



<b>School Name:</b>	Blue Coat C E Infant and Junior Schools' Federation
<b>URN Number:</b>	104230 and 104231

**Expectations as at the 1 June 2020**

Year Group	Will you be providing provision from the 1 June 2020 (Y or N)	Predicted number of pupils?
Nursery	Y	Up to 52 (26 max at any one time, split into pods of no more than 15)
Reception	Y	Up to 90 (45 max at any one time, split into pods of no more than 15)
Year 1	Y	Up to 90 (45 max at any one time, split into pods of no more than 15)
Year 6	Y	Up to 90 (split into pods of no more than 15)

What are your 3 most significant risks identified in your risk assessment?	<ul style="list-style-type: none"> <li>• Children and staff may contract COVID-19 from someone else.</li> <li>• High number of BAME staff and pupils who may be particularly vulnerable to impact of infection.</li> <li>• Young children who have been through a period of trauma not able to access support from skilled staff who they know.</li> </ul>
Are there any additional issues you wish to flag with the LA in terms of your ability to re-open?	<ul style="list-style-type: none"> <li>• Staffing capacity due to a high number of adults shielding particularly within the Infant school.</li> <li>• Adequate space (rooms) to enable a reasonable level of social distancing whilst being able to provide provision for 3 classes in each year group.</li> <li>• Accurate information regarding whether it is safe for children and adults to mix in a group size which is clearly larger than any other guidance from the government.</li> </ul>

If you are not looking to extend provision from the 1 June what date have you discussed with your Governing Board as a possible date of extended opening?	N/A
If you are not making a full offer, what provision is in place for pupils in these year groups?	Full hours for Nursery but re-arranged timetable to deliver safely; Two days per week for all Reception and Year 1 as part of phased return – home learning provision when not in school; 90% for Year 6. Fulltime key worker and vulnerable pupil provision.
What factors, if any, are preventing	Staffing and building capacity mean that to minimise all risks a phased, part-time approach is needed for most of the children



you extending your offer to these year groups if you are not yet intending to open?

returning. Particularly, when trying to accommodate 3 classes, year groups of 90 pupils in each (3 form entry school).  
Some highly challenging physical and behaviour needs.

Risk assessment for: Working safely during Coronavirus (staying COVID-19 secure)

Assessment date: 20<sup>th</sup> May, 2020

Name of assessor: Anthony Orlik

**Model risk assessment MUST be made school specific by editing/deleting any part that does not apply and adding additional risks/hazards/controls specific to the school where appropriate**

What are the significant hazards?	Who might be harmed & how?	Existing controls (What are you already doing?)	Additional controls required (Do you need to do anything else?)	Residual risk rating* L/M/H	1. Action by 2. Target date 3. Done date
Building and class occupancy levels	<p>Children and staff may contract COVID-19 from someone else.</p> <p>High number of BAME staff and pupils who may be particularly vulnerable to impact of infection.</p> <p>Young children who have been through a period of trauma not able to access support from skilled staff who they know</p>	<ul style="list-style-type: none"> <li>Government guidance is that school groups should be no greater than 15 pupils or ½ the class. Supported by a teacher or teaching assistant working under the teachers lead, an additional teaching assistant may help with each group.</li> <li>The groups will form a cohort and should work together; being segregated from all other groups and individuals by social distancing in line with government guidance</li> <li>Specific locations for each group to work in should be identified. If groups move between locations suitable cleaning and sanitising should be undertaken of each location after each use. This will need to include all equipment within the areas used</li> <li>Staff informed to keep 2m apart for other staff members who are not part of their cohort group</li> <li>Work areas have been assessed to ensure staff are at least 2m apart</li> <li>The occupancy has been reduced within the building. Staff who can work from home or other locations should do so</li> <li>Physical barriers have been put in place to promote the 2m social distancing</li> <li>Notices and marker tape are present in circulation areas to encourage the 2m rule</li> </ul>	<ul style="list-style-type: none"> <li>Timetable needs to be set so children can stay as a self-contained group in one room</li> <li>Enhanced cleaning operation to take place mid-week to accommodate groups changing</li> <li>Staff room set up so seating 2m apart</li> <li>Staff directed to maintain 2m distance between each other</li> <li>Isolated work rooms have been identified to enable staff to work in separate rooms</li> </ul>	<b>M</b>	<ol style="list-style-type: none"> <li>AO</li> <li>20.05.20</li> <li>20.05.20</li> </ol>

