



**Acorn**  
Education Trust

# **COVID-19 Risk Assessments**

## **September 2020**

### **Rationale**

The purpose of a risk assessment in any Acorn School is to ensure that the workplace is safe to work in and all individuals involved are appropriately protected from areas of concern. The process of a risk assessment involves firstly identifying areas of concern within a work place, and then subsequently implementing control measures, which minimises the level of risk. By doing so, we have created a safer and healthier workplace.

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# 1. Safeguarding Risk Assessment

## GENERAL RISK ASSESSMENT FORM FOR SCHOOLS

**RA1**

### 1.1 What is being assessed (task/activity)?

Safeguarding

### 1.2 What sort of harm can you foresee from this situation/activity?

Pupils may be at risk of physical, sexual, emotional harm or neglect

### 1.3 Which individual or group(s) of employees or non-employees may be harmed?

Individual employee		Individual pupil	✓	Contractors	
Employees generally		Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

### 1.4 Is there any heightened risk to:

New or expectant mothers (employees)		Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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<b>1.5 What other factors may contribute to the likelihood of any harm occurring?</b>	
<b>Area of Concern</b>	<b>Control measures</b>
No clear procedures for safeguarding.	Ensure an up to date Child Protection Policy is in place and has been made available to all staff and volunteers and is on the school website. Ensure the CP Policy reflects the changes in KCSIE20.
Safeguarding during Covid-19	Ensure there is an appendix attached to the Child Protection Policy which outlines the most up to date safeguarding information and outlines processes during the time of covid-19.
No Designated Safeguarding Lead	Ensure a Designated Safeguarding Lead or Deputy is in school at any time whilst pupils are. Ensure all staff know who this is at any time. If no DSL/DDSL is available in school hours, then ensure all staff know how to contact either the school DSL or the Trust's DSL to report concerns. DSL must continue to manage allegations and make referrals where needed.
Staff Training	Prior to opening ensure ALL staff have had basic training and reminded of policies and procedures.  If DSL/DDSL training lapses during this period, the expectation is that they continue to hold responsibility for safeguarding. Arrange training as soon as this is possible.
Pupils who are known to be vulnerable (CP, CiN, LAC, general concerns)	Schools should RAG rate all pupils based upon vulnerability. Those deemed at risk and for any pupil who has a social worker should be attending school daily. If it has been agreed with the social worker that is safer for a pupil to remain at home, regular contact should be made with the pupil and social worker.  For any vulnerable pupil who should be attending school but is not, daily contact with the social worker should be sought and with parents/carers.
Local authority/Multi Agency working	Irrespective of Covid-19, work with other agencies should continue and core group meetings etc. attended by school representative.
Alterations to how pupils/parents enter site	Give due consideration to pupil, staff and site safety.
Pupils not expected to attend school and remain home schooled.	Consider flexible learning and how and what work will be provided at home. Ensure staff know who has responsibility for liaising with any home learners. Inform the EWO of anyone on a part time timetable or anyone unable to attend school. Ensure all pupils and families have access to National helplines.

Staff Recruitment	<p>All existing processes of KCSIE 2020 must continue to be applied and followed.</p> <p>Volunteers must not be left unsupervised and all the usual checks must be completed prior to a volunteer entering the school.</p> <p>DBS should still be sought – there is a live video scan for documents and on first day of attending work the new member of staff must produce their physical documents.</p> <p>The Single Central Record must continue to be updated to reflect all staff/volunteers working in the school.</p> <p>Any new member of staff/volunteer must undergo relevant safeguarding induction.</p>
Online Safety	<p>Ensure staff are familiar with the code of conduct and user agreements.</p> <p>Update Online Safety Policy if it does not already support remote learning.</p> <p>Complete DPIA for any new software/hardware where information about an individual will be processed.</p>
Children Moving Schools/Transition	<p>Ensure any relevant information is passed to the new school.</p> <p>Securely transfer relevant CP ,PEP, CiN, EHCP, social worker details and records.</p>
First Aid	<p>In Primary settings and Nurseries ensure there is a Paediatric First Trained member of staff in school. The Government has extended PFA qualifications for 3 months. Organise training for any who need it ASAP.</p> <p>If PFA trained member of staff is not able to be in school, then a risk assessment should be completed and a duty PFA trained person available on phone. This could be across HUBS and should be discussed with Exec Head.</p> <p>In all settings ensure there is a member of staff with a First AID certificate available during school hours.</p>

1.6 a) Do you assess these measures as being adequate?	YES	NO
1.6 b) If 'NO' what additional measures are necessary?		
<b>Action required:</b>	<b>By Whom</b>	<b>By When</b>
Training for all staff on the above procedures prior to school commencing back	CG	02/09/20
Identified DSL/DDSL/Trust DSL and PFA on Duty and shared with staff	CG	02/09/20
RAG rate all pupils to identify Vulnerable pupils.	CG	02/09/20

## 1.7 Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

LIKELIHOOD	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
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Likelihood X Severity = Risk rating

$$3 \times 4 = 12$$

## 1.8 Risk Assessment Statement – Please tick ONE box only

This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 1.6b) above must be undertaken within the timescales given.	✓

This activity/event/situation is not to go ahead unless the additional action identified in 1.6b) above is in place.	
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<b>Name of Assessor:</b>	<b>Signature:</b>	<b>Date:</b>
<b>C Godfrey</b>		<b>02/09/20</b>

<b>Review Date:</b>	<b>Signature:</b>	<b>Review Date:</b>	<b>Signature:</b>

## 2. Attendance Risk Assessment

**GENERAL RISK ASSESSMENT FORM  
FOR SCHOOLS**

**RA2**

**2.1 What is being assessed (task/activity)?**

Attendance

**2.2 What sort of harm can you foresee from this situation/activity?**

Pupil at risk of significant harm

**2.3 Which individual or group(s) of employees or non-employees may be harmed?**

Individual employee		Individual pupil	✓	Contractors	
Employees generally		Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

**2.4 Is there any heightened risk to:**

New or expectant mothers (employees)		Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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<b>2.5 What other factors may contribute to the likelihood of any harm occurring?</b>	
<b>Area of Concern</b>	<b>Control measures</b>
Registration arrangements	<p>Make it clear who is responsible for taking registers and where and when this is completed. (Register closes at 9.30 at present so child then marked absent. Until then it's a late. Fiona phones at 9.30.)</p> <p>Allocate a lead member of staff to plan return registrations procedures.</p> <p>Clarity on roles and responsibilities in terms of recording attendance and any phone calls.</p> <p>Ensure up to date pupil timetables are available in the school office – include start and end times.</p>
Vulnerable Pupils	<p>Continue to follow flow chart procedures for child with CiN or CP Plan.</p> <p>Daily contact with social worker and parent/carer for any pupil not in school who should be.</p> <p>All pupils are expected to attend school.</p>
Part time timetables and staggered starts.	Ensure registration procedures take into consideration different arrival and departure times.
Recording Attendance	<p>As of 2<sup>nd</sup> September 2020 all the usual DfE attendance codes should be resumed for registers.</p> <p>For schools operating a later start in Term 1 for some Year groups and where the school is not open to those Year groups, the attendance code '#' should be applied.</p> <p>For Training Days at the start of term, the usual '#' code should be applied.</p> <p>For pupils not in school who are expected to attend and parents have confirmed illness use 'I'. This code should also be used for suspected Covid-19 and diagnosed Covid-19. Any suspected cases should be accessing testing.</p> <p>For pupils who have not turned up at school and are expected use 'N' code and make phone call home to clarify situation.</p> <p>First Day Calling should resume for all students.</p>
Parental advice	Ensure parents have been informed of absence notification procedures for the school. Who should they contact and by what time?
CME	For any pupil who is classed as 'Missing' (10 consecutive days of school missed with no contact from parent/carer) should be referred to the EWO as a CME in the usual way.
LA Transport/Parental transport	Check with the LA regarding school transport provision – will this run daily and at what times?

