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September back to school risk assessment

RISK ASSESSMENT DETAILS

	Ebor Academy Trust
Academy	Easington Primary Academy

TITLE OF RISK ASSESSMENT	Covid 19 Risk Assessment TPA
DETAILS OF ACTIVITY	
RISK ASSESSMENT LOG REF	
OTHER RISK ASSESSMENTS CROSS REFERENCED*	Easington – wider school reopening
WORKPLACE INSTRUCTION REF	
DATE OF ASSESSMENT	09.07.2020
MANAGER CARRYING OUT RISK ASSESSMENT	Kerry Verity
NAME OF EMPLOYEE CONSULTED	
LOCATION OF ACTIVITY	

Headteacher / Principal **Please sign to confirm you understand the risks and are taking the precautions necessary to reduce the risk.**	
Signature KVerity	**Date** **14/7/2020**

RISK RATING & EVALUATION OF RESIDUAL RISK

Assessing level of residual risk = impact x likelihood

IMPACT	
Catastrophic	People in immediate danger (5)
Major	Harm is more likely than not (4)
Moderate	Harm is likely (3)
Minor	Harm is unlikely (2)
Insignificant	Remote chance of dangerous harm (1)

LIKELIHOOD		
Highly Probable	The event is extremely Foreseeable (5)	More likely to occur
Probable	The event is very Foreseeable (4)	
Possible	The event is Foreseeable (3)	
Unlikely	The event is not very Foreseeable (2)	
Remote	The event is unforeseeable (1)	Less likely to occur

What the final score tells you in relation to level of risk		
	1 – 5	**Very Low**
	6 – 10	**Low**
	12 – 15	**Medium**
	16 – 20	**High**
	21 - 25	**CRITICAL**

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In welcoming back all of our pupils and staff, it is critical that safety and wellbeing is at the forefront of all of our thinking. The main guidance around this is: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

This document has been designed to:

1) Identify sources of risk
2) Provide detail on what measures to be put in place in order to mitigate that risk
3) Assess what can be done to mitigate the risk
4) Having put the measures in place, to reflect on and score any residual risk

In putting the leaflet together we have taken on board a wide range of new guidance which recognises the challenges of having all children back in one building.

The assessment has been developed around the 9 systems of control around prevention and control:

Prevention:

- minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school

- clean hands thoroughly more often than usual

- ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

- introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

- minimise contact between individuals and maintain social distancing wherever possible

- where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- engage with the NHS Test and Trace process
- manage confirmed cases of coronavirus (COVID-19) amongst the school community
- contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

Hygiene remains at the centre of the strategy to control transmission, it must remain central to all activities. There is also greater emphasis on wellbeing.

Recognizing the logistics of having a full cohort of children, the guidance changes the emphasis from maintaining a set distance, to doing all that is reasonably possible to maintain distancing. 'Reasonably possible or practical' is defined by the HSE as ' weighing a risk against the trouble, time and money needed to control it.'

In conducting this risk assessment ***it is therefore critical*** that you can demonstrate that you have given thought to each risk and what is reasonable and possible to do in order to reduce / mitigate it.

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We have outlined steps to take in order to reduce or mitigate risks, and ask the risk assessor to consider each one, decide on what action is reasonably possible and state the reason for this decision.

Where it becomes difficult to mitigate or reduce the risk,; e.g. lack of cleaning staff; or a measure is not deemed appropriate, you must note your reasoning. CST will then work with you to consider the best course of action which could include:

a) Transfer the risk e.g. contract a company to clean and manage waste, engage with Department of Public Health
b) . Accept the risk; this may be where the cost or impact on people is greater than the risk of transmission

Although we have produced this generic document, we recognise that every school is different, and we therefore expect each school to take a rigorous approach to interpreting risks in the context of their schools and to add any additional risks they may identify.

The risk assessment is a critical step in ensuring safety, so you must make sufficient time to ensure this is completed thoroughly and by staff who have been trained in undertaking a risk assessment. If unsure please contact Andy Roberts for guidance.