		<ul style="list-style-type: none"> <li>• Staff to have staggered arrival and departure times at work to reduce crowding into and out of the workplace or at pinch points</li> <li>• Non-teaching staff work from home if possible, if not dedicated work stations are identified for each staff member.</li> <li>• Hot-desking is discouraged, if this happens the area and equipment is fully sanitised before anyone else uses the desk</li> </ul>				
Segregation of pupils	<p>Children and staff may contract COVID-19 from someone else.</p> <p>High number of BAME staff and pupils that may be particularly vulnerable to impact of infection.</p> <p>Young children who have been through a period of trauma not able to access support from skilled staff who they know</p>	<ul style="list-style-type: none"> <li>• How students can be organised into suitable groups as advised by the government and DfE</li> <li>• Staggering arrival and departure times for each group to ensure that there is social distancing between groups</li> <li>• Each group having a dedicated work space and remain within this work space for the majority of lessons</li> <li>• Having tables and work stations as far apart as possible</li> <li>• Having one way systems around the school to support social distancing. If this is not possible in corridors where students or staff may cross a solid barrier could be installed dividing the two sides of the corridor. (consideration should be given to fire safety and there may need to be a review of the fire risk assessment)</li> </ul>	<ul style="list-style-type: none"> <li>• All children organised into pods with maximum 15 children</li> <li>• Different start and finish time for each pod and different entrance points to the site</li> <li>• Children and staff work as a self-contained unit in their room and outside</li> <li>• Only movement inside the school will be to the toilet at set times to avoid other groups</li> </ul>		L	<ol style="list-style-type: none"> <li>1. ELT</li> <li>2. 20.05.20</li> <li>3. 20.05.20</li> </ol>
Staff and parent interaction. (Including meetings)	<p>Staff may contract COVID-19 from someone else.</p> <p>High number of BAME staff that may be particularly vulnerable to impact of infection.</p>	<ul style="list-style-type: none"> <li>• Advising parents that access to the school is limited and that only one parent should escort a child to school or collect a child from school</li> <li>• Setting up guidelines for parents to contact the school and specific teachers; including, telephone, website and social media contacts</li> <li>• If meetings are required with parents they are done using ICT systems in the first place. If face to face meetings are needed these are conducted in the open air if possible observing social distancing. Where this is not practicable the meeting should take place in a large room</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers not permitted on any of the federation sites</li> <li>• Staffing at entry gates to manage safe transfer in and out of school</li> <li>• Parents/carers invited to contact school by phone or email</li> <li>• Floor markings will be placed in the playground and other areas of the</li> </ul>		L	<ol style="list-style-type: none"> <li>1. ELT</li> <li>2. 20.05.20</li> <li>3. 20.05.20</li> </ol>

		<p>or area within the school, ensuring that there is ample fresh air perhaps with opening windows and social distancing observed</p> <ul style="list-style-type: none"> <li>• Using remote working tools to avoid in-person meetings</li> <li>• Only absolutely necessary participants should attend meetings and should maintain 2m separation throughout</li> <li>• Avoid any sharing of work equipment including pens/paper etc.</li> <li>• Hold meetings outdoors or in a well ventilated room if they are essential meetings</li> <li>• Using floor signage to ensure that social distancing is enforced</li> </ul>	<p>complex where children will be allocated a marking 2m apart to stand on whilst waiting for parents/carers</p>		
Staff and Staff interaction	<p>Staff may contract COVID-19 from someone else.</p> <p>High number of BAME staff that may be particularly vulnerable to impact of infection.</p>	<ul style="list-style-type: none"> <li>• Instructing staff members to adhere to social distancing at all times</li> <li>• Having reminders and notices clearly displayed a critical points around the building including staff only areas</li> <li>• Staggering break times for all staff to make social distancing easier</li> </ul>	<ul style="list-style-type: none"> <li>• Staff directed to maintain 2m distance at all times</li> <li>• Staff room re-arranged so all seating spaced 2m apart.</li> <li>• All staff are aware of procedures and policies to manage and minimise risks of infection.</li> <li>• No more than 6 people in the staffroom at any one time</li> <li>• Lunch breaks are staggered</li> </ul>	<b>M</b>	<ol style="list-style-type: none"> <li>1. AO</li> <li>2. 22.05.20</li> </ol>
Statutory and best practice inspections	<p>All users of the building at risk of harm from danger due to lack of building system maintenance</p>	<ul style="list-style-type: none"> <li>• Prior to reopening completing a check of all statutory compliance using Federation's statutory and best practice checklist</li> <li>• Statutory and best practice checks will be completed taking into account the controls highlighted within this risk assessment and the contractors own risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>• All statutory and best practice checks completed and up to date.</li> <li>• Key policies have been updated and shared with adults. i.e. infection control policy</li> </ul>	<b>L</b>	<ol style="list-style-type: none"> <li>1. Site team</li> <li>2. 20.05.20</li> <li>3. 20.05.20</li> </ol>

