

THE RICHARD CLARKE FIRST SCHOOL MARCH 2021 COVID SAFE RISK ASSESSMENT

What are the hazards:

- Exposure to COVID-19
- The virus is spread in minute water droplets that are expelled from the body through sneezing, coughing, talking and breathing.
- The virus can be transferred to the hands and from there to surfaces. It can survive on surfaces for a period after transfer (depending on such things as the surface type, its moisture content and temperature).

Risks:

- Transmission of virus between parents/children/staff may occur
- Safeguarding
- Health, safety and mental wellbeing of staff and children

Who might be harmed:

- Children, staff, parents, visitors
- Any individuals in critically vulnerable category

<u>Risks/Procedure</u>	<u>Risk</u> H/ M L	<u>Control measures in place</u>	<u>Further actions to be taken</u> Ongoing reviews throughout pandemic crisis Highlighted actions are completed Highlighted actions are ongoing Un-highlighted actions are to be completed
Staffing / mental health and well being	M	<ul style="list-style-type: none"> • Risk assessments will be completed for vulnerable staff and pupils by a competent person (include new mothers and disabled staff) • Staff who are anxious should discuss concerns regularly with other staff and seek support where necessary, • Staff should stay, where possible, within their class, only moving classes when needed (Full curriculum offer specialist staffing to resume after Easter TBC) 	<ul style="list-style-type: none"> • KH to review staff stress RA • Individual risk assessments carried out for staff/children at higher risk • Arrange times for TEAM meetings with staff • Share contact details of staff wellbeing Governor (Carol Smart) to report issues to or discuss concerns

		<ul style="list-style-type: none"> All staff to promote mental health & wellbeing awareness for each other and the children during the Coronavirus outbreak and will offer whatever support we can to help Mental health standing agenda item on weekly TEAMS meetings Voluntary twice weekly lateral flow testing, results reported to NHS and school office. 	<ul style="list-style-type: none"> Staff engage with wellbeing for education training package Au1 – KH done, to be cascaded to wider staff
Beginning/end of day	M	<ul style="list-style-type: none"> Regularly remind parents to not send children to school unwell/with symptoms and check temperatures at home Limit to 1 parent to drop off and pick up Different year groups have staggered drop off/pick up times using different entrances One system in use, entry through courtyard/exits via main front drive (Y1-4) Reception class use side path entrance and one way through school to leave via front door Only bring siblings if no one to look after Staggered times to be reinforced through communications Communicate with families/children on how to come in safely Wash hands on entry Messages via email or office The wearing of face coverings is strongly when parents drop off/pick up or visit school Parents are asked to wear face coverings when speaking to school staff Staff on duty are asked to wear a face covering Staff are advised to wear a face covering when talking to parents 	<ul style="list-style-type: none"> Review procedures regularly and adapt accordingly following the current Government instructions relating to Tiers
Classroom organisation	M	<ul style="list-style-type: none"> Children to store belongings in the cloakroom – teachers to ensure limited numbers of children in the cloakroom at once. Then they should wash their hands. Uniform expectations are normal. On PE days, children can come to school and wear PE kit all day Desks to be front facing where possible 	<ul style="list-style-type: none"> Review procedures regularly and adapt accordingly following the current Government instructions relating to Tiers Timetable PE Zone playground space Review behaviour management plans as appropriate