Despite putting the measures in place, there is always going to be a residual level of risk. Having reflected on the preventative measures you will put in place, please score the residual risk in terms of the likelihood of the risk manifesting and the impact.

A discussion with CST has been booked in with each school, to discuss the results and agree a risk score and any support required.

Risks change so you must review risks on an on-going basis and put measures in place to ensure wellbeing and safety, and also check that the measure put in place are working to ensure the controls are:

- ***effective***
- ***working as planned***
- ***updated appropriately considering any issues identified and changes in public health advice***

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RISK BEING ASSESSED	PERSONS AT RISK & HOW e.g. employees, pupils, customers, contractors, members of public, other	MEASURES TO REDUCE RISK	HOW YOU WILL IMPLEMENT AND REINFORCE THESE MEASURES. ***If you propose to accept the risk as you are unable to mitigate it, please note this.***	PLEASE DETAIL ANY LIMITATIONS AS A RESULT OF YOUR ENVIRONMENT. ***If you feel preventative measures are not possible or appropriate, please state this along with your reasons***
STAFF WELLBEING https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19				
Social distancing □ □	Staff at risk due to infection from working too closely with others	Control use of facilities to ensure distancing can be maintained, aiming for 2 metres at all times	Staff use different entrance and exit doors Limit the movement of staff around the school Teachers to stay with class groups. Communal areas for intervention timetabled. Main corridor needs restrictions. Inform teachers not mingle in breaks, daily reminders and signage reminders Signs in place. Staff to use 2 staff rooms and outdoor space for breaks. KV, GF, ED, EL, VS – to use toilet in front entrance JB – to use disabled toilet in front entrance CW, GB to use staff toilet in EYFS	2 sets of toilets to use plus disabled toilet. Allocate staff to certain toilets. Other staff and children have to walk through communal areas where they may be interventions in place. Make sure desks are set up with space between children and staff and away from main walk through. Need to ensure staff give way for people already in the corridor near Admin Office.

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		Signage to remind about distancing	Signage up around the school and also in the playground	
		Ensure staff are aware of procedures	Staff meeting in July. Training day in September Staff handbook	Regular review of procedures
		Encourage engagement with test and trace	Staff aware of expectations Staff handbook Procedure sheets on display	
Social distancing □ □ □	Unavoidable contact may lead to transmission	PPE guidance provided by CST to be read by all employees, guidance sought where unsure	PPE guidance and training undertaken by all staff PPE equipment kept in an accessible are for all Regular handwashing PPE best practice read by all staff Staff briefing 01.06.20 – safety advice given following guidance	PPE equipment checked and ordered by GF PPE training and advice – training day in September.
Wellbeing	Pressure on staff due to concerns or workload	Ensure staff are aware of wellbeing support that is available	Make sure staff get breaks away from the children. Ensure all staff get PPA that they are entitled to. Work together as a team to support each other.	Shortage of adults – staff have a range of roles to do. PPA laptop in Worship room away from children. KV to monitor workload and discuss with D Barber if needed
		Regular one to ones with staff to discuss wellbeing	Rota in place for meetings once a week initially.	
Allergies may be mistaken for Covid causing concern □ □	Anxiety may be caused	Surgical masks available if required	Ensure following health and safety procedures. Well- being meetings as above.	Training day in September

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Lack of staff due to unplanned absence	Inability to continue teaching	Robust plans in place to switch to online learning	All staff working together as a team with allocated roles. Staff aware of good practice. Staff meetings from September focus on training for improved IT provision.	Shortage of adults to cover staff who are off ill. Contingency plans in place with Ebor is needed if KV goes off sick
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		**Likelihood**	**Impact**	**Score**
		3	4	12
AREAS OF CONCERN **Lack of staff for different roles** **Higher expectation of staff to be multi skilled and cover range of situations** **No spare staff for well being** **Staff off sick will put pressure on remaining staff** **High percentage of PP premium and vulnerable children – will need more specialist support** **A contingency plan needs to be in place if KV goes off sick.**				
CHILD WELLBEING https://www.gov.uk/guidance/supporting-pupils-wellbeing https://www.gov.uk/guidance/supporting-pupils-wellbeing https://www.gov.uk/education/pupil-wellbeing-behaviour-and-attendance				
Social distancing □ □ □ □	Transmission of virus through close contact	Schools to develop plans for group sizes and maintaining consistent group sizes	Whole school can be a bubble but we will still separate the children as much as possible into 3 smaller groups. Use 3 different entrances, have 3 separate toilet blocks,	