<p>Contamination on surfaces including toys and equipment</p>	<p>Children and staff may contract COVID-19 from contaminated item.</p> <p>High number of BAME staff and pupils who may be particularly vulnerable to impact of infection from contaminated item.</p>	<ul style="list-style-type: none"> <li>• Removing all soft furnishings where possible which may be difficult to clean</li> <li>• Removing and isolating all soft toys or toys which may have parts which are difficult to clean</li> <li>• Ensuring that all surfaces and equipment is suitably sanitised between each group use. This should include all outside play equipment and toys</li> <li>• Ensuring that all surfaces are sanitised at the end of each day</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning equipment accessible within each pod so that all pod areas can be kept clean throughout the day</li> <li>• Enhanced midweek clean</li> <li>• Daily cleaning of resources, furniture, toys to take place in each classroom.</li> </ul>	<p><b>M</b></p>	<ol style="list-style-type: none"> <li>1.Pod teams</li> <li>2. 22.05.20</li> </ol>
<p>Lack of effective cleaning</p>	<p>Children and staff may contract COVID-19 from contaminated surfaces.</p> <p>High number of BAME staff and pupils that may be particularly vulnerable to impact of infection from contaminated surfaces.</p>	<ul style="list-style-type: none"> <li>• Cleaning programmes have been reviewed and enhanced to ensure that all areas are sanitised at least three times during the day and at the end of each day</li> <li>• Cleaning needs to be undertaken prior to reopening if the school or areas of the school have been closed or used previously</li> <li>• Introducing enhanced cleaning of all facilities throughout the day and at the end of each day</li> <li>• Frequent cleaning of work areas, class rooms and equipment between uses, using your usual cleaning products. Frequent cleaning of objects and surfaces that are touched regularly, such as door handles, surfaces and keyboards, and making sure there are adequate disposal arrangements. Clearing workspaces, class rooms and removing waste and belongings from the work area, class room at the end of the day</li> <li>• Limiting or restricting use of high-touch items and equipment, for example, printers or whiteboards. If you are cleaning after a known or suspected case of COVID-19 then you should refer to the specific guidance. <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-health">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-health</a></li> </ul>	<ul style="list-style-type: none"> <li>• Additional mid-week enhanced clean in all areas</li> <li>• Cleaning buckets issued per pod for staff to maintain cleanliness throughout the day.</li> <li>• Bins emptied twice daily once by a member of the pod during the day and once by out of hours cleaners</li> </ul>	<p><b>L</b></p>	<ol style="list-style-type: none"> <li>1. Site team</li> <li>2. 20.05.20 (system in place)</li> <li>3. 20.05.20</li> </ol>

Lack of effective ventilation	All at risk from contracting COVID-19 through air borne virus in atmosphere through lack of ventilation.	<ul style="list-style-type: none"> <li>• Ventilation equipment maintained prior to reopening</li> <li>• Checking whether you need to service or adjust ventilation systems, for example, so that they do not automatically reduce ventilation levels due to lower than normal occupancy levels.</li> <li>• Opening doors and windows frequently to increase ventilation where possible</li> </ul>	<ul style="list-style-type: none"> <li>• All ventilation equipment maintained and in full working order.</li> <li>• Consideration has also been given to the environment and access to ventilation via doors and windows.</li> <li>• Classroom windows will be opened daily to allow additional ventilation</li> <li>• Where available doors will be left open to allow for further ventilation taking into account and fire risks</li> </ul>	L	<ol style="list-style-type: none"> <li>1. Site team</li> <li>2. 20.05.20</li> <li>3. 20.05.20</li> </ol>
Personal Hygiene, toilet, shower and changing facilities	<p>Children and staff may contract COVID-19 from someone else through poor personal hygiene.</p> <p>High number of BAME staff and pupils that may be particularly vulnerable to impact of infection from poor personal hygiene.</p> <p>Young children at risk of not understanding how to carry out personal hygiene properly leading to infection.</p>	<ul style="list-style-type: none"> <li>• Handwashing facilities are available to all staff. These include those in the following locations: each pod, staff rooms and all toilets</li> <li>• Hand sanitisers have been made available in all pods</li> <li>• Using signs and posters to build awareness of good handwashing technique, the need to avoid touching your face and the need to cough or sneeze into your arm</li> <li>• Make signage pupil friendly and ensure that the signage is suitable for anyone with a disability within the school, e.g., pictorial</li> <li>• Providing regular reminders and signage to maintain hygiene standards</li> <li>• Providing hand sanitiser in multiple locations in addition to washrooms</li> <li>• Providing tissues, bins and sanitiser within each group area to encourage pupils to 'Catch it, Bin it, Kill it'</li> <li>• Setting clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved as much as possible</li> <li>• Enhancing cleaning for busy areas</li> </ul>	<ul style="list-style-type: none"> <li>• Need for rigorous personal hygiene communicated to staff and pupils</li> <li>• Routines and facilities in place to enable rigorous personal hygiene to take place throughout the day</li> <li>• Toilets will be checked 3 times daily, they will also have a thorough clean at the end of each day.</li> <li>• A cleaning sheet will be placed on the back of each toilet to ensure cleaning is being adhered to.</li> <li>• Tissues will be supplied per pod and located next to the bin to encourage children to 'catch it, kill it, bin it'</li> <li>• These bins will be emptied twice daily.</li> </ul>	L	<ol style="list-style-type: none"> <li>1.Site team</li> <li>2. 22.05.20</li> </ol>

