



**Coronavirus (COVID-19): Supplementary Risk Assessment for schools from 8th March 2021
for Newdale Primary School & Nursery**

Assessment conducted by: Rachel Cook/ John Griffiths	Job title: Headteacher/ SBM	Covered by this assessment: Staff, children and visitors to Newdale Primary School site.
Date of assessment: 3 rd March 2021	Date of next review: 19 th April 2021	This document was written on 3 rd March 2021

The sole purpose of this supplementary risk assessment is to support schools for all pupils in all year groups from 8th March 2021, **while reducing the risk of coronavirus transmission**

- For the purpose of this risk assessment, the term ‘coronavirus’ to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this and all their risk assessment reflects the local setting and context of the school.
- Staff and unions must be consulted with regard to this risk assessment and any changes to existing COVID 19 risk assessments.
- The document advises of amendments that need to be added/considered to existing school risk assessments, it 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 full 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.
- When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.
- Implementing the system of controls, creates a safer environment for pupils and staff where the risk of transmission of infection is substantially reduced. The way to control this virus is the same, even with the current new variants.
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

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. Add <additional information>
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 Date Chair of Governors sign Date
Completion Date:	The date by which required plans for controls will be in place..

Risk Description/Area of Concern	Level of risk prior to control ↔	Risk Controls	Level of risk is now ↔	Likelihood ↔	Responsible person	Planned completion Date	Comments / Actions needed
The school lapses in following national guidelines and advice, putting everyone at risk	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	M	M	Rachel Cook John Griffiths		Confer with Chair of Governors
Clinically Extremely vulnerable (CEV) individuals	H	Staff – Advice for those identified as clinically extremely vulnerable through the defined 3 ways published on 25 th February 2021 HR guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier. Staff who are defined as clinically extremely vulnerable are advised to work from home and where this is not possible, they should not go into work until at least the 31 st March See amended guidance and individual risk assessment for staff that are CEV	M	M	Rachel Cook John Griffiths		Confer with Chair of Governors

Clinically Vulnerable staff and pupils	M	<p>Individual risk assessment to be completed/reviewed for clinically vulnerable staff and pupils</p> <p>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> <p>Clinically vulnerable staff can continue to attend school. While in school they should follow the control measures the school has put in place to minimise the risks of transmission.</p> <p>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in the 'prevention' section of government guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</p> <p>Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools.</p> <p>See further guidance in CEV and CV guidance and up dated risk assessment</p>	L	L	Rachel Cook John Griffiths		Confer with Chair of Governors
Testing of staff and pupils	H	The asymptomatic testing programme in education currently covers all staff at school and pupils – see further	M	M	All staff in school		Confer with Chair

details in LFT testing in secondary/primary or special schools.



Rapid COVID-19 testing		
	Where	When
Staff in primary schools	At home	Twice weekly
Students in secondary schools and colleges	Initial 3 tests at school or college, then at home	
Staff in secondary schools and colleges	At home	
Staff in special schools and alternative provision	At home	
Staff and students in university	At university	
Nursery staff (school-based and maintained)	At home	
Nursery staff (private and independent)	At home	Twice weekly from late March

Poor hygiene practice in school – **General**

H

Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.

Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents

Points to consider and implement:

- putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:

M
Some pupils will be M

M
M for pupils who refuse to wash their hands, parents will be called to assist and until such

All staff in school

of Governors

Confer with Chair of Governors

		<ul style="list-style-type: none"> • more frequent cleaning of rooms and shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it • Ensuring that you understand contact time for cleaning chemicals • That any cleaning chemical is appropriate for the task being used for • Undertake a COSHH assessment if using new products 		time pupils will not be permitted to mix in their bubble			
Hand Hygiene	H	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including :</p> <ul style="list-style-type: none"> • when they arrive at school, • when they return from breaks, • when they change rooms • before and after eating. <p>Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> • whether your school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly • supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative 	M	M		All staff in school	Confer with Chair of Governors

		<ul style="list-style-type: none"> building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them 					
Poor hygiene practice – specific – school entrance and office spaces	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	M	M		John Griffiths/ Office staff	Confer with Chair of Governors
System of Controls - Prevention	H	<p>Prevention You must always:</p> <ol style="list-style-type: none"> 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school. 2) Ensure face coverings are used in recommended circumstances. 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual. 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach. 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents. 6) Consider how to minimise contact across the site and maintain social distancing wherever possible. 7) Keep occupied spaces well ventilated. <p>In specific circumstances:</p> <ol style="list-style-type: none"> 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary. 9) Promote and engage in asymptomatic testing, where available <p>Numbers 1 to 5, and number 8, must be in place in all schools, all the time.</p>	M	M		Rachel Cook	Confer with Chair of Governors

		Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.					
System of Control - Responsive	M	<p>Response to any infection</p> <p>10) Promote and engage with the NHS Test and Trace process. Manager to advise Health Protection hub via email of positive cases. Complete online form to assist with contact tracing https://www.telford.gov.uk/testandtrace</p> <p>11) Manage confirmed cases of coronavirus (COVID-19) amongst the school community. Manager to advise Health Protection hub via email of positive staff. Complete online form to assist with contact tracing https://www.telford.gov.uk/testandtrace</p> <p>12) Contain any outbreak by following local health protection team advice.</p> <p>Numbers 9 to 11 must be followed in every case where they are relevant.</p>	L	L		Rachel Cook/ John Griffiths	Confer with Chair of Governors
Poor hygiene practice – specific - spread of potential infection at the start of the school day.	H	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Review your staggered start of day times to keep groups apart as they arrive. This should not reduce the teaching time.</p> <p>Communicate to parents/carers;</p> <ul style="list-style-type: none"> • Drop off and collection process • Not to gather at gates • Not to come on site without an appointment 	M	M		Rachel Cook/ Staff in classrooms	Confer with Chair of Governors

Poor hygiene practice – specific – toilet/changing facilities.	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	M	M		All school staff	Confer with Chair of Governors
Poor hygiene practice – specific - end of the school day.	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective. Review your staggered end of the school day arrangements	M	M		Rachel Cook	Confer with Chair of Governors
Ill health in school.	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective. Staff are informed of the symptoms of possible coronavirus infection, <ul style="list-style-type: none"> ➤ A high temperature ➤ A new continuous dry cough ➤ A change to their normal sense of taste or smell (anosmia) ➤ Children may also display gastrointestinal symptoms They must be sent home and advised to follow ' stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection ', which sets out that they must self-isolate and should arrange to have a test to see if they have coronavirus (COVID-19). Schools should use the notification form to notify the HPH of any positive cases within staff members. <ul style="list-style-type: none"> • Staff who don't have the symptoms above but have other symptoms such as headache /sore throat/aches and pains/ feeling very tired for no 	M	M		Rachel Cook/ John Griffiths	Confer with Chair of Governors

		<p>good reason/ runny nose/ sneezing etc can book a PCR test by selecting the option “local Authority required me to test”</p> <p>If school doesn’t have its own Rapid testing facility then asymptomatic staff members can book a rapid test using this link below. This can be done weekly http://orlo.uk/Y5LBC</p>					
Use of equipment	H	<p>Classroom based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p> <ul style="list-style-type: none"> • Clean it before it is moved between bubbles • Allow them to be left unused for a period of 48 hours (72 hours for plastics) <p>You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> • Restricted to one user • Left unused for a period of 48 hours (72 hours for plastics) between use by different individuals <p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used</p>	M	M		Class Teachers	Confer with Chair of Governors

		<p>inside and outside by wraparound care and out of school settings providers.</p> <p>Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p> <ul style="list-style-type: none"> • Lunch boxes • Hats and coats • Mobile phones • Water bottles 					
Personal Protective Equipment	H	<p>Review your provision of PPE</p> <p>PPE must 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>More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p>	M	M		Rachel Cook/ John Griffiths	Confer with Chair of Governors
Face coverings	M	<p>Ensure where there is a need for face coverings in the school the control is implemented.</p> <p>There should be a process for when face coverings are worn within school and how they should be removed.</p> <p>Safe wearing of face coverings requires the;</p> <ul style="list-style-type: none"> • Cleaning of hands before and after touching, this includes removal and putting on • Safe storage of them in individual, sealable plastic bags <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is</p>	M	M		Rachel Cook	Confer with Chair of Governors

		<p>not possible. Face coverings could have a negative impact on teaching and their use in the classroom should be avoided.</p> <p>In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).</p> <p>Children in primary school do not need to wear a face covering.</p> <p>This is an additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter. As with all measures, we will keep it under review and update guidance at that point.</p> <p>When face coverings become damp, it should not be worn, and the face covering should be replaced carefully.</p> <p>Exemptions -Some individuals are exempt from wearing face coverings.</p>					
Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.	M	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Review your bubble sizes and how you manage them throughout the school day. Bubble sizes should be kept as small as possible</p>	L	L		Rachel Cook	Confer with Chair of Governors