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			separate the playground into 2 areas. Split the communal/ intervention areas so that each group have their own.	
Wellbeing	Children may be anxious with new rules and protocols	Encourage parents to reinforce protocols around distancing and provide information to prepare them for their 'new normal' Staff to reassure children and explain when needed	KV and ED meeting with all parents during last week of term. Letter from Ebor to go to all parents. School specific letter to all parents. Opportunity for children to discuss new rules first week back in September. Well- being resources handed out for over the holidays	Wellbeing plan developed for September. Staff training day
		Additional support to be available to work intensely with children in particular at start of term	Creation of welfare team. Staff aware of online resources. Staff to use well- being folder on shared area.	HLTA advertised asking for well -being experience. Area to be set up in staff room with well being suggestions.
		Close monitoring and observation of children to identify any signs of distress	Small class sizes – all adults to monitor. All adults have completed extra CPD during lock-down to prepare them. Weekly welfare meetings with all staff to share concerns or seek advice.	Staff meeting after school on a Monday. Friday morning minutes.
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		**Likelihood** **3**	**Impact** **4**	**Score** **12**
AREAS OF CONCERN				

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Lack of staff. If able to replace HLTA and have in post by September this will ease some of the pressure. KV is Head of school, full time class teacher and Safeguarding Lead – concerned about not having enough time to deal with Safeguarding effectively.				
ACCESS / EGRESS TO SCHOOL https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19				
Travel to school □ □	Virus may spread if too close contact	Minimise number congregating at same times by offering staggered start and end times where appropriate	Having extended start and pick up times. Drop off between 8.45 – 9.05. Register at 9.15. Pick up between 3.05- 3.20 Adult on each door. KV monitoring playground	2 EHCP children – entering and exiting the building. Risk assessments completed.

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		Allocate supervised group collection points	Children entering and leaving using 3 separate entrances. Markings on the playground for children and parents to wait.	Children to have a window for drop off and pick up
		Ensure parents know they can't come onto site	Staff training. Letters to parents Notice up at entrance	KV to monitor playground
		Put in place process for removing face coverings that may be used on arrival at school, ensure the process is known and followed	Staff to remove face coverings as soon as they enter the building and dispose of in lidded bins. Wash hands. Staff handbook.	
		Ensure children over 11 yrs are aware they must wear a mask on public transport	Not applicable	
Social distancing □ □ □	Virus may spread if too close contact	Designated and marked out parking area for contractors and guests with safe distance	Contractors and visitors to use space next to school bus. Notice for reception outlining guidelines	
		Number of entrances/exits at site maximised and limited to groups where practical	3 entrances for children to use. Staff to use 3 entrances.	
Transport □ □	Pressure on public transport/ road network	Encourage parents and children and young people to walk or cycle to their education setting where possible	Letter to parents	
		Measures to prevent use of and crowding on public transport including staggered start and finish times	N/A	
		Guidance given to early years Staff on dealing with soiled clothing	Revised Intimate Care Policy Staff training	Use of PPE equipment