Known poor attenders prior to Covid-19	Make contact with those families whose absence levels were high prior to lockdown and support the return to regular attendance.
Late arrivals and early departures	For those pupils who arrive late to school or need to leave early with permission, ensure a system of signing in/out is available but ensure this is completed under safe social distancing.
Non-attenders	<p>For pupils expected in school who are not attending at all, contact should be made with the family. Meetings should take place to explain all of the safety procedures in school and to go through any concerns the parents or pupils have. Schools should try to work with those families who have genuine reasons for not sending pupils to school and adopt a flexible approach to learning. This should be regularly reviewed.</p> <p>For those families where there is no good reason for absence and for those families who are known to the school for poor attendance prior to Covid-19, the school's usual non-attendance procedures should be applied. Where there is no good reason for absence and absence persists the school should refer the pupil to the EWO.</p>
Positive case of Covid-19	<p>Ensure plans are shared and understood with all staff and parents regarding a possible positive diagnosis of Covid-19 amongst a member of attending school population or member of staff who has been attending school.</p> <p>JE will have produced clear plans regarding health and safety requirements should this happen.</p>

<b>2.6 a) Do you assess these measures as being adequate?</b>	<b>YES</b>	<b>NO</b>
<b>2.6 b) If 'NO' what additional measures are necessary?</b>		
<b>Action required:</b>	<b>By Whom</b>	<b>By When</b>
Ensure roles and responsibilities have been clearly agreed in terms of registering.	CG	02/09/20
Ensure all staff are aware of timings of school day and statutory registration times.	CG	02/09/20
Information is shared with parents for those pupils expected to attend regarding drop off arrangements and collection.	CG	02/09/20
Information is shared with parents regarding how they notify the school of non attendance.	CG	02/09/20

## 2.7 Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
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	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Likelihood X Severity = Risk rating

$$3 \times 4 = 12$$

**2.8 Risk Assessment Statement – Please tick ONE box only**

This activity/event/situation can go ahead with no additional action(s)

This activity/event/situation can go ahead, but the additional action(s) identified in 2.6b) above must be undertaken within the timescales given.

✓

This activity/event/situation is not to go ahead unless the additional action identified in 2.6b) above is in place.

**Name of Assessor:**

**Signature:**

**Date:**

**C Godfrey**

**02/09/20**

**Review Date:**

**Signature:**

**Review Date:**

**Signature:**


### 3. Social Distancing Risk Assessment

**GENERAL RISK ASSESSMENT FORM  
FOR SCHOOLS**

**RA3**

**3.1 What is being assessed (task/activity)?**

Social distancing/ School day

**3.2 What sort of harm can you foresee from this situation/activity?**

Spreading of the coronavirus to pupils and staff

**3.3 Which individual or group(s) of employees or non-employees may be harmed?**

Individual employee	✓	Individual pupil	✓	Contractors	
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

**3.4 Is there any heightened risk to:**

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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**3.5 What other factors may contribute to the likelihood of any harm occurring?**

**Staff forget to apply System of Controls**

**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**

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. For children, wait in medical room (staff room) with an adult until parent arrives. The adult should wear a mask, and if possible, wait outside the room. The medical room windows should be opened.

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:

- After coming into school

<p><b>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</b></p> <p><b>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</b></p> <p><b>Minimise contact between individuals and maintain social distancing wherever possible</b></p>	<ul style="list-style-type: none"> <li>• After sneezing or coughing</li> <li>• Before and after handling or eating food</li> <li>• After going to the toilet</li> </ul> <p>Ensure there are enough hand washing or hand sanitiser stations available</p> <p>Put in place supervision of hand sanitisers given risks around ingestion ie talk to the children.</p> <p>Promote the 'catch it, bin it, kill it' approach, e.g. by providing tissues, bins, posters</p> <p>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</p> <p>Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas</p> <p>Plan for the daily removal and safe disposal of rubbish</p> <p>Schedule frequent cleaning of resources (e.g. books, toys) shared within groups</p> <p>Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups</p> <p>Purchase additional standard cleaning equipment if needed</p> <p><b>TAs</b> – wipe toilets, sinks, taps at end of playtime.</p> <p><b>MDSAs</b> – (i) wipe classroom tables before &amp; after the children eat. (ii) wipe toilets, sinks, taps at end of lunchtime.</p> <p><b>Caretaker</b> – deep clean of toilets, classrooms, surfaces etc at end of day.</p> <p>Plan group sizes</p> <p>Minimise movement between classrooms, where possible</p> <p>Where possible, stagger start, break, lunch and finish times.</p> <p><b>Playtime 10.30 – 10.45:</b> Badgers: those who need the toilet go, others wash hands and go out to play; Foxes go at 10.25; Otters go as a class after play.</p> <p><b>Lunchtime: 12.00 – 12.45</b> <i>Otters (toilet at 11.50) &amp; Foxes (toilet just before they go outside – wash hands in classroom at start of lunch) 12.15 – 1.00 Badgers (mixture of hand washing in classroom and in toilets; toilets on way out to play)</i></p> <p>Cancel large gatherings such as assemblies.</p> <p>Revise extra-curricular offer to minimise mixing between groups.</p> <p>Where possible, plan ways to minimise contact around school between groups e.g.one-way systems.</p> <p>Divide playground to minimise mixing between groups</p> <p>Plan arrangements for drop off/collection and communicate these to parents</p> <p>Plan measures for lunchtimes, including:</p>
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	<ul style="list-style-type: none"> <li>- Communicating new arrangements to lunchtime supervisors .</li> </ul>
Area of Concern	Control measures
<ul style="list-style-type: none"> <li>Screens for Main Reception</li> </ul>	<p>Perspex or class screen to be installed. Business and teaching staff to remain behind the screen whilst in reception area.</p> <p>Bins in reception</p>
<ul style="list-style-type: none"> <li>Zone and mark drop off and pick up areas and publish maps on website</li> </ul>	<p>Designated drop off and pick up area outside the school.</p> <p>Member of staff to direct pupils into the school where they will line up maintaining social distancing.</p> <p>Instructions for parents/carers on distancing rules on site.</p> <p>Staggered start/finish times for different groups.</p> <p>Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard</p> <p>Use of different entrances/exits for different groups.</p> <p>Only one parent/carer to accompany child.</p> <p>Signage.</p>
<ul style="list-style-type: none"> <li>One-way systems for parents at drop off</li> </ul>	<p>One way to avoid any unnecessary congestion. To be marked out and labelled for parents.</p> <p>Arrange separate 'holding' areas for each group to minimise contact (ideally these should be outside if weather permits)</p>
<ul style="list-style-type: none"> <li>Pupil numbers and room sizes impede the means to reduce contact</li> </ul>	<p>Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves.</p> <p>Pupils will reduce contact by being grouped together (bubbles).</p> <p><b>Record</b> the names of pupils in each group, and <b>any close contact that takes places between children and staff in different groups.</b></p> <p>Remove excess furniture to safe storage areas to increase space.</p> <p>Desks to be spaced out as far as possible but do not impede fire escape routes and exits.</p> <p>All desks to face forward with pupils sat side by side.</p> <p>Floor markings to illustrate 2m areas around teaching positions.</p> <p>Children to remain at their desks when in the room.</p> <p>Children to use the same desk each day.</p> <p>Lessons planned for individual work as opposed to close group work.</p> <p>Distancing and reducing contact to be explained to children with regular reminders.</p> <p>Signage/Posters in each classroom.</p> <p>Consider the use of school grounds / local environment to extend the range of teaching spaces available</p> <p>Staff to supervise and enforce measures.</p> <p>The wearing of any PPE is not considered a necessary control measure except where set out specifically in this risk assessment for first aid or medical attention needs.</p> <p>Ventilation improved where practicable by having windows open.</p>
<ul style="list-style-type: none"> <li>Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces</li> </ul>	<p>Minimise movements of whole groups and individuals outside of the classroom.</p> <p>A 'walk on the left' policy if one-way not practicable.</p>

