	DATE READ