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		Area to change allocated, Bags to put clothing in provided	Staff to bring in spare set of clothes. Bags kept in disabled toilet area and EYFS staff toilets.	
Airborne transmission	Virus spread across school	Parents to complete and return allergy declaration form prior to children attending. Information to be securely stored with controlled access and disposed of after a year	Form to complete 1st week back in September.	
		Health check questions to be asked before a child enters premises. Information to be securely stored with controlled access and disposed of after a year	In a morning, at drop off, staff to ask parents/carers health questions and inform parents that they must notify the school if children's health changes during the week. Children who walk to school by themselves, parents to ring school on a Monday to let us know there are no health concerns. Parents letter.	
Airborne transmission	Potential to infect others	Ensure staff are clear on the need to provide a doctor's note for non- attendance	Staff handbook	
Preventing those with specified health conditions from risks arising from attending	Spread of virus to anyone in school	Ensure staff and parents are aware that those with specified medical conditions which make them more vulnerable to COVID-19 should continue to follow Government advice	Risk assessments to complete if needed. Information to parents	

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Close contact and airborne transmission □ □ □		Plan in place to ensure distancing can be observed during access and egress of building	Lines painted on the playground Signage up Parents letters Head on duty on the playground	
Close contact and airborne transmission □ □ □	Reception staff	Staff must operate behind their protected area	Reception full enclosed- reduced risk from visitors. Staff needing to speak to reception staff to remain in the corridor.	
Close contact and airborne transmission □ □ □ □	All staff, guests and contractors	Keep wipes by sign in screen to wipe after every touch / use	Use of sign in sheets with staff to have their own pens. Visitors to sign in with pen- wiped after use.	
Close contact and airborne transmission □ □	Reception staff	Deliveries should be placed outside the door of the school. Delivery to be picked up wearing disposable gloves which are then disposed of along with the container in the school bins	Reception staff to follow rules and procedures. Lidded bin in entrance hall.	
	Reception staff	Implement a booking system for parents and visitors coming into school, limiting the number in at any one time. Log of visits should be retained	Visitors by appointment only. Facility made to see visitors out of KV's office. All visitors to provide a name and contact number.	KVs office too small for social distancing. Visitors to use larger space.
		Ensure parents know they are not allowed to 'turn up' to school without an appointment	Parental information given out backed up by verbal clarification if needed.	

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HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)	Likelihood 2	Impact 3	Score 6
AREAS OF CONCERN **Family with 4 children – 2 of who will have EHCPs – drop off and pick up as children arrive to school in a car.**			
MOVEMENT AROUND BUILDING			
Virus contracted whilst moving around building through airborne or close contact transmission □ □	Staff/Children/ Contractors	One way systems where possible	3 small groups- have own set of toilets, intervention area. Staff to remain as much as possible in 1 area of the school. Children to have own area in hall when hot meals start being served.	Unable to have 1 way on the only corridor that isn't wide enough for social distancing. Make sure all staff members know to give away before using the short corridor.
		No assemblies unless via hangouts or within class groups	Staff handbook	
		Educate staff and children on voice control to prevent the need to shout. Use posters to reinforce	Staff training. Children being trained. KV to monitor consistency across the school. Posters put up reminding everyone to use indoor voice.	

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			First week back – model indoor voices. Go through expectations with children.	
		Rotas and systems to avoid contact between groups	Playground separated into 2. Rotas for use of staff room at lunchtimes.	
		Pinch points and bottle neck points identified and managed accordingly.	Staff room. Use of corridor outside of GF office.	
		Identify where screens would help prevent transmission of virus	Not needed	
		Signage in place to remind people and daily reminders from line managers	Signs in place outside and around school.	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA(Potential Impact x Likelihood)		**Likelihood** **2**	**Impact** **2**	**Score** **4**
AREAS OF CONCERN **Narrow corridor outside the admin office. Ensure give way system is used at all times by staff.**				
USE OF CLASSROOMS - EACH ROOM TO BE ASSESSED INDIVIDUALLY, PLEASE ADD ONE ROW FOR EACH ADDITIONAL ROOM AND REPEAT SAME CHECKS				