	<p>Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent). Bins in every corridor</p> <p>Lane markings on floor and distancing markings in areas where queuing is likely. Areas not in use to be closed off (not escape routes). Signage. School assemblies to be completed electronically Acts of worship and other typically communal events to take place in groups (not whole school)</p>
<ul style="list-style-type: none"> <li>Insufficient handwashing and hygiene facilities increase the risk of transmission.</li> </ul>	<p>Children to handwash/sanitise on entry to school, before and after each break and lunch, on changing classrooms, leaving school and after using toilet. Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative Extra signage to encourage washing hands. Ensure help is available for children who cannot clean their hands independently. Hand gel dispensers at strategic locations around the site to complement handwashing facilities. Supplies of tissues and lidded bins in each teaching space and classroom. Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff. <b>Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups.</b></p>
<ul style="list-style-type: none"> <li>Shared equipment, fittings and resources increase the risk of transmission.</li> </ul>	<p>Remove unnecessary items from the classrooms and store elsewhere. Cleaning regime for door handles, press to exit buttons, communal surfaces. Where possible, children to have allocated, named, packs of stationery per child. Resources and surfaces to be cleaned each night. Lessons planned so sharing of resources is minimised. Bins in every classroom</p>
<ul style="list-style-type: none"> <li>Shared play equipment increases the risk of transmission.</li> </ul>	<p>Individual items of play equipment and other shared items used for teaching are to be cleaned between each use by each group.</p>
<ul style="list-style-type: none"> <li>Office space and staff room overcrowding</li> </ul>	<p>Offices 2 staff members only per office – must be distanced at each desk. Removal of furniture to create more space. Removal of communal equipment (mugs etc) Entrance foyer to be used as staff area.</p>
<ul style="list-style-type: none"> <li>Canteen/hall/dining room overcrowding</li> </ul>	<p>Hall not to be used for lunches at start of term If this changes then seating plan maintaining 2m distance to be agreed and adhered to by pupils and staff. Markings with hazard tape as required</p>

<ul style="list-style-type: none"> <li>• Toilet arrangements and supervision</li> </ul>	<p>Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact.</p> <p>Distance markings on floor in queuing area</p> <p>Toilets to be cleaned at playtime and lunchtime.</p> <p>Pupils must clean hands with soap and warm water for minimum of 20 secs after going to the toilet</p> <p>Bins in every toilet area</p>
<ul style="list-style-type: none"> <li>• Medical room facilities</li> </ul>	<p>Separate room to be used for medical care. Door to remain open to protect member of staff. Any chair/ table to be wiped down after each pupil has left with Selgiene liquid and disposable cloth</p>
<ul style="list-style-type: none"> <li>• Intimate care</li> </ul>	<p>First aider to wear PPE to include; Face visor, face mask, protective suit/ apron, gloves. Pupil to wear face visor and face mask. Visor to be cleaned after use all other equipment to be disposed of.</p>
<ul style="list-style-type: none"> <li>• Lunchtimes and breaktimes</li> </ul>	<p>Staggered break and lunch times.</p> <p>Allocated play areas/ zones for each group.</p> <p>Children to bring packed lunch and eat lunch in classroom or consider using school grounds for 'picnic lunches' whilst retaining 2m distancing.</p> <p>Games which encourage social distancing.</p> <p>Staff supervision to maintain standards.</p> <p>If hot meals are provided, transport safely to classroom or if canteen is available, remove unused tables and apply 2 metre rule.</p> <p>Any crockery/cutlery used must be cleaned thoroughly.</p> <p>Bins in every break area</p>
<ul style="list-style-type: none"> <li>• Visitors/contractors/suppliers on site increase the risk of transmission.</li> </ul>	<p>Site visits only by pre-arrangement.</p> <p>A record of some visitors must be kept for 21 days</p> <p>2m exclusion zones/markings in Reception areas.</p> <p>Information/signage for visitors informing them of the infection control procedures.</p> <p>Deliveries and visits outside of school opening hours where possible.</p> <p>Provision of hand sanitiser at main school entrance.</p> <p>Process for the acceptance of deliveries required i.e. area where deliveries can be safely left.</p>
<ul style="list-style-type: none"> <li>• Changes affect normal emergency procedures.</li> </ul>	<p>Review of fire assembly points to accommodate reduced contact and distancing where practicable.</p> <p>Fire drill practice to train new arrangements.</p> <p>Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc.</p>
<ul style="list-style-type: none"> <li>• Clear signposting for adults and children on social distancing in classrooms / corridors / halls / office spaces</li> </ul>	<p>Social distancing to be explained to pupils Y2 – Y6.. Hazard tape to be used on floors to ensure 2m social distancing is clearly marked. Regular signage at key points in classrooms/ corridors/ halls and offices</p>
<ul style="list-style-type: none"> <li>• Site security is compromised by new arrangements.</li> </ul>	<p>Normal security standards will apply, doors which may be used for drop-off/pick up should then be closed during the school day (and locked if not fire doors).</p> <p>Additional ventilation via open doors and windows should not occur in unoccupied parts of the site.</p>

<b>3.6 a) Do you assess these measures as being adequate?</b>	<b>YES</b>	<b>NO</b>
<b>3.6 b) If 'NO' what additional measures are necessary?</b>		
<b>Action required:</b>	<b>By Whom</b>	<b>By When</b>
Training for all staff on the above procedures prior to school commencing back	CG	02/09/20
Adequate number of staff to supervise break/ lunch times	CG	02/09/20
Sufficient supply of PPE and cleaning materials	CB	02/09/20
Regular cleaning of all areas used by staff and pupils	CB	02/09/20

### 3.7 Risk/ Priority Indicator

<b>Severity</b>
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

<b>Likelihood</b>
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
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5. Almost certain/imminent

LIKELIHOOD	5	5	10	15	20	25
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	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Likelihood X Severity = Risk rating

$$3 \times 4 = 12$$

### 3.8 Risk Assessment Statement – Please tick ONE box only

This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 3.6b) above must be undertaken within the timescales given.	✓
This activity/event/situation is not to go ahead unless the additional action identified in 3.6b) above is in place.	