		<ul style="list-style-type: none"> <li>• Minimising use of portable toilets</li> <li>• Providing more waste facilities and more frequent rubbish collection</li> <li>• Where shower and changing facilities are required, setting clear use and cleaning guidance for showers, lockers and changing rooms to ensure they are kept clean, clear of personal items, and social distancing is achieved as much as possible</li> <li>• Changing facilities should be sanitised after each group use</li> <li>• Enhancing cleaning for busy areas.</li> <li>• Providing more waste facilities and more frequent rubbish collection. L</li> <li>• Where possible, providing paper towels as an alternative to hand dryers in handwashing facilities</li> </ul>			
Staff at increased risk from the virus	<p>Staff may contract COVID-19 from someone else.</p> <p>High number of BAME staff who may be particularly vulnerable to impact of infection.</p>	<ul style="list-style-type: none"> <li>• Government guidance re shielding, higher risk groups, and the impact of COVID-19 are followed</li> <li>• Staff who have been advised to shield are advised to work from home</li> <li>• Vulnerable workers are considered for roles where they can work from home.</li> <li>• Clinically vulnerable workers work from home</li> <li>• Providing support for workers around mental health and wellbeing. This could include advice or telephone support.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff have been instructed to inform Executive Head if they fall into these categories</li> <li>• Staff have access to confidential 24 hour support service including counselling</li> <li>• Two members of staff are trained mental health first aiders to maintain high quality support for staff</li> </ul>	<b>M</b>	<ol style="list-style-type: none"> <li>1. AO</li> <li>2. 20.05.20</li> <li>3. 20.05.20</li> </ol>
Pupils at an increased risk from the virus	<p>Children may contract COVID-19 from someone else.</p> <p>High number of BAME pupils that may be particularly vulnerable to impact of infection.</p>	<ul style="list-style-type: none"> <li>• Pupils identified as needing to shield not attending school, additional arrangements made for their education</li> <li>• Pupils who are clinically vulnerable – medical advice followed to identify if they should attend school and what controls needs to be implemented</li> <li>• Pupils living with someone who is shielding – only attend school if stringent social distancing</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion team maintain programme of remote support and home learning for vulnerable children as appropriate.</li> <li>• Regular welfare checks are completed for all vulnerable families by the inclusion team.</li> </ul>	<b>L</b>	<ol style="list-style-type: none"> <li>1. Inclusion team</li> <li>2. 20.05.20</li> <li>3. 20.05.20</li> </ol>



		can be guaranteed and the pupil can understand to follow the instruction. If not they should not attend school	<ul style="list-style-type: none"> <li>• Cpoms is used to keep an up to date and accurate overview of each vulnerable child.</li> </ul>		
Visitors and contractors	<p>Visitors, pupils and staff may contract COVID-19 from someone else.</p> <p>High number of BAME staff who may be particularly vulnerable to impact of infection from a visitor.</p>	<ul style="list-style-type: none"> <li>• Visitors are advised not to come to the school location if they have any symptoms as identified by the NHS</li> <li>• Visitors are limited where possible and asked to call in advance prior to coming to the site</li> <li>• Visitors are asked to respect the 2m distance at all times</li> <li>• At interaction locations a physical barrier is in place (e.g. screens and panels)</li> <li>• Sanitation and hand washing is available for visitors</li> <li>• Encourage visits via remote connection/working where this is an option</li> <li>• Limiting the number of visitors at any one time</li> <li>• Determining if schedules for essential services and contractor visits can be revised to reduce interaction and overlap between people (for example, carrying out services at night)</li> <li>• Maintaining a record of all visitors, if this is practical</li> <li>• Revising visitor arrangements to ensure social distancing and hygiene. For example where someone physically signs in with the same pen in reception</li> </ul>	<ul style="list-style-type: none"> <li>• Only staff and pupils permitted on site</li> <li>• Should any contractors need to attend this will be for essential works only and they will be issued the federations guidelines on contractor conduct.</li> </ul>	<b>L</b>	<p>1.ELT</p> <p>2. 20.05.20</p> <p>3. 20.05.20</p>
Staff with symptoms of the virus	<p>Children and staff may contract COVID-19 from someone else with the virus.</p> <p>High number of BAME staff and pupils who may be particularly vulnerable</p>	<ul style="list-style-type: none"> <li>• Staff who have any symptoms are advised not to attend work and should make contact with their manager and NHS services for further advice</li> <li>• Staff with symptoms may still be able to work from home and this should be agreed on a case by case basis dependant on the individual and their role</li> </ul>	<ul style="list-style-type: none"> <li>• Staff directed to inform senior staff if they have any symptoms</li> <li>• Staff directed to leave site or stay at home if displaying any symptoms</li> <li>• Isolation and testing procedures are established</li> </ul>	<b>M</b>	<p>1. AO</p> <p>2. 20.05.20</p> <p>3. 20.05.20</p>