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https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools				
Classroom (Yrs 3 upwards) Assessing and preventing transmission of virus in the classroom through close contact or surface transmission	Staff/Children potential exposure to virus through close contact or picking it up from surfaces	Classrooms to be organised to maximise distancing	KS1 – 16 tables needed. Children to sit in horseshoe shape. Use of intervention area for some CP. Classroom to be kept to a minimum with amount of furniture in.	Not enough space. Use of horseshoe shape to keep children distanced from each other and from the teacher. Furniture kept to a minimum.
□ □ □ □ □		Enter classroom one by one, populating seats front to back to reduce contact where possible	Children to populate from back to front to minimise contact	
		Arrange seating for children to sit side by side no more than 15 per row where possible	KS2- children sitting in rows.	
		Minimise face to face child/teacher time	Children using chromebooks. Outdoor classroom created.	
		Classroom based resources, such as books and games,should be cleaned regularly, along with all frequently touched surfaces.	Staff handbook. Posters up around school. Staff to have tray with wipes, anti bac spray, gloves.	
		Resources shared between classes or bubbles, such as sports, art and science equipment should be cleaned	Whole school is 1 bubble. Each class will have their own science resources. Art will be done	

		frequently and meticulously and always between bubbles, 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	on different days between the KS1 and KS2 class. Area set up for any resources that need to be quarantined. TA to clean P E equipment between different classes usage.	
		Windows and doors must be open to be maximise ventilation. Fire doors must remain closed unless fitted with fire alarm activated door closing devices	All areas have adequate windows.	School is very cold. Windows may be shut in classrooms but ensure there is adequate ventilation by keeping doors open or opening windows in communal areas.
		Own equipment only to be used by each child or allocated equipment where possible	All children to have all of their own stationery. Children told not to bring in anything from home. Parent letter	
		Mark out areas to reinforce distancing	Areas marked out in classrooms to protect the teacher. In playground – use of a barrier.	
		Daily awareness briefings by line managers, posters, manager spot checks	Procedures in place. Staff handbook.	
Early Years and KeyStage One (Yrs 0-2) Preventing transmission of virus in the classroom through close	Staff/children through close contact or picking it up from surfaces	Avoid time spent within 1 metre of a child	Small class sizes. Constant wiping procedures already in place. Supply of anti bac spray and wipes. Staff advised to change clothes daily.	Nursery child starting with EHCP – will need a lot of support. Intimate care? Will need a risk assessment.

contact or surface transmission □ □ □ □			Staff advised to bring in spare set of clothes and to change if needed. Black bin bags provided for carrying soiled clothes for staff.	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		**Likelihood** **2**	**Impact** **3**	**Score** **6**
AREAS OF CONCERNS **EHCP children – very needy. Need a lot of support.** **Children not fully toilet trained.**				
STAFF REST ROOMS https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres				
Close contact and surface transmission	Everyone close contact or picking it up from surfaces	Rotas ensure distancing can be maintained in staff areas	Rota completed. Staff handbook Staff to use 2 staffrooms Staff wash hands before using shared items such as kettle, microwave, fridges etc.	

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□ □			Wipes in all communal areas to wipe down after use.eg photocopier, kettle.	
		Cleaning schedule in place to ensure equipment cleaned after use	Staff to clean their own equipment and resources after use. EYFS to leave items to soak in Milton overnight.	
		Own utensils used	Staff handbook	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		**Likelihood** **2**	**Impact** **2**	**Score** **4**
AREAS OF CONCERN **Ensure rest rooms are cleaned thoroughly at the end of each day.**				
PLAY/ EXERCISE / MUSIC				

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Close contact and surface transmission □ □ □ □	Staff/Children may suffer contamination through close contact and virus picked up from surfaces	Prevent use of equipment that could transmit virus	Staff handbook. Clean own equipment/resources after use.	
		Encourage outdoor play wherever possible	EYFS new bikes etc. Outdoor classroom set up in shelter on the playground	
		Rota and segregation for outdoor space to maintain distancing	Can all use the play ground. Barriers ordered to separate the small classes on the playground. Monitor outdoor play equipment that can be used.	
		Rota for cleaning play equipment	TAs can clean. Staff handbook	
		No singing, wind or brass instrument playing	Inform music teacher Staff handbook	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		**Likelihood** **2**	Impact 2	**Score** **4**
COMMENTS OR CONCERNS				
MEAL TIMES https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely				