<b>Name of Assessor:</b>	<b>Signature:</b>	<b>Date:</b>
C Godfrey		02/09/20

<b>Review Date:</b>	<b>Signature:</b>	<b>Review Date:</b>	<b>Signature:</b>

## 4. First Aid Risk Assessment

**GENERAL RISK ASSESSMENT FORM  
FOR SCHOOLS**

**RA4**

**4.1 What is being assessed (task/activity)?**

First Aid

**4.2 What sort of harm can you foresee from this situation/activity?**

Spreading of the coronavirus to pupils and staff

**4.3 Which individual or group(s) of employees or non-employees may be harmed?**

Individual employee	✓	Individual pupil	✓	Contractors	
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

**4.4 Is there any heightened risk to:**

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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#### 4.5 What other factors may contribute to the likelihood of any harm occurring?

##### Staff forget to apply System of Controls

##### Constant reminders to:

**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**

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. For children, wait in medical room (staff room) with an adult until parent arrives. The adult should wear a mask, and if possible, wait outside the room. The medical room windows should be opened.

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:

- 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

Promote the 'catch it, bin it, kill it' approach, e.g. by providing tissues, bins, posters

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

**Playtime 10.30 – 10.45:** Badgers: those who need the toilet go, others wash hands and go out to play; Foxes go at 10.25; Otters go as a class after play.

**Lunchtime: 12.00 – 12.45** Otters (toilet at 11.50) & Foxes (toilet just before they go outside – wash hands in classroom at start of lunch) 12.15 – 1.00 Badgers (mixture of hand washing in classroom and in toilets; toilets on way out to play)

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

Plan group sizes

	<p>Revise timetables to accommodate groups and minimise movement between classrooms, where possible</p> <p>Where possible, stagger start, break, lunch and finish times</p> <p>Cancel large gatherings, such as assemblies.</p> <p>Revise extra-curricular offer to minimise mixing between groups</p> <p>Where possible, plan ways to minimise contact around school.</p> <p>Divide playground to minimise mixing between groups</p> <p>Plan arrangements for drop off/collection and communicate these to parents</p> <p>Plan measures for lunchtimes, including:</p> <ul style="list-style-type: none"> <li>- Managing lunch queues</li> <li>- Reconfiguring dining spaces</li> <li>- Communicating new arrangements to catering suppliers and lunchtime supervisors</li> </ul>
<b>Area of Concern</b>	<b>Control measures</b>
Uncertain who First Aiders are and how to contact (certificate extended for 3 months)	<p>First Aiders are – Carole Godfrey, Fiona Burnard, Emma Stevens, Lynda Fulop, Jane Park, Lucy Graham, Jane Park</p> <p>If First Aid staffing is less than normal minimise hazardous training which may result in an injury.</p>
Enough PPE equipment	<p>Check daily</p> <p>Person responsible for checking is Paula Bligdon</p> <p>Log book signed daily</p>
Staff don't know PPE where equipment is	Regular reminders
All staff who need to wear PPE are unsure	<p>On line training provided – <a href="https://www.youtube.com/watch?v=-GncQ_ed-9w">https://www.youtube.com/watch?v=-GncQ_ed-9w</a></p> <p>Register and date recorded</p>
Not enough PPE for all staff	<p>Check PPE equipment daily</p> <p>First aider to wear PPE to include; Face visor, face mask, protective suit/ apron, gloves. Pupil to wear face visor and face mask. Visor to be cleaned after use all other equipment to be disposed of.</p> <p>Order new equipment as needed.</p> <p>Training on how to wear equipment completed</p> <p><a href="https://www.youtube.com/watch?v=-GncQ_ed-9w">https://www.youtube.com/watch?v=-GncQ_ed-9w</a></p>
Medical room incl Covid symptoms	<p>Cleaned daily</p> <p>Social distancing in place (where possible)</p> <p>Cleaned after suspected case</p>
Child/student has Covid 19 symptoms	<p>All staff and children know procedure if they feel unwell while at school.</p> <p>A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained.</p> <p>If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.</p>

	<p>If risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</p> <p>In an emergency call 999</p>
Minor first aid incident	<p>Follow school procedures</p> <p>Mask on First Aider. Further PPE equipment to be used as needed.</p>
Major first aid incident	Call 999
Testing for Covid	<p>The guidance has been explained to all staff during induction training</p> <p>Support is available via Acorn HR post test results</p>
Monitoring of Covid cases	<p>Any positive case must be reported to Acorn HR</p> <p>Support available to parents and staff on how to take a test</p> <p>Apply track and trace</p> <p>Staff and parents are aware of what to do if they or a member of the household display symptoms</p> <p>Any updates are communicated to all</p>

<b>4.6 a) Do you assess these measures as being adequate?</b>	<b>YES</b>	<b>NO</b>
<b>4.6 b) If 'NO' what additional measures are necessary?</b>		

Action required:	By Whom	By When
Training for all staff on the above procedures prior to school commencing back	CG	02/09/20
Sufficient supply of PPE and cleaning materials	PB	02/09/20

#### 4.7 Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

LIKELIHOOD	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
	1	2	3	4	5	
	SEVERITY (CONSEQUENCE)					

Likelihood X Severity = Risk rating

$$4 \times 4 = 16$$

#### 4.8 Risk Assessment Statement – Please tick ONE box only

This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 4.6b) above must be undertaken within the timescales given.	*
This activity/event/situation is not to go ahead unless the additional action identified in 4.6b) above is in place.	

<b>Name of Assessor:</b>	<b>Signature:</b>	<b>Date:</b>
<b>C Godfrey</b>		<b>02/09/20</b>

<b>Review Date:</b>	<b>Signature:</b>	<b>Review Date:</b>	<b>Signature:</b>

## 5. Human Resources Risk Assessment

### GENERAL RISK ASSESSMENT FORM FOR SCHOOLS

RA5

#### 1. What is being assessed (task/activity)?

The deployment of staff across a school or nursery as settings return in full.

#### 2. What sort of harm can you foresee from this situation/activity?

Spreading of the coronavirus to pupils and staff

#### 3. Which individual or group(s) of employees or non-employees may be harmed?

Individual employee	✓	Individual pupil	✓	Contractors	✓
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

