

Coronavirus (COVID-19): Risk Assessment Action Plan for potential opening from 1st June 2020

For Newdale Primary School

Assessment conducted by: John Griffiths/ Rachel Cook	Job title: School Business Manager, Newdale/ Headteacher, Newdale	Covered by this assessment:
Date of assessment: 21.5.20 Updated: 18.6.20 (return of YR5)	Date of next review: 3.6.20 if not sooner post opening .	This document was written on 18 th May 2020 and you must ensure you are completing the newest format

- For the purpose of this risk assessment, the term 'coronavirus' to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this risk assessment reflects the local setting and context of the school. Staff must be consulted with regard to this risk assessment.
- This risk assessment is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/amended/added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- For further reference, <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>, including the documents below, issued on the 11 May 2020:
 - o [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#)
 - o [Details on phased wider opening of schools, colleges and nurseries](#)
 - o [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
 - o [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)
 - o [What parents and carers need to know about schools and other education settings during the coronavirus outbreak](#)
 - o [Opening schools for more children and young people: initial planning framework for schools in England \(updated 12 May \)](#)

The sole purpose of this risk assessment is to support schools in preparing for the possibility of providing some face-to-face contact with pupils

in year groups [Nursery, Reception, YR1 and YR6](#) **while reducing the risk of coronavirus transmission**. The risk assessment has been written in collaboration with a number of local authorities.

Key:							
Level of risk prior to control		Identifies the risk before any steps to reduce the risk have been taken					
Risk Description:		Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.					
Risk Controls:		The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context.					
Impact:		Could be L/M/H or numeric, depending on what is used in the school setting.					
Likelihood:		Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.					
Responsible person:		The identified staff member(s) responsible for implementing the risk controls Head Teacher Sign R Cook Date 26.5.2020 Chair of Governors sign C Williams Date 26.5.2020					
Completion Date:		The date by which required plans for controls will be in place. To support planning, identify which controls need to be in place before pupils return to the setting. Individual schools can then personalise to their own setting.					
Line Manager Check:		Sign off to ensure that the risk has been minimised as far as possible.					
Risk Description/Area of Concern	Level of risk prior to control <>	Risk Controls	Level of risk is now <>	Likelihood <>	Responsible person	Planned completion Date	Line Manager Check
The school lapses in following national guidelines and advice, putting everyone at risk	M	To ensure that all relevant guidance is followed and communicated: <ul style="list-style-type: none"> The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care, PHE, Telford & Wrekin Council advice and review its risk assessment accordingly 	L	L	Rachel Cook /John Griffiths	Ongoing	Always share with Chair of Governors.

		<ul style="list-style-type: none"> Information on the school website is updated. Parents updated via email/text as necessary. Any change in information to be shared with Chair of Governors, consulted with employees directly, or through a safety representative that is either elected by the workforce or appointed by trade union and passed on to parents and staff by email <p>As a result, the school has the most recent information from the government, and this is distributed throughout the school community.</p>					
Poor communication with parents and other stakeholders	M	<ul style="list-style-type: none"> All staff/pupils aware of current actions and requirements and reminded frequently using school communication systems Head teacher to share risk assessment with all staff Parents notified of risk assessment plan and shared with parents via website. <p>As a result, all pupils and all staff working with pupils are adhering to current advice.</p>	L	L	Rachel Cook	As reviews occur, information to be shared immediately if anything has changed.	Confer with Chair of Governors.
Lack of awareness of policies and procedures	M	<ul style="list-style-type: none"> School leaders will ensure that all policies impacted on by coronavirus controls are updated All staff, pupils and volunteers will make themselves aware of all relevant 	L	L	Rachel Cook / John Griffiths		Confer with Chair of Governors