	to impact of infection from someone with the virus.	<ul style="list-style-type: none"> <li>If a staff member becomes unwell whilst at work they should be advised immediately to go home and to contact the NHS services</li> </ul>	and clear.		
Pupils with Symptoms of the virus	<p>Children and staff may contract COVID-19 from someone else with the virus.</p> <p>High number of BAME staff and pupils who may be particularly vulnerable to impact of infection from someone with the virus.</p>	<ul style="list-style-type: none"> <li>If a student starts to show symptoms of COVID 19, they should be sent home immediately</li> <li>Whilst waiting collection by a parent/guardian the pupil should be moved to an isolated room where a window can be opened to provide fresh air.</li> <li>If they need to use a bathroom they must use one dedicated bathroom and this must be thoroughly sanitised following the use</li> <li>Suitable PPE including Apron, Goggles, moisture resistant face mask and gloves</li> <li>Staff and pupils who engage with the person showing symptoms should be encouraged to wash their hand immediately following the min washing of 20 seconds and using the correct technique</li> </ul>	<ul style="list-style-type: none"> <li>Isolation room and staffing in place</li> <li>Temperature of children will be taken on arrival each day</li> <li>Parents/carers informed that children must stay at home and self-isolate if displaying symptoms and access a test.</li> <li>Parents/carers informed that they will be called and asked to pick up child straightaway if they are ill</li> </ul>	<b>M</b>	<p>1.ELT</p> <p>2. 20.05.20</p> <p>3.20.05.20</p>
Deliveries and collections	<p>Children, staff and delivery agent may contract COVID-19 from someone else with the virus.</p> <p>High number of BAME staff and pupils who may be particularly vulnerable to impact of infection from delivery agent with the virus.</p>	<ul style="list-style-type: none"> <li>Revising pick-up and drop-off collection points, procedures, signage and markings</li> <li>Minimising unnecessary contact with staff and delivery staff for example non-contact deliveries where the nature of the product allows for use of electronic pre-booking</li> <li>Ordering larger quantities of inbound materials less often to reduce deliveries</li> <li>Where possible and safe, having single employees load or unload vehicles</li> <li>Where possible, using the same pairs of people for loads where more than one is needed</li> <li>Enabling drivers to access welfare facilities when required, consistent with other guidance</li> <li>Encouraging drivers to stay in their vehicles where this does not compromise their safety</li> </ul>	<ul style="list-style-type: none"> <li>Caretaking and cleaning team directed to have their own tools and equipment that only they use</li> <li>Deliveries will be left outside the school for the caretaker to collect</li> </ul>	<b>L</b>	<p>1.Admin and site teams</p> <p>2. 20.05.20</p> <p>3. 20.05.20</p>

		<p>and existing safe working practice, such as preventing drive-aways</p> <ul style="list-style-type: none"> <li>• Cleaning procedures for equipment, tools and vehicles after each shift and after each use of shared equipment, for example pallet trucks and trolleys</li> <li>• Nearby supply of hand sanitiser for employees to use handling deliveries when handwashing is not practical</li> <li>• Regular cleaning of reusable delivery boxes</li> </ul>			
Access and Egress	<p>Children and staff may contract COVID-19 from someone else with the virus through close contact with others at arrival and departure.</p> <p>High number of BAME staff and pupils who may be particularly vulnerable to impact of infection from someone with the virus through close contact with others at arrival and departure.</p>	<ul style="list-style-type: none"> <li>• Staggering arrival and departure times at work/school to reduce crowding into and out of the workplace</li> <li>• Reducing congestion, for example by having more entry points to the school and entry points dedicated to single groups if possible</li> <li>• Is there a direct entrance into the learning area from outside to reduce the need for moving around within the building</li> <li>• Providing handwashing (or hand sanitation where not possible) at entry and exit points. Ensure that these are used when both children and adults enter the building</li> <li>• Providing alternatives to touch-based security devices such as keypads</li> <li>• Providing more storage for employees for clothes and bags</li> <li>• Using markings and introducing one-way flow at entry and exit points</li> </ul>	<ul style="list-style-type: none"> <li>• Each pod has own arrival and departure time and entry/exit gate</li> <li>• Markings outside gates to help parents/carers distance whilst waiting</li> <li>• Waiting times minimised through requirement for prompt arrival and collection</li> <li>• Storage of staff belongings in their pod</li> </ul>	L	<p>1.ELT and site team</p> <p>2. 22.05.20</p>
Common areas	<p>Children and staff may contract COVID-19 from someone else through contact with children and staff in other pods.</p> <p>High number of BAME staff and pupils who may be particularly vulnerable</p>	<ul style="list-style-type: none"> <li>• Staggering break times to reduce pressure on break rooms or places to eat</li> <li>• Using outside areas for breaks</li> <li>• Creating additional space by using other parts of worksite or building that have been freed up by remote working or other pupils who are not at school</li> <li>• Using protective screening for staff in receptions, dinner halls or similar areas</li> </ul>	<ul style="list-style-type: none"> <li>• Lunches served in pods</li> <li>• Staff will bring their own crockery and cutlery and will be responsible for washing their own items up</li> </ul>	L	<p>1.ELT</p> <p>2. 20.05.20</p> <p>3. 20.05.20</p>