#### 4. Is there any heightened risk to:

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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5. What other factors may contribute to the likelihood of any harm occurring?	Action
Area of Concern	Control measures
The availability of teaching staff is lower than required to adequately teach children / students in a setting.	<ul style="list-style-type: none"> <li>• The health status of staff is reviewed regularly and updated and records kept.</li> <li>• Staff must inform of changes to their health situation</li> <li>• Staff who are shielding / vulnerable have separate individual risk assessments. Some will continue to work from home if role allows.</li> <li>• Teaching assistants to be used to help with classes under the supervision of teachers.</li> <li>• Staff need to be tested should they display symptoms</li> <li>• Schools need plans for situations where schools cannot be adequately staffed.</li> </ul>
There are staff with underlying health issues	<ul style="list-style-type: none"> <li>• Current government guidelines are being applied.</li> <li>• Individual risk assessments have been produced for staff where roles/ hours / conditions have been modified.</li> <li>• Conversations with medical practitioners have been encouraged.</li> <li>• Home working for vulnerable staff is still encouraged for as much of the day as possible. Senior staff must maintain contact to avoid exclusion / feelings of isolation.</li> <li>• Staff can wear PPE if they wish to</li> <li>• All staff have been asked to tell Heads if they are pregnant and will work from home from 24 weeks.</li> <li>• Any cases / rises in R rates and staff must stay at home</li> </ul>
Staff with symptoms who need to obtain a test.	<ul style="list-style-type: none"> <li>• All staff have been made aware of how to obtain a test and the experiences of those who have can be shared to reduce anxiety.</li> <li>• Staff struggling to access a computer to have support from school admin.</li> <li>• Staff have had clear communication on self isolation with symptoms</li> <li>• Staffing to be reviewed in light of absence due to isolation.</li> </ul>
Staff wellbeing and mental health.	
Area of Concern	Control measures
Staff mental health and wellbeing have been affected by the working experience.	<ul style="list-style-type: none"> <li>• Staff have been encouraged to focus on their wellbeing</li> <li>• Line managers are being encouraged to monitor staff wellbeing and workload</li> <li>• Senior staff will communicate regularly with all staff</li> <li>• Rest areas will be provided</li> <li>• Roles can be amended in light of any home working</li> <li>• Staff must leave the school site by 4.30.</li> <li>• Staff have been signposted to useful websites and resources and have been encouraged to communicate if issues.</li> </ul>
Staff mental health and wellbeing will be affected due to the reopening of schools	<ul style="list-style-type: none"> <li>• All risk assessments to be communicated to staff</li> <li>• All plans/ processes to be shared.</li> <li>• Staff to receive training before students return</li> <li>• Staff to be encouraged to share their concerns</li> </ul>

	<ul style="list-style-type: none"> <li>Staff to be phased back to work slowly if needed.</li> </ul>
Staff suffer bereavement as a result of COVID-19	<ul style="list-style-type: none"> <li>There is some Trust support for bereavement</li> <li>The Trust can use outside organisations if required.</li> </ul>
<b>Practical issues for staff on site</b>	
<b>Area of Concern</b>	<b>Control measures</b>
The sharing of food and drink is an additional risk	<ul style="list-style-type: none"> <li>There is no provision for food and drink on site</li> <li>All staff to bring their own and not to share</li> </ul>
The not wearing of clean clothes could increase the risk of infection	<ul style="list-style-type: none"> <li>Staff dress code still applies</li> <li>Staff should ensure clothes are washed at the end of each day.</li> </ul>
Staff rooms and department offices will be used as social gatherings and thus increasing the risk of infection	<ul style="list-style-type: none"> <li>Staff rooms and department offices are not to be used for socialising and may be reconfigured as potential workspaces with social distancing in place</li> <li>Staff can't socialise in groups and must adhere to social distancing.</li> <li>Staff have been informed of this in the plans to return</li> <li>Alternative staff rooms will be provided.</li> </ul>
Untidy classrooms do not allow for sufficient cleaning.	<ul style="list-style-type: none"> <li>Staff to clear everything from classroom desks and floors to allow for cleaning. This includes desks and cupboards so staff can distance 2m from children and there is more floor space for desks.</li> </ul>
Staff administering first aid and intimate care	<ul style="list-style-type: none"> <li>Please see additional risk assessments on health and safety</li> </ul>

<b>6a). Do you assess these measures as being adequate?</b>	<b>YES</b>	<b>NO</b>
<b>6b). If 'NO' what additional measures are necessary?</b>		
<b>Action required:</b>	<b>By Whom</b>	<b>By When</b>
Training for all staff on cleaning and fire drill procedures prior to school commencing back	CG	02/09/20
Full communication on the planned reopening will be shared with all staff	CG	02/09/20
This activity/event/situation can go ahead with no additional action(s)		
This activity/event/situation can go ahead, but the additional action(s) identified in 6b) above must be undertaken within the timescales given.		✓

This activity/event/situation is not to go ahead unless the additional action identified in 6b) above is in place.	
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<b>Name of Assessor:</b>	<b>Signature:</b>	<b>Date:</b>
C Godfrey		03/07/20

<b>Review Date:</b>	<b>Signature:</b>	<b>Review Date:</b>	<b>Signature:</b>

Staff who are extremely clinically vulnerable or who have several factors that make them clinically vulnerable are allowed to return to work providing the controls set out in the guidance are adhered to

This risk assessment is to ensure that measures are in place and risks mitigated as far as possible for these staff  
Staff are encouraged to obtain medical advice.

Where the role allows, homeworking should be encouraged.

For staff who are pregnant, they should work at home from 24 weeks so anybody with a baby due before Christmas should work from home.

A normal maternity risk assessment and this additional risk assessment should be completed for those working before 24 weeks.

October half term would be another sensible point to begin homeworking.

General Information			
Staff Name		Job Title	
Line Manager			
Date of assessment		Review Date. This should be fortnightly.	

Risk factors for staff onsite

Please outline the risk factors that classify the staff member as (extremely) vulnerable.

How will the school ensure that there is less contact with staff and students.	
List activities the staff member will carry out that enables them to keep a distance from staff and children including how long they will be on school site.	
How will the school manage factors such as eating and drinking on site and using toilet facilities.	
Outline areas of the school that the staff member is not allowed.	
Has additional advice been obtained from a medical practitioner	
Who will monitor the staff member whilst on site? Does the staff member know who to go to should there be any issues?	
Who will conduct the meeting prior to starting to ensure the staff member understands exactly what they can and can't do	

Do you assess these measures as being adequate?	YES	NO
6b). If 'NO' what additional measures are necessary?		
Action required:	By Whom	By When
This activity/event/situation can go ahead with no additional action(s)		
This activity/event/situation can go ahead, but the additional action(s) identified in 6b) above must be undertaken within the timescales given.		
This activity/event/situation is not to go ahead unless the additional action identified in 6b) above is in place.		

Name of Assessor:	Signature:	Date:
		06/05/20

Review Date:	Signature:	Review Date:	Signature:

## 6. Estates & Site Cleaning Risk Assessment

**GENERAL RISK ASSESSMENT FORM  
FOR SCHOOLS**

**RA6**

**6.1 What is being assessed (task/activity)?**

Cleaning/ estates /site for Covid 19

**6.2 What sort of harm can you foresee from this situation/activity?**

Spreading of the coronavirus to pupils and staff

**6.3 Which individual or group(s) of employees or non-employees may be harmed?**

Individual employee	✓	Individual pupil	✓	Contractors	✓
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

**6.4 Is there any heightened risk to:**

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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## 6.5 What other factors may contribute to the likelihood of any harm occurring?

### **Staff forget to apply System of Controls**

#### **Constant reminders to:**

**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**

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.