	<p>policies and procedures including, but not limited to, the following:</p> <ul style="list-style-type: none"> • Health and Safety Policy • Infection Control Policy • First Aid Policy • Intimate care policy • Behaviour policy • Business Continuity/Resilience • All staff have regard to all relevant guidance and legislation including, but not limited to, the following: • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • The Health Protection (Notification) Regulations 2010 • Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' • DfE and PHE (2020) 'COVID-19: guidance for educational settings' • The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. • A comprehensive and current list of key staff members available each day • Staff are made aware of the school's infection control procedures in relation to coronavirus via email • Parents are made aware of the school's infection control procedures in relation to coronavirus via letter/social media/poster at entrance to school – they are informed that they must contact the 				
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		<p>school as soon as possible if they believe their child has been exposed to coronavirus</p> <ul style="list-style-type: none"> • Pupils are made aware of the school's infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff on the morning of the 1 June 2020. All are informed that they must tell a member of staff if they begin to feel unwell • Daily electronic briefing issued to staff – where deemed necessary. <p>As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school.</p>					
High risk individuals	M	<ul style="list-style-type: none"> • Risk assessment to be completed for staff in high risk category exposure to Coronavirus (COVID – 19) 	L (These staff are not in school)	L	John Griffiths	To be completed if these staff return to school.	Confer with Chair of Governors
Vulnerable staff and pupils	M	<ul style="list-style-type: none"> • children, young people and staff who have been classed as <u>clinically extremely vulnerable due to pre-existing medical conditions</u> have been advised to shield. We do not expect people in this category to be attending school or college, and they should continue to be supported to learn or work at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. • a child/young person or a member of staff who lives with someone who is 	L (These staff are not in school)	L	Rachel Cook	To be completed if these staff return to school.	Confer with Chair of Governors

		<p>clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting</p> <ul style="list-style-type: none"> • if a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the <u>guidance on shielding</u>, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home • staff and children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household • protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced 					
<p>Poor hygiene practice in school - General</p>	<p>M</p>	<ul style="list-style-type: none"> • Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing 	<p>L Some pupils</p>	<p>L M for pupils who refuse to</p>	<p>Rachel Cook/ John Griffiths/Andy Thomas/ All</p>		<p>Confer with Chair of Governors</p>

	<p>hands before entering and leaving school)</p> <ul style="list-style-type: none"> • Pupils to wash their hands with soap before and after break times and lunchtimes for no less than 20 seconds • School to use the E-Bug material • Teachers to reiterate key messages in class-time (when directed) to pupils to: <ul style="list-style-type: none"> ○ Cover coughs and sneezes with a tissue, ○ To throw all tissues in a bin ○ To avoid touching eyes, nose and mouth with unwashed hands. • Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) and tissues to be provided for the school reception area, dining hall, classrooms and other key locations for staff, pupils and visitors • Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE's guidance • Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas • Hand washing facilities are supervised by staff when pupils are washing their hands to avoid overcrowding in hand washing areas 	<p>will be M</p>	<p>wash their hands, parents will be called to assist and until such time, pupils will not be permitted to mix with their bubble.</p>	<p>staff in school</p>			
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		<ul style="list-style-type: none"> • Pupils and staff do not share cutlery, cups or food. Staff to bring in their own cups and utensils • All utensils are thoroughly cleaned before and after use • School staff will volunteer to carry out additional cleaning. Door handles, doors and toilets are cleaned during the day at regular intervals and paper/hand towels are checked and refilled regularly. • Follow T&W cleaning in school guidance <p>As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission.</p>					
<p>Poor hygiene practice – specific – school entrance</p>	<p>M</p>	<ul style="list-style-type: none"> • Clear signage in place regarding social distancing • Barriers/screens to be used by reception staff when dealing with parents/visitors/contractors • Receptionist to have a written log of visitors/contractors • Areas touched to be wiped down • Discourage parents from entering the school building • Reduce the amount of people accessing reception area at any one time – only 1 adult at a time • Rearrange/remove furniture in reception area to facilitate social distancing. 	<p>L</p>	<p>L</p>	<p>John Griffiths/Office staff</p>		<p>Confer with Chair of Governors</p>