	to impact of infection through contact with children and staff in other pods.	<ul style="list-style-type: none"> <li>• Reconfiguring seating and tables to maintain spacing and reduce face-to-face interactions and maintain the 2m social distancing where possible</li> <li>• Considering use of social distance marking for other common areas such as toilets and in any other areas where queues typically form</li> <li>• Identify specific toilet areas for specific groups</li> <li>• Staggering break times to reduce pressure on break rooms or dinner halls. Also consider serving lunches within the learning area</li> <li>• Using safe outside areas for breaks</li> <li>• Encouraging workers to bring their own food</li> <li>• Encourage all personal items to be stored in lockers or pegs within the group area</li> </ul>			
Moving around the building	<p>Children and staff may contract COVID-19 from someone else through contact with children and staff in other pods.</p> <p>High number of BAME staff and pupils who may be particularly vulnerable to impact of infection through contact with children and staff in other pods.</p>	<ul style="list-style-type: none"> <li>• Reducing movement by discouraging non-essential trips within buildings, for example, restricting access to some areas, encouraging use of radios, dedicate specific areas and toilets for each group</li> <li>• Reducing job and equipment rotation. If any equipment is shared this should be sanitised before being used by another group or staff member</li> <li>• Stagger the group arrival, break and leaving times to ensure that groups don't mix</li> </ul>	<ul style="list-style-type: none"> <li>• Children will have their own set of resources that only they use</li> <li>• Pods will be a self-contained unit in their room</li> <li>• Timetable for pods to use toilets which be only time that group moves inside the building</li> <li>• Pods situated by exit doors wherever possible</li> </ul>	L	1. Staff 2. 20.05.20 3. 20.05.20
Work places and work stations	<p>Children and staff may contract COVID-19 from someone else through contact with contaminated items.</p> <p>High number of BAME staff and pupils who may be particularly vulnerable to impact of infection</p>	<ul style="list-style-type: none"> <li>• Workstations allow staff to maintain social distancing wherever possible</li> <li>• Workstations are assigned to an individual as much as possible. If they need to be shared they should be shared by the smallest possible number of people</li> <li>• If it is not possible to keep workstations 2m apart, then extra attention needs to be paid to equipment, cleaning and hygiene to reduce risk</li> </ul>	<ul style="list-style-type: none"> <li>• All children have their own workstation</li> <li>• Enhanced cleaning mid-week before groups change</li> <li>• Work stations will be wiped down throughout the day.</li> </ul>	L	1. Staff 2. 20.05.20 3. 20.05.20

	through contact with contaminated items.	<ul style="list-style-type: none"> <li>• Reviewing layouts, line set-ups or processes to let employees work further apart from each other</li> <li>• Using floor tape or paint to mark areas to help employees keep to a 2m distance</li> <li>• Avoiding employees working face-to-face. For example, by working side-by-side or facing away from each other with a 2m distance between them</li> <li>• Avoid using hot desks and share workstations. If this is not possible additional cleaning should be put in place between each user</li> </ul>			
Meetings	<p>Staff may contract COVID-19 from someone else through contact with others.</p> <p>High number of BAME staff who may be particularly vulnerable to impact of infection through contact with others.</p>	<ul style="list-style-type: none"> <li>• Using remote working tools to avoid in-person meetings</li> <li>• Only absolutely necessary participants should attend meetings and should maintain 2m separation throughout</li> <li>• Avoid any sharing of work equipment including pens/paper etc.</li> <li>• Hold meetings outdoors or in a well ventilated room if they are essential meetings</li> <li>• Using floor signage to ensure that social distancing is enforced</li> </ul>	<ul style="list-style-type: none"> <li>• 2m spacing maintained for all meetings or virtual meetings held</li> <li>• Staff have been made aware that the majority of communication will be via email to ensure a clear and robust trail at all times and reduce any risk</li> </ul>	L	1.ELT 2. 20.05.20 3. 20.05.20
Accidents, incidents and emergencies	<p>Staff may contract COVID-19 from someone else through close contact when helping them.</p> <p>High number of BAME staff who may be particularly vulnerable to impact of infection through contact when helping someone.</p>	<p>(In emergencies social distancing should be observed if possible, but this may not always be possible.)</p> <ul style="list-style-type: none"> <li>• Reviewing the number of first aiders, fire marshals and Evac chair operators required if the building occupancy and use has changed</li> <li>• Checking that first aid and fire safety provision and equipment is adequate for the new working environment</li> <li>• A rota system for first aid qualified staff, fire marshals and Evac chair operators, to ensure that they are available during the operating hours and accessible to all areas of the building or work area</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing in place so that qualified professionals available to respond as needed</li> <li>• PPE equipment in place to be worn when responding to accidents and particular incidents</li> <li>• Fire equipment and alarm system fully serviced and testing up to date</li> <li>• Fire drill planned for the first week</li> </ul>	L	1.ELT 2.22.05.20