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:

- 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

Promote the 'catch it, bin it, kill it' approach, e.g. by providing tissues, bins, posters

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

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

	<p>Plan arrangements for drop off/collection and communicate these to parents</p> <p>Plan measures for lunchtimes, including:</p> <ul style="list-style-type: none"> <li>- Managing lunch queues</li> <li>- Reconfiguring dining spaces</li> <li>- Communicating new arrangements to catering suppliers and lunchtime supervisors</li> </ul>
<b>Area of Concern</b>	<b>Control Measures</b>
Arrange (deep) clean of premises	All areas to have been deep cleaned since 20 <sup>th</sup> March when schools were fully open.
Ensure all outside (play) areas are clear of debris	Outdoor areas to have been cleaned and removal of any debris such as tree branches.
Check classroom for damage	All classrooms to be risk assessed for any deterioration to structure and fittings.
Legionella checks (eg All water outlets thoroughly flushed/All water outlet temperatures are within limits and TMVs working correctly etc)	All checks undertaken and any readings outside the limits outlets are cleaned and reinstated.
Fire alarm check	Weekly checks to be reinstated where building has not been in use. Recording of checks on the fire alarm form.
Check gas/boilers/heating systems etc	Check servicing of all boilers and heating systems. Ensure water and heating running to temperature.
Adjust evacuation procedures to reflect social distancing rules	Review evacuation procedures and use 2m rule to check class numbers upon evacuation.
Consider additional nearest exit areas	Evacuation routes to reflect areas of the school being used. Ensure new procedures are communicated to staff.
Consider additional fire marshall training	Provide training to new members of staff or staff with a new role in the evacuation process. To include a walk-through of the evacuation procedures.
Plan additional fire drills to take place to ensure all pupils and all staff are updated on new arrangements	To undertake a fire drill week beginning 14.9.20 with new evacuation process procedures.
Check council/provider refuse collection timetables and collection type	Ensure a minimum fortnightly collection of refuse to keep sites clean.
Arrange new daily cleaning schedule in line with government guidance. Increase levels of cleaning staff both during the school day and end of day	<p>To clean surfaces such as tables, chairs, toilets, doors and door handles using Selgiene cleaner and disposable cloths.</p> <p>End or start of the day cleaning to include the above as well as deep clean of toilet areas.</p> <p>Cleaners to apply social distancing rules when working alongside other colleagues.</p> <p>PPE to be used by cleaning staff includes aprons, gloves and face mask is optional.</p> <p>If cleaning staff are required to clean body fluids such as sick then full suit must be worn with face mask and face visor.</p> <p>Aprons, gloves, face masks and cloths must be disposed of at the end of each cleaning session. They are to be double backed and put into bins.</p>
Insufficient handwashing and hygiene facilities increase the risk of transmission.	Hand gel dispenser outside of all classrooms. Re-fills kept safely in each classroom.

	<p>Children to handwash on entry to school, before and after each break and lunch, leaving school and after using toilet.</p> <p>Extra signage for washing hands.</p> <p>Supplies of tissues and lidded bins in each teaching space and classroom.</p> <p>Ensure help is available for children who cannot clean their hands independently.</p> <p>Parts of school uniform which cannot be machine washed should not be worn.</p> <p>Ensure supplies of suitable soap.</p>
Insufficient cleaners	<p>Confirm available cleaning staffing levels before re-opening.</p> <p>Use of contractors or other school staff for cleaning.</p> <p>Agree the new cleaning requirements and additional hours for this.</p> <p>PPE to be worn by cleaning staff as dictated by risk assessment.</p> <p>Deep clean of areas used by keyworker children before reopening.</p> <p>Hand gel dispensers at strategic locations around the site to complement handwashing facilities.</p> <p>Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff.</p> <p>Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups.</p>
Exposure to new hazardous substances (products)	<p>COSHH assessment to be carried out for any new cleaning/sanitising products in use.</p> <p>Appropriate storage of hazardous substances.</p> <p>Material data sheets to be made available for new and existing products.</p>
Use of bins in classrooms	<p>In addition to normal bin pedal bin to be provided for disposal of used tissues. Where insufficient pedal bins can be sourced tissues to be put into small pooh bag and disposed of in classroom bin. Classroom bin to be emptied daily.</p>
Identify equipment/play equipment that will require increased levels of daily cleaning	<p>Indoor play equipment to be reduced to a minimum to avoid risk of contact by multiple pupils. Pupils to have their own stationary equipment where possible. Any shared equipment to be cleaned between use by different pupils.</p>
Check all internal and external play equipment is safe, any remedial identified from recent inspections are complete or item removed/made safe	<p>Fixed play equipment to be put out of use. Soft toys and difficult to clean play equipment to be removed. Individual items of play equipment to be cleaned between each use.</p>
Consider the ease of laundering school uniforms for pupils/business clothes for staff so that newly washed clothes can be worn each day	<p>Encourage parents/ carers to wash clothes at the end of the day and have clean set ready for subsequent day.</p>
Ensure that there are sufficient supplies of toiletries and handwashing soap, loo roll etc	<p>Acorn Education Trust to provide PPE and cleaning equipment for teaching or business staff. External contractors to provide equipment for end of the day cleaning</p>
Ensure staff kitchen areas are clear and clean including fridges	<p>All fridges to be cleared and deep cleaned before school reopens.</p>
Visitors/contractors/suppliers on site increase the risk of transmission.	<p>Site visits only by pre-arrangement.</p> <p>A record of some visitors must be kept for 21 days</p>

	<p>2m exclusion zones/markings in Reception areas.</p> <p>Information/signage for visitors informing them of the infection control procedures.</p> <p>Deliveries and visits outside of school opening hours where possible.</p> <p>Provision of hand sanitiser at main school entrance.</p> <p>Process for the acceptance of deliveries required i.e. area where deliveries can be safely left.</p>
Changes affect normal emergency procedures.	<p>Review of fire assembly points to accommodate reduced contact and distancing where practicable.</p> <p>Fire drill practice to train new arrangements.</p> <p>Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc.</p>
Site security is compromised by new arrangements.	<p>Normal security standards will apply, doors which may be used for drop-off/pick up should then be closed during the school day (and locked if not fire doors).</p> <p>Additional ventilation via open doors and windows should not occur in unoccupied parts of the site.</p>
Building checks not taken place	<p>All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring.</p>
Standard risk assessments do not take account of additional covid-19 risks	<p>Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&amp;S requirements.</p> <p>Review and where necessary update all risk assessments with additional control measures to counter any significant infection transmission risk</p> <p>Pay particular attention to curriculum areas and activities being resumed for the first time since school restrictions were introduced</p> <p>One -off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment.</p> <p>Lettings of facilities will be subject to separate risk assessment.</p> <p>Behaviour Policy amended to reflect covid-19 protocols.</p>

<b>6.6 a) Do you assess these measures as being adequate?</b>	<b>YES</b>	<b>NO</b>
<b>6.6 b) If 'NO' what additional measures are necessary?</b>		
<b>Action required:</b>	<b>By Whom</b>	<b>By When</b>
Training for all staff on cleaning and fire drill procedures prior to school commencing back	CG	02/09/20
Communication with parents regarding school uniform and regular (daily) washing of it.	CG	02/09/20
Sufficient supply of PPE and cleaning materials from Acorn Education Trust	PB	02/09/20

Regular cleaning of all areas used by staff and pupils	PB	02/09/20
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## 6.7 Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

LIKELIHOOD	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
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Likelihood X Severity = Risk rating

$$3 \times 4 = 12$$

## 6.8 Risk Assessment Statement – Please tick ONE box only

This activity/event/situation can go ahead with no additional action(s)	
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This activity/event/situation can go ahead, but the additional action(s) identified in 6.6b) above must be undertaken within the timescales given.	✓
This activity/event/situation is not to go ahead unless the additional action identified in 6.6b) above is in place.	