		<ul style="list-style-type: none"> • Provide alcohol-based sanitiser (that contains no less than 60 percent alcohol) at the school reception area • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, reception staff are protected.</p>				
Poor hygiene practice – specific – office spaces.	M	<ul style="list-style-type: none"> • Only office staff allowed into the office space – other staff to communicate via email/through glass window • Ensure distancing is maintained between desks • Tissues/hand sanitiser to be available in office locations • Staff to wash hands on arrival at school • Each individual is responsible for wiping down their own work area before and after use. • Each individual responsible for wiping down equipment such as printers • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, office practice in office spaces limits the risk of the spread of any infection.</p>	L	L	John Griffiths/Office staff	Confer with Chair of Governors
Poor hygiene practice – specific - spread of	M	<p>In line with government advice:</p> <ul style="list-style-type: none"> • Issue information to young people, parents, carers and visitors not to 	L	L	Rachel Cook / school staff in classes	Confer with Chair

<p>potential infection at the start of the school day.</p>	<p>enter the school if they display any symptoms of coronavirus</p> <ul style="list-style-type: none"> • Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up • Inform each year group and their parents of their allocated times for the beginning and end of their school day • Inform each year group and their parents of the allocated entrance and exit points to school and where they should go on arrival • Pupils to be supervised in accessing hand-washing facilities on arrival, ensuring that pupils queue while maintaining social distancing as they wait for facilities • All staff to wash hands on arrival in school • Make it clear to parents and pupils that they cannot congregate at the front of school prior to the start of the school day • Issue information to pupils in relation to restrictions on their movement around the site • Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day. • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority 					<p>of Governors</p>
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		As a result, the risk of infection is reduced as pupils and staff arrive at school.					
Poor hygiene practice – specific – toilet/changing facilities.	H	<ul style="list-style-type: none"> • Staff to wear additional PPE when supporting pupils with toileting routines – mask, gloves, apron (see PPE guidance for schools) • All changing surfaces to be cleaned before and after each use • Nappies/soiled items to be disposed of in yellow bags • Staff to follow specific intimate care procedures • Any soiled clothes are put into a plastic bag (double bagged) and sent home. • Restrict numbers of children using the toilets to ensure 2m social distancing is maintained • Provide paper towels instead of blow dryers (less risk of aerosol) • Prop doors open where possible to reduce hand contact surfaces • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, safe practices are followed and the risk of infection is reduced for staff and pupils.</p>	M	M	All school staff		Confer with Chair of Governors

<p>Poor hygiene practice – specific - end of the school day.</p>	<p>M</p>	<ul style="list-style-type: none"> • Issue information to parents about departure procedures, including safe pick-up • Inform pupils and parents of their allocated times for the end of their school day • Inform pupils and their parents of the allocated exit points and pick up points • Make it clear to parents and pupils that they cannot congregate at the front of school/in the playground prior to the end of the school day. If waiting to collect pupils, parents are to remain in cars and park safely • Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport and potential road closures • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, the risk of infection is reduced as pupils and staff leave school.</p>	<p>L</p>	<p>L</p>	<p>Rachel Cook</p>		
<p>Ill health in school.</p>	<p>M</p>	<ul style="list-style-type: none"> • Staff are informed of the symptoms of possible coronavirus infection, <ul style="list-style-type: none"> • A high temperature – this means they feel hot to touch on their chest or 	<p>L</p>	<p>L</p>	<p>Rachel Cook/ John Griffiths</p>		<p>Confer with Chair of Governors</p>