	<p>Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children's ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>Things that should be considered include:</p> <ul style="list-style-type: none"> • use of seating plans to ensure that you can identify contacts. Pupils should keep to the allocated seat wherever possible • Mark 2m around the staff member's desk and teaching area. This acts as a good cue to all to remind of the 2m social distance that is needed. • Look at staff room layouts and organise to ensure that 2m social distance can be maintained. • Think about location of shared use equipment such as photocopiers and laminators etc. to ensure that they have 2m social distance around them. • Staggered start and finish times to reduce congestion at entrances and school gates. • Management of pupils in and out of classrooms and communal areas 					
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		<ul style="list-style-type: none"> Management of any exam situations 					
Mental Health and Wellbeing for pupils	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	L	L		School staff/ Pastoral	Confer with Chair of Governors
A pupil is tested and has a confirmed case of coronavirus.	H	In line with government advice: Follow guidance from the Test and Trace team in the Health Protection Hub.	M	M		Rachel Cook/ John Griffiths	Confer with Chair of Governors
Insufficient staff to run face-to-face sessions for pupils. Supply teachers and temporary staff	M	<p>Consider how you facilitate non face to face learning</p> <p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p>	M	M		Rachel Cook	Confer with Chair of Governors
Pupil movement between lesson, at breaktime and lunchtime increases the risk of infection.	H	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Keep movement around the school to a minimum. Brief passing in corridors or playground is low risk.</p> <p>Avoid creating busy corridors, entrances and exits by;</p> <ul style="list-style-type: none"> Staggered start and finish times Staggered break and lunch times 	M	M		Rachel Cook	Confer with Chair of Governors
Spread of infection in classrooms/ shared areas.	H	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Review your bubble sizes and how you manage them throughout the school day.</p> <p>Ensure where there is a need for face coverings in the school the control is implemented.</p>	M	M		Rachel Cook/ All staff	Confer with Chair of Governors

		<p>Review any equipment that is frequently used and how it is cleaned after use.</p> <p>Ensure you are applying the 2m social distancing in all areas of the school.</p> <p>Review ventilation within the school.</p>					
<p>Ventilation</p> <p>Keeping occupied spaces well ventilated</p>	M	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> • Mechanical ventilation systems, should be adjusted to increase the ventilation rate. Check that normal operation meets current guidance and that only fresh outside air is circulated • Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened fully during breaks to purge the air space. Opening internal doors can also assist with creating a throughput of air <p>Review ventilation within the school</p> <p>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</p> <p>And</p> <p>CIBSE - CIBSE - Coronavirus COVID 19</p>	L	L		Rachel Cook	Confer with Chair of Governors

		<p>Provide more information</p> <p>See further information in T&W Ventilation guidance</p>					
Music Lessons	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective	L	L		Rachel Cook/ Jenny Thomas/ Paul Wilcox	Confer with Chair of Governors
Physical Activities	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	L	L		Rachel Cook/ Crossbar and gymnastic coach	Confer with Chair of Governors
Breakfast club/After school provisions	M	<p>From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.</p> <p>We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance.</p> <p>Review any Wrap around care and extra curriculum activities - can they take place safely?</p> <p>Parents should be advised that they must only use this, where;</p> <ul style="list-style-type: none"> • The provision is being offered as part of the school's educational activities (including catch-up provision) • The provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution • The use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group 	L	L		Rachel Cook/ Teresa Kirwan/ Tracy Marshall	Confer with Chair of Governors

Poor pupil behaviour increases the risk of the spread of the infection.	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	L	L		Rachel Cook	Confer with Chair of Governors
Pupils with complex needs are not adequately informed or safely supported.	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	M	M		Rachel Cook	Confer with Chair of Governors
Vulnerable pupils and pupils with SEND do not receive appropriate support.	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	M	M		Aimee Plimmer/Pastoral	Confer with Chair of Governors
Increased number of safeguarding concerns reported after lockdown.	H	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	M	M		Rachel Cook/DSLs	Confer with Chair of Governors
Emergency evacuation due to fire etc.	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective. Continue to monitor impact on school.	M	M		Rachel Cook/John Griffiths	Confer with Chair of Governors
Cleaning is not sufficiently comprehensive.	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.	M	M		Rachel Cook/John Griffiths	Confer with Chair of Governors

		<p>Points to consider and implement:</p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: • more frequent cleaning of rooms / shared areas that are used by different groups • Allow time for cleaning surfaces in dining hall between groups • frequently touched surfaces being cleaned more often than normal • different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <p>See further guidance for cleaning in educational settings for advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p> <p>Review what cleaning products you use, know the contact time of the products and ensure the products are appropriate for the task.</p> <p>Review any equipment that is frequently used and how it is cleaned after use</p> <p>Ensure that you have sufficient staff on site to undertake all cleaning identified in this RA</p>					
Contractors, deliveries and visitors increase the risk of infection.	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	L	L		John Griffiths	Confer with Chair of Governors
Professional Visitors	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	L	L		John Griffiths	Confer with Chair of Governors

Transport	N/A	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective. Follow the transport guidance					Confer with Chair of Governors
First Aid Care	M	Ensure appropriate PPE is worn when giving first aid to children and review all controls you previously applied to ensure they are still effective.	M	M		Rachel Cook	Confer with Chair of Governors
Educational Visits	M	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	L	L		Rachel Cook	Confer with Chair of Governors
Environmental and building risks if your school does partially/ completely close	M	Thoroughly clean all equipment/areas before reopening. Review any maintenance requirements Test fire alarms and evacuation procedures Flush through taps and other equipment with water systems (Consider Legionella risks) to reduce risks Playground equipment For further advice check with the BiT team	M	M		John Griffiths/ Andy Thomas	Confer with Chair of Governors