<b>Name of Assessor:</b>	<b>Signature:</b>	<b>Date:</b>
<b>C Godfrey</b>		<b>02/09/20</b>

<b>Review Date:</b>	<b>Signature:</b>	<b>Review Date:</b>	<b>Signature:</b>

## 7. Catering Risk Assessment

**GENERAL RISK ASSESSMENT FORM  
FOR SCHOOLS**

**RA7**

**7.1 What is being assessed (task/activity)?**

Catering

**7.2 What sort of harm can you foresee from this situation/activity?**

Spreading of the coronavirus to pupils and staff

**7.3 Which individual or group(s) of employees or non-employees may be harmed?**

Individual employee	✓	Individual pupil	✓	Contractors	
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

**7.4 Is there any heightened risk to:**

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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## 7.5 What other factors may contribute to the likelihood of any harm occurring?

### **Staff forget to apply System of Controls**

#### **Constant reminders to:**

**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**

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.

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:

- 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

Promote the 'catch it, bin it, kill it' approach, e.g. by providing tissues, bins, posters

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

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

	<p>Plan arrangements for drop off/collection and communicate these to parents</p> <p>Plan measures for lunchtimes, including:</p> <ul style="list-style-type: none"> <li>- Managing lunch queues</li> <li>- Reconfiguring dining spaces</li> <li>- Communicating new arrangements to catering suppliers and lunchtime supervisors</li> </ul>
<b>Area of Concern</b>	<b>Control measures</b>
Communication to catering providers of expected provision as numbers grow in school	Head of Support Services to liaise with Catering Manager and headteachers
Agree plans and phased increase of on-site food provision.	Plans to provide packed lunches initially and then increase provision of hot food over time
FSM for those not in school during the phased return	FSM vouchers to discontinue. Meals to be provided on-site
Before returning. Kitchens are clean and safe and ready for use	Deep clean all areas of the kitchen to be used Check ventilation and extraction systems.
Clinically extremely vulnerable staff	These individuals are not to return to work if advised not to by their GP
Social distancing in the kitchen	<p>Allowing kitchen access to as few people as possible.</p> <p>Where difficult to work 2m apart use back-to-back or side-to-side working (rather than face-to-face) whenever possible.</p> <p>Providing floor and wall signage to signal distances of 2m apart.</p> <p>Minimising contact at 'handover' points with other staff, such as when presenting food to serving staff and delivery drivers.</p>
Cleaning whilst kitchen is in use	<p>Wedging doors open, where appropriate, to reduce touchpoints.</p> <p><b>Does not apply to fire doors.</b></p> <p>Stringent cleaning in kitchen areas at all times and additional cleaning and disinfection at end of shift.</p> <p>Bins for collection of used towels and staff overalls.</p> <p>Bins disposed of regularly (min daily)</p> <p>Kitchen staff to wash hands before handling food, plates, cutlery and packed lunch bags.</p> <p>High frequency of hand washing throughout the day</p>
Distribution of food (schools)	<p>Minimising contact between school staff and delivery driver.</p> <p>Having zones from which delivery drivers drop off and can collect packaged food.</p> <p>Food boxes/ containers to be wiped down after use by the school</p> <p>School staff to wash hands before distributing food to pupils.</p>
Pupils queueing for food	<p>Apply 2m social distancing</p> <p>Staff to apply strict social distancing rules</p>
Serving of food to pupils	<p>Minimise contact between catering staff and pupils.</p> <p>Where possible use of screens to provide barrier between catering staff and pupils</p>

<b>7.6 a) Do you assess these measures as being adequate?</b>	<b>YES</b>	<b>NO</b>
<b>7.6 b) If 'NO' what additional measures are necessary?</b>		
<b>Action required:</b>	<b>By Whom</b>	<b>By When</b>
Training for all staff on the above procedures prior to school commencing back	CG	02/09/20
Adequate number of staff to work in the kitchen	CG	02/09/20
Sufficient supply of PPE and cleaning materials	PB	02/09/20

### 7.7 Risk/ Priority Indicator

<b>Severity</b>
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

<b>Likelihood</b>
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

LIKELIHOOD	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
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Likelihood X Severity = Risk rating

$$3 \times 4 = 12$$

### 7.8 Risk Assessment Statement – Please tick ONE box only

This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 7.6b) above must be undertaken within the timescales given.	✓
This activity/event/situation is not to go ahead unless the additional action identified in 7.6b) above is in place.	

<b>Name of Assessor:</b>	<b>Signature:</b>	<b>Date:</b>
		02/09/20

<b>Review Date:</b>	<b>Signature:</b>	<b>Review Date:</b>	<b>Signature:</b>

## 8. Curriculum Risk Assessment

**GENERAL RISK ASSESSMENT FORM  
FOR SCHOOLS**

**RA8**

**8.1. What is being assessed (task/activity)?**

Curriculum

**8.2. What sort of harm can you foresee from this situation/activity?**

Spreading of the coronavirus to pupils and staff

**8.3. Which individual or group(s) of employees or non-employees may be harmed?**

Individual employee	✓	Individual pupil	✓	Contractors	
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

**8.4. Is there any heightened risk to:**

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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8.5. Key Factors to consider for each subject	Action
<b>Main actions to reinforce daily in every lesson:</b> <ol style="list-style-type: none"> <li>Any staff/student feels unwell report to Head asap, maintaining social distancing</li> <li>Clean hands more often than usual – start/end of lesson</li> <li>Promote catch it, bin it, kill it</li> <li>Clean frequently touched surfaces</li> <li>Social distancing with staff and students</li> </ol>	<p>Those who have Coronavirus symptoms or member of the family stay at home or if in school, follow First Aid RA. Wash hands every hour, for 20 seconds under running water, with soap or use alcohol sanitiser/gel</p> <p>Bins in every classroom</p> <p>Cleaning programme in place, see separate RA</p> <p>Children/students taught in same bubble, in same rooms. Staggered arrivals, breaks etc.</p>
<b>Art:</b> Layout of classroom  Shared brushes/Water pots/pallets  Tables shared by year groups Art books kept in classrooms Art work kept in classrooms	<p>All students facing the front; teacher remains at front, 2m away where possible.</p> <p>Equipment only used/touched by one student each lesson, wiped down after each lesson</p>
<b>Computer/IT:</b> Layout of computers Shared desks Shared key boards Shared screens	<p>Social distancing measures in place</p> <p>Wipe laptops after use NOT those in a tub with a black lid.</p>
<b>Music:</b> Layout of classroom Singing Sharing of instruments  Shared classroom Group work	<p>All students facing the front</p> <p>Must be 2m apart; instruments thoroughly cleaned after use.</p>
<b>PE:</b> Social distancing is difficult to maintain   Changing rooms   Use of equipment	<p>No Swimming.</p> <p>Avoid all contact sports</p> <p>students wear PE kit to school</p> <p>Follow PE Association guidelines and Acorn Trust Primary PE programme</p>
<b>Science:</b>  Shared use of equipment  Small group experiments	<p>All students facing the front teacher remains at front</p> <p>Equipment organised in year groups and only used by that year group.</p> <p>Always carried out in same group, recorded by teacher</p>

<b>English, MFL, History, Geography, RS, Maths:</b>  Lay out of classroom  Books/Exercise books	All students facing the front, teacher remains at the front  Shared resources eg clocks in maths, to be washed between classes.