	<p>back (they do not need to measure their temperature)</p> <ul style="list-style-type: none"> • A new continuous dry cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual) • Loss of taste or smell. • Appropriate PPE is sourced and guidance on its location, use and disposal issued to staff in line with government guidance on what to do if a pupil or staff member becomes unwell (see PPE guidance for schools) • All staff are informed of the procedure in school relating a pupil becoming unwell in school • Any pupil who displays signs of being unwell is immediately referred to Member of SMT • Any staff member who displays signs of being unwell immediately refers themselves to Rachel Cook and is sent home (See guidance on Dealing with incidents at school) • Where the named person is unavailable, staff ensure that any unwell pupils are moved to an empty room (Meeting room) whilst they wait for their parent to collect them. School admin team to contact parents. Parents advised to follow the COVID-19: Guidance for households, including accessing testing 					
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	<ul style="list-style-type: none"> • If a pupil needs to use the bathroom, they should use a separate bathroom which will be cleaned after use. • Pupils displaying symptoms of coronavirus do not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained • If contact with a child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing, eye protection should also be worn • The relevant member of staff calls for emergency assistance immediately if the pupil's symptoms worsen • Unwell pupils who are waiting to go home are supervised in the meeting room where they can be at least two metres away from others • Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected once vacated. • Following a suspected case head teachers should follow the guidance in appendix 2 • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority 				
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		As a result, any member of the school community who becomes unwell, is isolated quickly and appropriate action is taken to minimise the risk of infection.				
Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.	M	<ul style="list-style-type: none"> • Leaders to identify and communicate clearly to parents and pupils who is to attend and the times they are to attend • Leaders to calculate capacities of classrooms. Classrooms allocated for provision and arranged so that pupils can remain 2 metres apart where practicable • Unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out; <ul style="list-style-type: none"> • Avoiding contact with anyone with symptoms • Frequent hand cleaning and good respiratory hygiene practices • Regular cleaning of settings • Minimising contact and mixing <p>It is still important to reduce contact between people as much as possible,</p>	L	L	Rachel Cook / Staff in KS1 and EYFS hubs	Confer with Chair of Governors

	<p>and we can achieve that and reduce transmission risk by ensuring children, young People and staff where possible, only mix in a small, Consistent group and that small group stays away from other people and groups.</p> <ul style="list-style-type: none"> • Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so • Timetable reviewed and refreshed and programme communicated to teachers and staff • No more than 15 children in a class where space allows • Desks should be spaced as far apart as possible • Where possible, pupil movement to be limited to make social distancing easier and specialist teachers to move between allocated classrooms • Leaders to consider how best to supplement remote education with face-to-face support for pupils. • Return of YR5 children on 22.6.20 will see limited re-setting of bubbles. Undertaken over a weekend to allow for cleaning of classrooms/ washing of clothes. <p>As a result, staff and pupils are clear about where they should be, the times that they should be there and what they are delivering.</p>					
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Mental Health and Wellbeing for pupils	M	<ul style="list-style-type: none"> Where year groups are returning to school we would expect leaders and teachers to; <ul style="list-style-type: none"> consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn assess where pupils are in their learning, and hence what adjustments to their curriculum may be needed over the coming weeks identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils support pupils in year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to year 7 	M	M	School staff in hubs / Rose Powell/ Alice Huda		Confer with Chair of Governors
A pupil is tested and has a confirmed case of coronavirus.	M	<p>In line with government advice:</p> <ul style="list-style-type: none"> The rest of the class/group should be advised to self-isolate for 14 days The Head teacher will contact PHE. Then PHE's local protection teams to conduct a rapid investigation and will advise school on appropriate action. See advice in Dealing with Incident procedure 	M	M	Rachel Cook		Confer with Chair of Governors

		As a result, school leaders taken appropriate action in the event of a confirmed case of coronavirus.					
Insufficient staff to run face-to-face sessions for pupils.	M	<ul style="list-style-type: none"> • Leaders to ensure that they have a complete list of shielded and vulnerable adults for their school • Protocols for staff to inform leaders if they need to self-isolate are clearly in place • Leaders ensure there is a rota in place for cover in the instance that staff have to self-isolate. <p>As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils.</p>	M	L	Rachel Cook		
Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection.	H	<ul style="list-style-type: none"> • Staggered starts to be put in place for break time and lunchtime • <One-way circulation> where possible to be put in place for pupils arriving and leaving shared lunch space/lessons • Allocated outdoor areas for each year group to be identified for break time and lunchtime • Lunchtime to be staggered for different year groups • Pupils advised not to play contact games at break time or lunchtime. Ball games and shared outdoor equipment to be prohibited • Pupils to be supervised in washing hands before and after lunch 	M	M	Rachel Cook		Confer with Chair of Governors