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Close contact and surface transmission □ □	Staff/children/ Catering staff cross contamination by being too close or picking up the virus from surfaces	Hot / cold pack lunches to be eaten in classroom to avoid queues or large groups congregating at meal- times	Can also use intervention areas outside the classroom. Use of TAs to cover lunches	
		System in place to collect lunch boxes; ensures distancing can be maintained	Lunchboxes to be kept in 1 place outside of the classroom. Given out to children by the TA	James to give out lunches.
		Catering staff treated as a group	1 cook working by herself in the kitchen.	
		All food waste must be disposed of in black bags/compostable bags	Staff handbook. Lunchtime procedures.	Order more black bags.
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		**Likelihood)** **1**	**Impact** **1**	**Score** **1**
AREAS OF CONCERN				
CHILDREN WITH COMPLEX NEEDS https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people				

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Risk of cross contamination when dealing with children with complex needs □ □ □ □	Anyone in building could be exposed to virus through close contact and airborne transmission	**Please refer to guidance already provided and refer queries to Rebecca**	EHCP child (1) into EYFS. Risk assessment completed. Child to have own 1 to 1 -adult understands guidance about wearing PPE equipment. EHCP child 2 (Year 3). Child to have desk nearest the door and toilets. Area in spare classroom for child to work in quietly. Risk assessment to be completed. Strict cleaning by adult 1 to 1 – every time child touches resources.	Child will need a lot of support. Child to start part time in week 2 Initially child to come in 3 mornings per week and review. Risk assessment to complete. Outside agencies involved Behaviour of EHCP 3. May need Team Teach. Behaviour Plan in place.
Access/egress in building □	Staff/Children/ Contractors		EHCPs are both in the same family – children to have a staggered start/end time because they cannot distance. Family to be given a parking spot in the car park.	EHCP (year 3) cannot distance. EYFS EHCP is younger sibling. How can Dad manage getting all children into and out of school safely? Risk assessment

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TOILETS - REPEAT FOR EACH TOILET BLOCK

https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings

https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands

Toilets □ □ □	Staff/Children/ Contractors	Ensure cleaning rota in place		Not enough cleaning staff. 1 member of staff clinically vulnerable. caretaker 3 hours per week.
		Process in place to ensure adequate supplies of cleaning materials at all times	GF and NP to keep up to date with supplies and GF to order as needed.	
		Rota for use of toilets to minimise number of people at any one time and maintain distancing	Each small class have their own set of toilets. Staff toilets – when using the toilet put a cone outside so other staff members give space for the staff member to exit the toilet with plenty of room.	Staff toilets an issue as staff will have to come down communal corridor.
Hand to mucous membrane transfer (eyes, nose, mouth)	Staff, Children & Contractors	Ensure bins in place and used to safely dispose of paper towels and process for regular collection to prevent overspill	Lidded bins in all used areas. Tissues in all areas that need to be disposed of in lidded bins. Staff guide	Need a bin collection in place at lunchtime.

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□ □ □				
		Ensure adequate supply of paper towels and wipes	GF and NP to monitor and order when needed	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		**Likelihood** **4**	**Impact** **5**	**Score** **20**
AREA OF CONCERN **Children with complex needs – risk assessments to be done.** **Lack of cleaning staff to empty bins.** **Lack of cleaning staff for cleaning toilets regularly throughout the day.**				
MAINTAINING HYGIENE https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings				
Hygiene practices □ □ □ □	Transmitting virus through lack of rigorous preventative measures	Do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum	Children into 3 groups who each have their own allocated areas. Classrooms to have their own resources.	If KV not teaching, ED would cover all the children in continuous provision in an afternoon.