		<ul style="list-style-type: none"> <li>• Review the location of the assembly point and if this needs to be changed to allow for social distancing</li> <li>• Ensure adequate PPE if provided for use of staff in all emergencies including first aid and fire</li> <li>• What sanitation systems will you need to put in place following an emergency? E.g. equipment cleans for Evac chairs, radios, etc.</li> <li>• Ensure that any fire safety systems that have not been tested during lockdown are tested asap – such as fire alarm including the operation of electronically locked doors and emergency green box over rides, self-closing doors held open on electro magnets, emergency lighting, sprinklers, automatic smoke vents etc.</li> <li>• Adequate means of escape must be maintained even if the building is not fully occupied – occupants must have a primary escape route plus a secondary route in case the primary route is unavailable due to fire or smoke</li> <li>• One way systems that have been put in place may have to be abandoned in the event of fire</li> <li>• Keys to external gates must be available to occupiers</li> <li>• Check that fire exits open easily – especially doors operated by push bars as they can ‘stick’.</li> <li>• Laptop trolleys should not be left switched on overnight unless controlled by timers</li> <li>• Amend the fire action plan if necessary to incorporate reduced staffing levels – i.e. those staff with specific roles in a fire evacuation may not be present</li> <li>• Check whether servicing of fire safety equipment is due or has been missed</li> <li>• In the event of CPR needing to be performed the Resuscitation Council (UK) guidance should</li> </ul>			
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		<p>be followed. Suitable PPE should be worn by the first aider (e.g. FFP3 face mask, disposable gloves, eye protection)</p> <ul style="list-style-type: none"> <li>• If there is a perceived risk of infection, rescuers should place a cloth/towel over the victims mouth and nose and attempt compression only CPR and early defibrillation until the ambulance (or advanced care team) arrives</li> <li>• For a Paediatric casualty – There is an acceptance that doing rescue breaths will increase the risk of transmitting the COVID-19 virus, either to the rescuer or the child/infant. 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. The advice from the Resuscitation Council (UK) is that rescue breaths should be undertaken as ventilations are crucial to the child's chances of survival</li> </ul>			
Parent queuing outside school	<p>Parents/carers may contract COVID-19 from someone else through contact with others.</p> <p>High number of BAME parents/carers who may be particularly vulnerable to impact of infection through contact with others.</p>	<ul style="list-style-type: none"> <li>• Can parents and guardians safely queue outside the school while waiting to drop off or collect children</li> <li>• Parents may have other children with them and it may not be suitable to queue alongside a busy road</li> <li>• Implementing markers to identify the 2m spacing in waiting areas outside the school and within the school grounds</li> <li>• When staff open and close gates they either wear gloves or sanitise and wash hands before and after touching the gates</li> </ul>	<ul style="list-style-type: none"> <li>• Staggered arrival and departure times to keep need to wait to a minimum</li> <li>• Markings by entry gates to help parents/carers to distance</li> </ul>	L	<p>1.ELT</p> <p>2.22.05.20</p>
Transport to and from school	<p>Parents/carers/pupils may contract COVID-19 from someone else through contact with others.</p> <p>High number of BAME</p>	<ul style="list-style-type: none"> <li>• Encourage pupils to travel to school via walking, cycling or private vehicles</li> <li>• In line with government guidance discourage the use of public transport</li> <li>• Stagger arrival and leaving times to allow for an increase in private cars, walkers and cyclists</li> </ul>	<ul style="list-style-type: none"> <li>• Handwashing routines in place throughout the day including on arrival and before leaving</li> <li>• Messages repeatedly given through letters, website, Twitter to avoid public</li> </ul>	L	<p>1.ELT</p> <p>2.31.05.20</p>