		<ul style="list-style-type: none"> • In canteen/eating spaces, consideration given to marking seats that can be used and removing other seating. • Tables to be cleaned prior to use, between year groups and at the end of session • Catering staff to maintain strict levels of hygiene in food preparation areas and follow whole staff guidance in reporting illness • Pupils who bring a packed lunch, to eat in classrooms to reduce movement and maintain social distancing. Tables must be cleaned prior to lunch • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, the risk of infection during unstructured time is reduced.</p>					
Spread of infection in classrooms/shared areas.	H	<ul style="list-style-type: none"> • All unnecessary items to be removed from classrooms and learning environments and stored elsewhere • All soft furnishings and items that are hard to clean to be removed • Class sizes reduced to ensure social distancing can be adhered to, with all desks 2m apart and group sizes not exceeding 15 • Pupils to be directed to specific seats in classrooms and to maintain seats during the day as far as possible 	M	M	Rachel Cook/ All school staff		Confer with Chair of Governors

	<ul style="list-style-type: none"> • Tissues and hand sanitiser to be located in each classroom/learning space • Bins to be emptied at least twice daily in classrooms. • Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open • Where possible, windows to be opened to provide ventilation. • Inform all the pupils that they must bring the required equipment to school (stationery, calculators etc) to reduce the risk of infection • Pupils/staff to clean IT equipment (esp keyboards) with anti-bacterial wipes before and after each use • Shared telephone handsets to be cleaned with anti-bacterial wipes before and after each use • Shared teaching resources to be cleaned prior to and after use • If any bodily fluids come into contact with classroom equipment, ensure that gloves are worn to remove the piece of equipment before it is thoroughly cleaned • Guidance issued to staff on the use of the staff room and staff toilet area, including maximum numbers at any one time Staff to be reminded to adhere to social distancing at all times • Hand sanitiser to be in place at photocopiers/shared keyboards/telephones etc 					
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		<ul style="list-style-type: none"> • Staff must wash and dry their own cups, plates and utensils, using disposable towels – staff advised to bring in own. <p>Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority</p> <p>As a result, the risk of infection to staff and pupils in classrooms is reduced.</p>						
Poor pupil behaviour increases the risk of the spread of the infection.	M	<ul style="list-style-type: none"> • Pupils are reminded of the behaviour policy on their return to school • Sanctions (and how they will be applied in the context of social distancing) are clearly communicated to pupils and parents. Behaviour policy is adjusted as a consequence • Pupils' individual behaviour plans are reviewed and specific control measures identified and shared with pupils and staff where necessary. • Follow T&W PPE guidance <p>As a result, pupils and staff understand the behaviour policy/individual plans in context.</p>	M	M	Rachel Cook			
Pupils with complex needs are not adequately prepared for a return to school or safely supported.	M	<ul style="list-style-type: none"> • Specific arrangements for pupil transport have been risk assessed and agreed with local providers • Leaders and staff should review individual pupils' handling plans, 	<u>Not applicable</u>					
			<u>Where there are children with significant learning difficulties, we will ensure that they are well prepared to return.</u>					

		<p>including the use of PPE (see PPE guidance)</p> <ul style="list-style-type: none"> • Additional advice should be sought from external agencies where appropriate in relation to moving and handling (physiotherapy, occupational therapy) • Review individual communication plans where close proximity is expected e.g. on-body signing • Plans should be understood, shared and followed consistently by all staff working with those pupils • Prepare additional social stories to support pupils with autism / learning difficulties (highlighting changes to classrooms/arrangements/use of PPE, for example) and share with parents and pupils prior to pupils returning to school. • Follow T&W PPE guidance <p>As a result, pupils with complex needs are well supported.</p>					
<p>Vulnerable pupils and pupils with SEND do not receive appropriate support.</p>	<p>H</p>	<ul style="list-style-type: none"> • Appropriate planning is in place to support the mental health of pupils returning to school • Agree what returning support is available to pupils with SEND in conjunction with families and other agencies. <p>As a result, pupils with SEND and those concerned about returning to school are well supported.</p>	<p>M</p>	<p>H</p>	<p>Aimee Plimmer/ Rose Powell/ Alice Huda</p>		<p>Confer with Chair of Governors</p>