			Any shared resources eg art/science left for 72 hours before moving to another class.	
		Ensure sufficient washbasins so everyone is able to wash hands regularly	Use sinks in shared areas as well as sinks in the toilets. NP to make sure there is enough soap and handtowels every morning.	
		Supervise young children washing their hands to prevent ingestion and ensure thorough washing	Use of posters. Model hand washing Watch animations about hand washing. Supervise children that need it.	
		Build washing hands and 'catch it kill it bin it' into the culture	Use of tissues in all areas. Lidded bins in all areas. Posters Staff handbook	Lack of cleaning staff to empty bins
		Enhance cleaning regime for busy areas		Lack of cleaning staff
		Ensure the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly	NP to fill up stations every morning. GF to replenish if needed	
		Supervision of hand sanitiser use given risks around ingestion. Small children and	Skin friendly cleaning wipes ordered for EYFS. Use of posters.	

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		pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative	Model hand washing Watch animations about hand washing. Supervise children that need it.	
Surface transfer ▯	Staff, Children & Contractors	Ensure surfaces are wiped at regular times	Need to use Tas and all adults for cleaning surfaces	Lack of cleaning staff
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA		**Likelihood** **4**	**Impact** **5**	**Score** **20**

AREAS OF CONCERN

Lack of cleaning staff to maintain cleaning regime.
2 EHCPS in school – TAS needed to support may not have time for cleaning.

USE OF PPE – order via estates

https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe

https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe

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Ensuring safe and effective use of PPE □ □	Staff using PPE in appropriately may be infected	Ensure everyone is aware of and understands Ebor and HSE guidance on use of PPE	Posters. Staff guidance given out on training day Staff handbook	
		Ensure sufficient PPE available	GF to check supplies and order when necessary	
		Ensure process in place for safe disposal of PPE	Lidded bins in all areas for disposal of gloves. Black bags for the disposal of PPE	Need room for the holding of PPE equipment
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		**Likelihood** **1**	**Impact** **2**	**Score** **2**
AREAS OF CONCERN Safe area for PPE equipment.				
CONTRACTORS				
Contractors may bring covid in □ □ □	Staff, Children & Contractors	Ensure booking system in place for contractors	Allocated parking space for contractors. Appointment only. Wash hands upon entering school. Sign in on paper copy. Wipe down pen afterwards. Take contact number. Try and ensure all contractors arrive at school when there isn't any	

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			children and limited number of staff on premises.	
		Ensure declaration is signed prior to entering site	Printed off sheets from Ebor. Make sure a telephone number of contractor is taken.	
		Ensure contractors aware of and follow Ebor guidance on H&S procedures during Covid		
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		**Likelihood** **1**	**Impact** **2**	**Score** **2**
AREAS OF CONCERN				
CARETAKING **https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm** **https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm**				
Site Safety and Provision □ □	Reopening after summer break	Ensure all the usual preterm building checks and caretaker compliance checks are undertaken to make the school safe	J Conlon to check and monitor	Caretaker only works for 3 hours per week. He will be on holiday for the last 2 weeks of 6 week break.

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Water Systems	Flushing of Cold and Hot Water	Ensure that all cold and all hot water outlets are flushed	Ensure caretaker completing task	
Kitchen Water Systems	Flushing of Cold and Hot Water and Cycling of Appliances	Ensure that all cold and hot water outlets are flushed and appliances have had 1 full cycle of use	Caretaker to do on a Friday morning	
Statutory Checks	In House Statutory Checks In Place	Ensure all checks in place report immediately to Andy Roberts if lack of staff make this impossible to manage locally	J Conlon to monitor	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		**Likelihood** **4**	**Impact** **4**	**Score** **16**
AREAS OF CONCERN **Caretaker only on site for 2.5 hours on a Friday morning. Time to complete all the checks thoroughly. If he is off sick or has an appointment he misses his morning at Easington – he does not swap days so some weeks we have had no caretaker at all.**				
GENERAL CLEANING **https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings**				