	<ul style="list-style-type: none"> • Individualised equipment/resources – Y2-4 children encouraged to bring their own pencil case and limit the sharing of equipment where possible • Limited/considered sharing of resources • Clean resources or isolate resources for 72 hours before use by another class • Regular cleaning of touch points throughout day • Doors and windows kept open where possible for good ventilation • Regular handwashing throughout day, particularly before eating • Children able to bring own hand sanitiser if preferred • Children sit at same work stations throughout day • Reception class equipment/toys/resources available each day, extra hygiene where appropriate. • No use of close talking partners • Teachers/staff to maintain 2meters distance where possible by keeping height difference, talking to children from behind • Children in the same class group at all times each day, and different groups are not mixed during the day, or on subsequent days • Teachers/TAs only work across bubbles should the need arise, but this will be limited as much as possible until review Easter • Staggered break and lunch times • Zoned playground space for each group and not equipment out at breaks, rota use of trim trail (weekly) • Fire procedures to remain the same but with distance between children lining up, regular practise of this • Lunchtimes to be staggered, good hygiene and take lunch back to classrooms or staggered/spaces in hall (see op plan) • PE activities to be non-contact and limit sharing of equipment, equipment cleaned and returned • Staff to promote additional hygiene measures during PE due to the way we breath when exerting • Children can take reading books home 	<ul style="list-style-type: none"> • Staff to use Covid-19 back to the classroom: A toolkit for meeting the emotional challenge ➤ Introduction and impact of the pandemic ➤ Identifying pupils ➤ Building school knowledge, ➤ Individual programmes of support ➤ The recovery curriculum ➤ Providing support ➤ Screening questions. (Pupils and parents) ➤ https://ohs.oxon.sch.uk/from-covid-19-back-to-the-classroom/
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First aid/intimate care/1:1/physical intervention	M	<ul style="list-style-type: none"> Where possible encourage/assist children to clean themselves Where not possible staff to wear gloves, aprons, masks and eye protection Disposable items to be binned, non disposable items to be disinfected Good hand washing after any contact Staff providing first aid, personal or intimate care instructed on the safe "donning and doffing" of PPE. PPE Exchange can be used to help with finding a supplier. 1:1 care children will require risk assessments https://www.ppeexchange.co.uk/ 	<p>Resuscitation Council UK Statement:</p> <ul style="list-style-type: none"> It is likely that a child having an out-of-hospital cardiac arrest will be known to you. We accept that doing rescue breaths will increase the risk of transmitting the COVID-19 virus, either to the rescuer or the child. However, this risk is small compared to the risk of taking no action as this will result in certain cardiac arrest and the death of the child. Review personal care plans to assess PPE requirements based on individual circumstances. Review Assessment of First Aid Needs. Maintain stocks of PPE. Where this is not available contact Local Resilience Forum/LA.
Pupils with SEND	M	<ul style="list-style-type: none"> Consider phased return for pupils with anxieties and provide additional pastoral support Individual RAs and plans to be used where appropriate https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance 	<ul style="list-style-type: none"> Review procedures regularly and adapt accordingly following the current Government instructions relating to Tiers
If someone has symptoms or becomes ill	M	<p>Whilst awaiting collection:</p> <ul style="list-style-type: none"> Child should be moved, to medical room where they can be isolated behind a closed door, with appropriate adult supervision at 2m distance Window should be opened for ventilation. 	<ul style="list-style-type: none"> See the COVID-19: cleaning of non-healthcare settings guidance.

		<ul style="list-style-type: none"> • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. • 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) • 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 • 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) or the child subsequently tests positive • They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. 	
If confirmed case of coronavirus in a setting	M	<ul style="list-style-type: none"> • When a child, staff member develops symptoms compatible with coronavirus, they should be sent home and advised to take a test. If positive, they should self-isolate for 10 days or until symptoms subside. Their fellow household members should self-isolate for 10 days. • All staff and children who are attending an education will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario • Where the child or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation • Where the child or staff member tests positive, the rest of their class/group within their childcare or education setting should be sent home and advised to self-isolate for 10 days. The other household members of that wider class/group do not 	<ul style="list-style-type: none"> • As part of the national test and trace programme, if other cases are detected within the child or young person's cohort or in the wider education or childcare setting, Public Health England's local Health Protection Teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. • In some cases, a larger number of other children and young people may be asked to self-isolate at home as a precautionary measure - perhaps the whole class, site or year group. • Appropriate records to be kept.

		<p>need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</p> <ul style="list-style-type: none"> • School to seek advice from Health Protection Teams 	<ul style="list-style-type: none"> • https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings • NHS 119 can offer advice
Visitors Visits	M	<ul style="list-style-type: none"> • Any trips/visitors or extra curricular clubs are cancelled for this half term – to be reviewed after Easter • Arrangements with peripatetic staff including specialists who support SEND/vulnerable children to be risk assessed and carried out in accordance with this • Signage to front door with expectations on, including contact numbers • Limit visitors as much as possible; peripatetic teachers/coaches/supply teachers are welcome where school is satisfied it is safe to do so to support full curriculum offer • Office staff will oversee and contact essential external companies and inform them that the school will be opening and what are the protocols • Identify which visitors are essential and also those who are higher risk. Explain clearly to front of house etc the relevant procedures, priorities and communication channels for approval, seek risk assessments from contractors • Office staff to collect contact details of visitors and keep for 21 days • Protocol is understood and followed by all staff at reception • Signs can be placed at main entrances, building entrances, employee work areas etc • Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance and face coverings used (the use of small offices may not be suitable) • Governor interaction will generally be remote, but can be assessed within the school environment where HT agrees attendance is essential to support the running of the school 	<ul style="list-style-type: none"> • Review procedures regularly and adapt accordingly following the current Government instructions relating to Tiers