Increased number of safeguarding concerns reported after lockdown.	H	<ul style="list-style-type: none"> • Agree safeguarding provision to be put in place to support returning pupils • Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns • Follow up any referrals made by staff swiftly, while maintaining social distancing. <p>As a result, safeguarding remains of the highest priority and practice.</p>	M	H	Rachel Cook/DSL's		
Emergency evacuation due to fire etc.	M	<ul style="list-style-type: none"> • Lockdown, fire and emergency evacuation procedures to be reviewed so that social distancing can be maintained • Practice fire drill completed in first week • Leaders to communicate procedures to all staff • Staff to communicate emergency evacuation procedures to pupils at the beginning of each day. <p>As a result, social distancing is maintained in the event of an emergency evacuation.</p>	L	L	Rachel Cook/John Griffiths		Confer with Chair of Governors
Cleaning is not sufficiently comprehensive.	M	<ul style="list-style-type: none"> • Ensure that all cleaning and associated health and safety compliance checks have been undertaken prior to opening • A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures 	L	L	Rachel Cook/John Griffiths		Confer with Chair of Governors

		<ul style="list-style-type: none"> • Where possible, additional cleaning staff employed (or given additional hours) to increase the regularity of cleaning • Whilst pupils are at break time/lunchtime, member of class/hub team to clean tables/door handles with a disinfectant spray. Gloves to be worn during this and hands washed afterwards • Disposable gloves/wipes/sprays are next to photocopiers/printers etc • Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (i.e. a focus on door handles, toilets, changing room, toys in the Early Years). • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, high standards of cleanliness are maintained in school.</p>					
Contractors, deliveries and visitors increase the risk of infection.	M	<ul style="list-style-type: none"> • All contractors to be checked to ensure that they are essential visitors prior to entry to the school • Agree arrival and departure times with contractors to ensure that there is no contact with staff or pupils • All contractors/visitors to wash hands either prior to or on entry to the school site 	M	L	John Griffiths		Confer with Chair of Governors

		<ul style="list-style-type: none"> Contractors and visitors are directed to specific/designated handwashing facilities All areas in which contractors work are cleaned in line with government guidance Contractors to bring own food, drink and utensils onto site. Staff who receive deliveries to the school to wash hands in line with government guidance after handling Where possible, staff to identify safe/designated place for delivery without need for contact with staff. Drivers are not permitted to enter the school premises when making deliveries If drivers have to enter school site, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building Surfaces to be cleaned after any deliveries have been made. <p>As a result, any external visitors/contactors are kept safe and the risk to other members of the school is minimised.</p>					
Professional Visitors	M	<ul style="list-style-type: none"> All visitors to be checked to ensure that they are essential visitors prior to entry to the school Pre-questionnaire completed by professional visitor Agree arrival and departure times with professional visitor to ensure that there is no contact with staff or pupils 	L	L	John Griffiths		Confer with Chair of Governors

	<ul style="list-style-type: none"> • All professional visitors to wash hands on entry to the school site • Professional visitors are directed to specific/designated handwashing facilities • All areas in which Professional visitor work are cleaned in line with government guidance • Professional visitors to bring own food, drink and utensils onto site. • Professional visitors to be responsible for cleaning their own equipment and personal belongings <p>As a result, any professional visitors are kept safe and the risk to other members of the school is minimised.</p>					
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School-specific arrangements relating to risk assessment that may need additional detail:

- **Please refer to additional risk assessment completed and shared with parents and staff. Many additional aspects can be found in this. This can be found at the end of the document.**
- **We have also attached Physical Education specific risk assessments provided by additional staff employed by the school.**

Useful links:

- Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>

- Vulnerable: <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>
 - Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>
 - SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
 - Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
 - Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
 - Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
 - Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress>
 - Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
 - Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
 - Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
 - Financial support: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>
 - Exceptional costs: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>
 - Reducing burdens: <https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings>
 - Social distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
 - PPE: <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>
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- Public health England <https://www.gov.uk/government/organisations/public-health-england>
 - NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
 - Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
 - DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
 - A detailed checklist and key guidance for action for health and safety is available at: www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak

- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

 <p>Telford & Wrekin C O U N C I L</p> <p>www.twccommercial.co.uk/educationalvisits</p>	<p>Risk Assessment of the partial re-opening of Newdale Primary school to Nursery, YR, Y1 and Y6</p>		
	<p>Carried out by: John Griffiths (SBM) Reviewed: Rachel Cook Carole Williams Rebecca McFarlane</p>	<p>Date: 15/5/2020</p>	<p>Review date: to be reviewed on a regular basis.</p>
<p>Benefits: - Why do we do this?</p>	<p><u>Government guidance for school states:</u> “The safety of children and staff is our utmost priority” “The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings” “In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this”.</p> <p><u>Government guidance for parents concerning re-opening of schools states:</u> “We have provided guidance and support to schools, colleges and childcare settings on implementing protective measures in education and childcare settings to help them reduce the risk of transmission as more children and young people return.”</p> <p>“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.</p> <p>Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:</p>		

Consideration of the pupils' mental health and well-being

Early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years settings and schools, we're taking this into account. Schools should therefore work through the hierarchy of measures set above:

- Avoiding contact with anyone with symptoms
- Frequent hand cleaning and good respiratory hygiene practices
- Regular cleaning of settings
- Minimising contact and mixing

....the risk will be lowered.

Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief transitory contact, such as passing in a corridor is low risk.

Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 11th May 2020

What are the hazards?	Who might be harmed and how?	Risk rating* L,M or H	What are we already doing? Actions to reduce risk	What further action is necessary?	By whom?	By when?	Done ?
Lack of social distancing in the classroom	Staff and children – direct transmission of the virus	H	Reduce the number of children to no more than 15 to endeavour to adhere to social distancing. Modified teaching approach to keep a distance from children in the class as much as possible, particularly close face to face support	Clear ongoing communication for all elements of this risk assessment so everyone is working consistently and clear on expectations.	RC	Ongoing in line with guidance.	

		<p>(noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).</p> <p>Recommended approach if you need to talk with a child is to be alongside them as opposed to in front.</p> <p>Remove excess furniture to increase space</p> <p>Remove soft furnishing that would require additional cleaning e.g. cushions, soft toys, computers</p> <p>Explicit re-teaching of how to wash hands and its importance.</p> <p>Children to use the same desk for entire time their group is in school.</p> <p>Teacher and/or TA are assigned to these children and stay with these</p>				
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		<p>children as far as possible throughout the day.</p> <p>Children stay in the classroom for the majority of the day and do not mix with other groups.</p> <p>Children will be provided with individual equipment which is not shared with others and placed in their own individual storage container overnight.</p> <p>Doors and windows to be left open where possible to allow for ventilation.</p> <p>Any child or adult showing symptoms to be removed from the group and taken to the Meeting Room, SLT to be notified and follow Government guidelines around self-isolation for individual and entire group.</p> <p>Staff to be vigilant of children with SEND who</p>				
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			may have an impaired ability to communicate if they're feeling unwell.				
Lack of social distancing using toilets and poor hygiene	Staff and children – direct transmission of the virus	H	<p>Teachers to be vigilant of who goes to the toilet and only send 1 boy and 1 girl at a time.</p> <p>Allocated toilets for different age groups – see map</p> <p>Plan for break time so that there are not too many children needing to go to the toilet at the same time.</p> <p>Importance of washing hands after visiting toilets revisited with teachers and TAs</p> <p>Toilets to be additionally cleaned after lunchtime</p> <p>Extra stocks of soaps/paper towels to be held</p> <p>2 children in a toilet at any one time</p>				