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Cleaning protection □ □	ALL	Ensure cleaners wear minimum of disposable gloves and aprons for cleaning. Offer use of masks as cleaning causes the possibility of airborne fluid	Procedures for cleaning understood. PPE guidance followed. Dispose of PPE equipment properly.	Lack of cleaners
Surface transmission □	ALL	All cleaning cloths to be disposed of daily and mop heads should be of the disposable type or sterilised daily.	Procedures for cleaning staff Adequate amount of cleaning cloths available	
Surface transmission □	ALL	Areas of common use, such as corridors and toilets to be cleaned regularly throughout the day		Lack of cleaners
General cleaning □	ALL	Schedule frequent cleaning of shared resources, books, toys etc	All staff aware of expectations of cleaning resources. Cleaning trays in each classroom areas stored away from children. Staff handbook	Staff to complete throughout the day.
General cleaning □	ALL	Implement a cleaning log to track cleaning frequency of bathrooms, classrooms and communal areas	Cleaning logs to be completed daily by all staff including kitchen staff. Cleaning jobs to be ticked off as completed by cleaners. KV to monitor and to do spot checks on the cleaning.	Lack of cleaners for more than once per day.
Cleaning materials	ALL	Disposal of cleaning materials by double bagged Covid method	Staff handbook. GF and NP to keep check on stock of bags.	

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Surface transmission	Spaces used by more than one class or group	Ensure these are cleaned between use	P.E equipment will need to be cleaned after used by each class.	T A to clean between use.
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA		**Likelihood 4**	**Impact 5**	**Score 20**
AREAS OF CONCERN 1 cleaner in a morning for 1.5 hours. 1 cleaner on an evening for 3.25 hours. Evening cleaner is critically vulnerable and needs to stay away from groups pf people.				
TOUCHPOINT CLEANING				
Airborne and surface transmission	ALL	Regular enhanced cleaning during the day of all high frequency touched areas such as door handles, toilet areas, hand rails etc. Instruction leaflet to be read by all employees and any queries to Andy Roberts	Instruction leaflet read by all staff. Cleaning sheets signed off daily. KV to do spot checks.	Lack of cleaning staff.
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		**Likelihood 4**	**Impact 5**	**Score 20**

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AREAS OF CONCERN **lack of cleaning staff.**				
CLEANING FOLLOWING SUSPECTED COVID CASE				
Airborne and surface transmission □ □ □ □ □ □ □	ALL	Ensure all staff area aware of Ebor guidance on enhanced cleaning and use of PPE	Staff handbook. Training day in September. Guidance read by all on PPE equipment.	
		Change process for managing outbreak to ensure that after any confirmed outbreak Public Health are informed	Follow guidance. Guidance made available for all staff to follow if needed. Appoint deputy leader in case KV is off work sick.	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK		**Likelihood** **4**	**Impact** **5**	**Score** **20**
AREAS OF CONCERN **Lack of cleaning staff to do an enhanced clean if suspected covid case. Cleaner who is critically vulnerable would not be able to clean the area.**				

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WASTE MANAGEMENT PPE https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control				
Airborne and surface transmission □ □ □	ALL	All outer packaging must be removed and recycled before an item is taken into school	Guidance for staff. Staff handbook Package checked and ticked off outside of the building. Outer packaging placed in recycling bins. Hands washed when entering the building after touching packaging.	
		All food waste must be disposed of in black bags/compostable bags	Food waste collected in black bin liners. Tied up. Disposed of in large bin.	
		Soiled clothing must be put into alginate bags and then into relevant outer bags - double bagging not required		Order alginate bags
		Disposal of all waste related to possible or confirmed cases should be classified as infectious and the Ebor Covid-19 disposable method used	Procedure printed off. All staff aware.	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA		**Likelihood** 1	**Impact** **2**	**Score** **2**
AREAS OF CONCERN				

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MANAGING PREMISES https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools				
Statutory compliance has not been completed due to availability of contractors	Everyone on site	Ensure all contractor statutory checks are up to date; immediate reporting to Andy Roberts where they have not been	Follow guidance.	
		Process in place to ensure contractor statutory checks continue as scheduled and report immediately to Andy Roberts	Follow Ebor guidance	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		**Likelihood** **1**	**Impact** **1**	**Score** **2**
Areas of concern				

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