<b>8.6a). Do you assess these measures as being adequate?</b>	<b>YES</b>	<b>NO</b>
<b>8.6b). If 'NO' what additional measures are necessary?</b>		
<b>Action required:</b>	<b>By Whom</b>	<b>By When</b>
Training for all staff on the above procedures prior to school commencing back	CG	2/9/20
Sufficient supply of PPE and cleaning materials and cleaners	CG	2/9/20
Effective timetable	CG	2/9/20

### 8.7. Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
5. Almost certain/imminent

LIKELIHOOD	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
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Likelihood X Severity = Risk rating

$$4 \times 4 = 16$$

### 8.8. Risk Assessment Statement – Please tick ONE box only

This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 7b) above must be undertaken within the timescales given.	*
This activity/event/situation is not to go ahead unless the additional action identified in 7b) above is in place.	

<b>Name of Assessor:</b>	<b>Signature:</b>	<b>Date:</b>
C Godfrey		06/05/20

<b>Review Date:</b>	<b>Signature:</b>	<b>Review Date:</b>	<b>Signature:</b>

## 9. Physical Education Risk Assessment

### GENERAL RISK ASSESSMENT FORM FOR SCHOOLS

RA9

#### 9.1. What is being assessed (task/activity)?

Physical Education

#### 9.2. What sort of harm can you foresee from this situation/activity?

Spreading of the coronavirus to pupils and staff

#### 9.3. Which individual or group(s) of employees or non-employees may be harmed?

Individual employee	✓	Individual pupil	✓	Contractors	
Employees generally	✓	Pupils generally	✓	Members of public	
Unpaid helpers/volunteers				Visitors	

#### 9.4. Is there any heightened risk to:

New or expectant mothers (employees)	✓	Unsupervised pupils	✓	Anyone with a specific disability or medical condition	✓
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9.5. Key Factors to consider for each subject	Action
<p data-bbox="68 172 619 201"><u><i>Some staff will forget to apply System of Controls</i></u></p> <p data-bbox="68 235 627 409"><b>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</b></p> <p data-bbox="68 450 582 517"><b>Clean hands thoroughly more often than usual</b></p> <p data-bbox="68 913 646 981"><b>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</b></p> <p data-bbox="68 1055 616 1193"><b>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</b></p> <p data-bbox="68 1559 646 1626"><b>Minimise contact between individuals and maintain social distancing wherever possible</b></p>	<p data-bbox="692 235 1356 409">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.</p> <p data-bbox="692 450 1364 551">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:</p> <ul data-bbox="692 555 1217 696" style="list-style-type: none"> <li>● After coming into school</li> <li>● After sneezing or coughing</li> <li>● Before and after handling or eating food</li> <li>● After going to the toilet</li> </ul> <p data-bbox="692 701 1310 761">Ensure there are enough hand washing or hand sanitiser stations available</p> <p data-bbox="692 766 1353 826">Put in place supervision of hand sanitisers given risks around ingestion</p> <p data-bbox="692 898 1366 958">Promote the ‘catch it, bin it, kill it’ approach, e.g. by providing tissues, bins, posters</p> <p data-bbox="692 1025 1343 1182">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</p> <p data-bbox="692 1187 1310 1247">Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas</p> <p data-bbox="692 1252 1283 1281">Plan for the daily removal and safe disposal of rubbish</p> <p data-bbox="692 1285 1323 1346">Schedule frequent cleaning of resources (e.g. books, toys) shared within groups</p> <p data-bbox="692 1350 1334 1411">Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups</p> <p data-bbox="692 1415 1342 1444">Purchase additional standard cleaning equipment if needed</p> <p data-bbox="692 1480 868 1509">Plan group sizes</p> <p data-bbox="692 1514 1310 1574">Revise timetables to accommodate groups and minimise movement between classrooms, where possible</p> <p data-bbox="692 1579 1339 1608">Where possible, stagger start, break, lunch and finish times</p> <p data-bbox="692 1612 1370 1641">Cancel large gatherings, such as assemblies and staff meetings</p> <p data-bbox="692 1646 1310 1706">Revise extra-curricular offer to minimise mixing between groups</p> <p data-bbox="692 1711 1366 1800">Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems</p> <p data-bbox="692 1805 1287 1834">Divide playground to minimise mixing between groups</p> <p data-bbox="692 1839 1350 1899">Plan arrangements for drop off/collection and communicate these to parents</p> <p data-bbox="692 1904 1134 1933">Plan measures for lunchtimes, including:</p> <ul data-bbox="740 1937 1094 1998" style="list-style-type: none"> <li>- Managing lunch queues</li> <li>- Reconfiguring dining spaces</li> </ul>

	- Communicating new arrangements to catering suppliers and lunchtime supervisors
<b>Area of Concern</b>	<b>Control measures</b>
Changing	On days where PE is delivered in school's pupils to wear PE kit for that day. Avoid changing in classrooms.
Large groups	Class sizes should adhere to government guidance. Employ social distancing measures and teach outside as often as possible. Pupils to work in their own zones. Pupils to not work in groups greater than 6.
Type of activity	Only teach lessons that follow updated curriculum maps. Term 1 Athletics (4 weeks) and Football (3weeks). Indoor activities to be dance, wake and shake, aerobics, circuits with no equipment. If unsure, please check with line manager. Games involving physical contact are not to be delivered
Sharing of equipment	Minimise pupil contact with equipment. When possible use no equipment or only allow staff to handle equipment. Clean equipment after use with Selgiene followed by hand washing.
Learning Environment	Teach outdoors as often as possible ensuring social distancing. If not possible then ensure social distancing indoors e.g. to spread pupils out use coned areas.
Clothing	Pupils to wear their school PE kit with tracksuit bottoms and sweatshirt if outside in cold or wet weather.
Hand washing routines	Hands to be washed before and after each PE lesson.

<b>9.6a). Do you assess these measures as being adequate?</b>	<b>YES</b>	<b>NO</b>
<b>9.6b). If 'NO' what additional measures are necessary?</b>		
<b>Action required:</b>	<b>By Whom</b>	<b>By When</b>
Training for all staff on the above procedures prior to school commencing back	SW	02/09/20
Sufficient supply of PPE and cleaning materials for PE Specialists	EV	02/09/20
Sufficient equipment within schools and for PE Specialists	SW	02/09/20

## 9.7. Risk/ Priority Indicator

Severity
1. Negligible (delay only)
2. Slight (minor injury/damage/interruption)
3. Moderate (lost time injury, illness, damage, lost business)
4. High (major injury/damage, lost time business interruption, disablement)
5. Very High (fatality/business closure)

Likelihood
1. Improbable/very unlikely
2. Unlikely
3. Even chance/may happen
4. Likely
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LIKELIHOOD	5	5	10	15	20	25
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	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		SEVERITY (CONSEQUENCE)				

Likelihood X Severity = Risk rating

$$4 \times 3 = 12$$

**9.8. Risk Assessment Statement – Please tick ONE box only**

This activity/event/situation can go ahead with no additional action(s)	
This activity/event/situation can go ahead, but the additional action(s) identified in 9.6b) above must be undertaken within the timescales given.	✓
This activity/event/situation is not to go ahead unless the additional action identified in 6b above is in place.	

<b>Name of Assessor:</b>	<b>Signature:</b>	<b>Date:</b>
<b>C Godfrey</b>		<b>02/09/20</b>

<b>Review Date:</b>	<b>Signature:</b>	<b>Review Date:</b>	<b>Signature:</b>