			PPE for nursery staff changing nappies.				
Lack of social distancing waiting to enter classrooms in the morning	Staff and children – direct transmission of the virus	H	<p>All entry will be via main gate off Marlborough way due to closure of path at rear of school for Council maintenance work.</p> <p>Staggered start/finish times for each age group will relieve pressure and reduce numbers on site</p> <p>There will be allocated different entrances to the school building for all groups for entry/exit</p> <p>Staff will man all entrances to help reinforce the social distancing rules.</p> <p>HT and SBM will assist at the main entrance point of school along with Site Manager.</p> <p>YR6 children to be encouraged to walk into</p>				

			school premises on their own from main gate				
Lack of social distancing during playtime/lunchtime	Staff and children – direct transmission of the virus	H	<p>Staggered playtimes/lunchtimes – children to remain in smaller groups</p> <p>Reduced playground equipment – no use of climbing walls and jungle gym for now</p> <p>Staff supervision throughout playtimes/lunchtimes</p> <p>Children to wash hands before and straight after breaks</p> <p>Children to exit/re-enter through classroom doors to playground to reduce use of corridors</p> <p>Children eating sandwiches to be seated in classrooms</p> <p>Hot dinners to be served in school hall with social distancing taking place</p>				

			(Max 27 children in the hall at a time) Catering staff will hand cutlery, trays and plates of food to the children at the end of the serving station once all food on the plate. No salad bar in operation				
Lack of social distancing in the corridors	Staff and children – direct transmission of the virus	H	Children staying in their classrooms and accessing outside from classroom door onto playground One child to the toilet at a time Messages to the Office via email where possible Only 1 group at a time to walk down to lunch hall single file Signage located throughout school and in corridors reminding of social-distancing, handwashing etc				
Contact of shared resources	Staff and children – direct	H	Children allocated individual items of				

	transmission of the virus		<p>stationary for use each time they are in school</p> <p>Plastic toys washed in Milton each night</p> <p>Door and windows left open during the day where possible</p> <p>Children and staff to wash hands regularly throughout the day</p> <p>Bins to be emptied 3 times per day to remove used paper towels from the classroom</p> <p>Contract cleaning team to give each classroom and contact points a thorough clean every evening after school</p> <p>Staff in each room to clean contact points on a regular basis during the day.</p>				
Staffroom usage/medical room and first aid.	Staff/ Children	H	Staffroom will be sole staff use and the expectation around				

		<p>socially distancing remains.</p> <p>First aid – where possible staff in the hubs deal with first aid and do not send to the office (though there might be exceptions).</p> <p>If anyone begins signs of symptoms the meeting room is our makeshift medical room. Medical packs are inside. Office call parents immediately and parent collects from rear entrance to the meeting room.</p> <p>Children not permitted to wear masks linked to DfE advice on children wearing masks.</p>				

SEVERITY			PROBABILITY	
outcome	example	score	outcome	score
MINOR	Bruising, minor cuts, mild irritation to skin or eyes	1	Unlikely (eg no previous history)	1
SERIOUS	Loss of consciousness , burns, broken bones, injury or condition resulting in 3 or more days absence	2	Possible (eg similar incidents have happened in the past)	2
MAJOR	Permanent disability , major notifiable injury or disease	3	Probable (eg same situations have happened in the past)	3
FATAL	DEATH	5	Highly probable (eg has occurred recently here or in another organisation)	5

Probability score x Severity score = Risk Rating total

Risk rating total

- 1-4 low risk
- 5-10 medium risk
- 15-25 high risk

	PROBABILITY				
SEVERITY	FATAL	Medium	Medium	HIGH	HIGH
	MAJOR	Low	Medium	Medium	HIGH
	SERIOUS	Low	Low	Medium	Medium
	MINOR	Low	Low	Low	Medium
		Unlikely	Possible	Probable	Highly probable

****Specialist assessments will be need for:** fire, hazardous substances, significant manual handling tasks, computer workstation users (DSE), nursing or expectant mothers, working at height, noise and use of personal protective equipment



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Specific Risk assessment

Date(s): _____ Leader: _____

Activity/activities: _____ Venue: _____

Significant hazards/harm/risk	Safety measures: <i>Measures that are in place and/or will be taken to reduce the risk to a tolerable level</i> <i>What are the measures arranged to reduce the risk?</i>	Member of Staff / Adult responsible

Names and Signature(s) of staff who have been involved: _____

Leader Signature: _____ Date: _____