<p>Cleaning and sanitisation and ventilation</p>	<p>M</p>	<p>Follow the COVID-19: cleaning of non-healthcare settings guidance</p> <ul style="list-style-type: none"> • Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments • Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal (TS to provide additional half-hour clean at lunchtime) • Ensure that all adults and children: <ul style="list-style-type: none"> ➢ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning ➢ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing, after breaks, end of day ➢ use songs to help train the children ➢ are encouraged not to touch their mouth, eyes and nose ➢ use a tissue or elbow to cough or sneeze and use pedal bins for tissue waste ('catch it, bin it, kill it') ➢ ensure that help is available for children and young people who have trouble cleaning their hands independently ➢ consider how to encourage young children to learn and practise these habits through games, songs and repetition ➢ ensure that bins for tissues are emptied throughout the day ➢ where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units ➢ prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation (new sound activated door props fitted to some high use fire doors) 	<ul style="list-style-type: none"> • Review procedures regularly and adapt accordingly following the current Government instructions relating to Tiers • Review COSHH assessment for hand sanitiser and cleaning materials • Signage used to promote hygiene (respiratory and hand) and social distancing • Review stocks of soap, hand sanitiser, tissues – acquire self-operated hand sanitiser stations for classrooms/entrances
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Site safety and security	M	<ul style="list-style-type: none"> • Teachers to undertake regular visual checks • AG locking/unlocking before and after school – KH/office to lock gates after children arrive • AG site checks • Posters/signage to support/remind everyone of all aspects of RA 	<ul style="list-style-type: none"> • Review procedures regularly and adapt accordingly following the current Government instructions relating to Tiers
Equipment and communal areas	M	<ul style="list-style-type: none"> • Sharing of equipment wherever possible will be avoided – if unavoidable item will be fully cleansed by teacher/TA after use, to including PE equipment items and computer equipment. • Staff member to use antiviral wipes to sanitise photocopier/phones after use • Children to have own area/box for regularly used equipment such as pencils/scissors/glue sticks • Staff to have own laptops for PPA time and own socially distanced work space in either own class, brain box, staff room, spare office desk • Limited number of people in small spaces like staffroom, photocopying room, offices and regularly wipe surfaces/touch points between use • Staff asked not to leave their dirty personal crockery and cutlery lying around and to place them in the dishwasher immediately after use and be mindful of sharing equipment and making each other drinks 	<ul style="list-style-type: none"> • Review procedures regularly and adapt accordingly following the current Government instructions relating to Tiers • Put up appropriate signage • Review stocks
Emergency evacuation	M	<ul style="list-style-type: none"> • Risk from an immediate emergency outweighs the risk of contracting COVID-19 whilst swiftly existing the building • Normal evacuation procedures and processes will apply apart from assembly points • Assembly points for each class will be socially distanced lines, using field • Class teacher will account for all members of their class 	<ul style="list-style-type: none"> • Teacher to remind children of expectations and processes • Arrange fire drill

		<ul style="list-style-type: none"> All other non-teaching staff including office staff to vacate the building by wherever possible on top of playground, maintaining social distance Office staff to bring fire registers and signing in Roll call will be undertaken by office staff 	
Safeguarding children remote learning from home including their health and well being (in the event of periods of isolation)	M	<ul style="list-style-type: none"> Regular Google meets to interact with teachers and friends Teachers to check in with pupils at home at least once a week, or more for pupil with vulnerabilities either on Google meet or by phone Regular reminders to pupils and parents regarding online safety principles Regular reminders to pupils and parents for off screen time and engage with other activities Regular reminders for pupils to engage with physical exercise Regular reminders for pupils to get outside where they can safely Regular reminders for pupils to engage with creative and mindful activities to promote well being Regular reminders for pupils to engage with their friends and family to prevent feeling lonely and isolated 	<ul style="list-style-type: none"> Weekly reviews of remote learning plans and progress of pupils in weekly staff meeting

Risk Rating	Description	Action Priority
High	Where harm is certain or near certain to occur and/or major injury or ill-health could result	Urgent action
Medium	Where harm is possible to occur and/or serious injury could result e.g. off work for over 3 days	Medium priority
Low	Where harm is unlikely or seldom to occur and/or minor injury could result e.g. cuts, bruises, strain	No action or low priority action

Latest guidance referred to February 2021:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf

Signature of Assessor(s):

Print Name: MRS KAY HANSON

Signature of Line Manager:

Print Name: MRS SARAH CLARK/MR STEVE COXON

Date Assessed: Version 1 31.5.20

Review Date: Version 11 26.2.21 (changes in red font)

Communication and Review

This risk assessment should be communicated to all employees and relevant persons who may come into contact with the hazards being assessed. The assessment must be reviewed annually or following a significant change, accident or violent incident.

Shared with staff and key stakeholders:

Draft A shared whole staff meeting 18th May 2020

Shared governors via email and discussed at meeting 19th May 2020

Sarah Clark site visit to review site/RA 2nd June 2020

Steve Coxon site visit to review site/RA 10th June 2020

Updates shared via email and minor changes, reviews carried out at weekly staff meetings, latest share and discussion 4.1.21 inset.

Version 11 to CoG and ULT Monday 1.3.21

Version 11 to be shared 1.3.21 Governors and staff meetings

Discussed with Sarah Clarke (CEO ULT) 4.3.21