	<p>parents/carers/pupils who may be particularly vulnerable to impact of infection through contact with others.</p>	<ul style="list-style-type: none"> <li>• Pupils walking or cycling to school should be advised to socially distance at all times</li> <li>• Having transport vehicles which allow for social distancing within the vehicle. This could include using larger vehicles to transport small numbers of children and providing screens around the driver and marked or dedicate seats to be used or kept free</li> <li>• During pick-ups social distancing should be observed. Pupils advised to social distant whilst waiting for the transport</li> <li>• Where students are being collected and dropped at a home address, a process put in place to ensure that handover from the parent allows for social distancing. If student's personal items (e.g. wheelchairs) are handled by staff then gloves and sanitiser should be provided.</li> <li>• If drivers and pupils are within 2m of each other, suitable face covering should be worn</li> <li>• Planning the loading of the vehicle so that pupils who get off first are nearest the exit, those who get off last are near the back. This prevents students passing each other within the vehicle</li> <li>• On arrival at school and when returning home pupils should wash their hands for at least 20 seconds following the recommended method</li> </ul>	<p>transport and encourage walking or cycling</p>		
<p>Communication of control measures to staff, pupils and parents</p>	<p>Staff, parents, carers and pupils at risk of infection from others unaware of specific control measures.</p> <p>High number of BAME parents/carers/pupils/staff who may be particularly vulnerable to impact of infection through contact with others. Unaware of</p>	<ul style="list-style-type: none"> <li>• Training all staff on the specific control measures relevant to their job roles</li> <li>• Engaging with staff during the development of the risk assessments and identification of suitable control measures</li> <li>• Providing clear guidance on social distancing and hygiene to people on arrival, for example, signage or visual aids and before arrival, for example, by phone, on the website or by email</li> <li>• Providing clear, consistent and regular communication to improve understanding and</li> </ul>	<ul style="list-style-type: none"> <li>• Emails and training delivered detailing control measures to staff</li> <li>• Letters, website, texts and emails are used to inform parents/carers of control measures</li> <li>• Activities and routines planned to embed control measures for pupils</li> </ul>	<p>L</p>	<p>1.ELT 2.22.05.20</p>



	specific control measures.	<p>consistency of ways of working.</p> <ul style="list-style-type: none"> <li>Using games, songs and stories to help explain the new rules to pupils and increase pupil understanding</li> <li>Engaging with workers and worker representatives through existing communication routes to explain and agree any changes in working arrangements.</li> <li>Developing communication and training materials for workers prior to returning to site, especially around new procedures for arrival at work</li> </ul>			
PPE provision	<p>Staff may contract COVID-19 from someone else through close contact when supporting them without necessary PPE.</p> <p>High number of BAME staff who may be particularly vulnerable to impact of infection through contact when supporting someone without necessary PPE.</p>	<ul style="list-style-type: none"> <li>PPE is provided as identified within the risk assessment</li> <li>Should there be a shortage in supply this is highlighted with the senior management team and additional supplies are sourced from other departments within the council</li> <li>If PPE identified within the risk assessment is not available then the tasks requiring PPE will not be undertaken</li> <li>Making an assessment of the tasks staff undertake and assess if there is a need for PPE to safely perform the task</li> <li>Providing an emergency PPE kit and spare stock, to be used in the event a pupil or staff member starts to show symptoms of COVID 19. This PPE can be worn by any staff member needing to supervise a pupil whilst awaiting their collection from school</li> </ul>	<ul style="list-style-type: none"> <li>PPE in place for planned for eventualities</li> <li>Individual risk assessments for complex need pupils in place identifying PPE needed with PPE stock to reflect this need</li> </ul>	<b>M</b>	<p>1.ELT</p> <p>2.22.05.20</p>
Teaching pupils with SEN	<p>Staff may contract COVID-19 from a pupil through close contact when supporting them without necessary PPE.</p> <p>High number of BAME staff who may be particularly vulnerable to</p>	<ul style="list-style-type: none"> <li>Reviewing each individual's risk assessment to ensure that suitable controls are in place</li> <li>Providing additional PPE for personal care</li> <li>Allocating dedicated staff to care for individual children where personal care is needed</li> <li>Ensuring that personal care environment and equipment is thoroughly sanitised following each use</li> </ul>	<ul style="list-style-type: none"> <li>Individual risk assessments for complex need pupils in place identifying any PPE needed</li> <li>PPE in place for intimate care needs</li> </ul>	<b>L</b>	<p>1.Inclusion team</p> <p>2.22.05.20</p>



	impact of infection through contact when supporting a pupil without necessary PPE.	<ul style="list-style-type: none"> <li>Using SEN tools to help communicate the control measure and new rules to the pupils</li> </ul>			
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This risk assessment has been completed based on the national and local guidance at the time of completion having taken account of the additional risks/hazards/controls specific to this school.

Signature: .....

Date: 20<sup>th</sup> May, 2020

\* Optional – Residual risk (after additional controls are in place): column can be used by teams dealing with more hazardous activities to prioritise risks

Date reviewed	Amendments made	Reviewed by	Next review