



RISK ASSESSMENT DETAILS		RISK RATING & EVALUATION OF RESIDUAL RISK																																																			
	Ebor Academy Trust	<p>Assessing level of residual risk = impact x likelihood</p> <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">IMPACT</th> <th colspan="3" style="text-align: center;">LIKELIHOOD</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">Catastrophic</td> <td>People in immediate danger (5)</td> <td style="background-color: #cccccc;">Highly Probable</td> <td>The event is extremely Foreseeable (5)</td> <td>More likely to occur</td> </tr> <tr> <td style="background-color: #cccccc;">Major</td> <td>Harm is more likely than not (4)</td> <td style="background-color: #cccccc;">Probable</td> <td>The event is very Foreseeable (4)</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">Moderate</td> <td>Harm is likely (3)</td> <td style="background-color: #cccccc;">Possible</td> <td>The event is Foreseeable (3)</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">Minor</td> <td>Harm is unlikely (2)</td> <td style="background-color: #cccccc;">Unlikely</td> <td>The event is not very Foreseeable (2)</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;">Insignificant</td> <td>Remote chance of dangerous harm (1)</td> <td style="background-color: #cccccc;">Remote</td> <td>The event is unforeseeable (1)</td> <td>Less likely to occur</td> </tr> </tbody> </table> <table style="width:100%; border-collapse: collapse;"> <thead> <tr style="background-color: #007bff; color: white;"> <th colspan="3" style="text-align: center;">What the final score tells you in relation to level of risk</th> </tr> </thead> <tbody> <tr> <td style="background-color: #007bff;"></td> <td style="text-align: center;">1 – 5</td> <td style="text-align: center;">Very Low</td> </tr> <tr> <td style="background-color: #00ff00;"></td> <td style="text-align: center;">6 – 10</td> <td style="text-align: center;">Low</td> </tr> <tr> <td style="background-color: #ffff00;"></td> <td style="text-align: center;">12 – 15</td> <td style="text-align: center;">Medium</td> </tr> <tr> <td style="background-color: #ffa500;"></td> <td style="text-align: center;">16 – 20</td> <td style="text-align: center;">High</td> </tr> <tr> <td style="background-color: #ff0000;"></td> <td style="text-align: center;">21 - 25</td> <td style="text-align: center;">CRITICAL</td> </tr> </tbody> </table>				IMPACT		LIKELIHOOD			Catastrophic	People in immediate danger (5)	Highly Probable	The event is extremely Foreseeable (5)	More likely to occur	Major	Harm is more likely than not (4)	Probable	The event is very Foreseeable (4)		Moderate	Harm is likely (3)	Possible	The event is Foreseeable (3)		Minor	Harm is unlikely (2)	Unlikely	The event is not very Foreseeable (2)		Insignificant	Remote chance of dangerous harm (1)	Remote	The event is unforeseeable (1)	Less likely to occur	What the final score tells you in relation to level of risk				1 – 5	Very Low		6 – 10	Low		12 – 15	Medium		16 – 20	High		21 - 25	CRITICAL
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Academy	Park Grove Primary Academy																																																				
TITLE OF RISK ASSESSMENT	Covid 19 Risk Assessment TPA																																																				
DETAILS OF ACTIVITY Assessing school for full reopening in September																																																					
RISK ASSESSMENT LOG REF	pg gs 24 version 1																																																				
OTHER RISK ASSESSMENTS CROSS REFERENCED*	pg gs 07 fire safety & safeguarding 2019 pg gs 24 covid																																																				
WORKPLACE INSTRUCTION REF																																																					
DATE OF ASSESSMENT	14/7/20 rev'd 01/03/21 version 12																																																				
MANAGER CARRYING OUT RISK ASSESSMENT	Gary Stoner																																																				
NAME OF EMPLOYEE CONSULTED	Vicky Hearson (SLT)																																																				
LOCATION OF ACTIVITY	School premises																																																				
<p>Headteacher / Principal Please sign to confirm you understand the risks and are taking the precautions necessary to reduce the risk.</p>																																																					
Signature	Date 1/3./21																																																				



In welcoming back all of our pupils and staff, it is critical that safety and wellbeing is at the forefront of all of our thinking. The main guidance around this is: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

This document has been designed to

- 1) Identify sources of risk
- 2) Provide detail on what measures to be put in place in order to mitigate that risk
- 3) Assess what can be done to mitigate the risk
- 4) Having put the measures in place, to reflect on and score any residual risk

In putting the leaflet together we have taken on board a wide range of new guidance which recognises the challenges of having all children back in one building.

The assessment has been developed around the 11 systems of control around prevention and control:

Prevention:

- ① minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school. A contact is someone with a cumulative exposure over 15 minutes' – so if you've been near someone who has the virus for 5 minutes on 3 separate occasions you become a contact.
- ② Where recommended, the use of face coverings in schools.
- ③ clean hands thoroughly more often than usual
- ④ ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach 2
- ⑤ introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents
- ⑥ minimise contact between individuals and maintain social distancing wherever possible



⑦ where necessary, wear appropriate personal protective equipment (PPE)

⑧ Always keeping occupied spaces well ventilated. Numbers 1 to 5 and 8 must be in place in all schools, all the time. Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 7 applies in specific circumstances. Response to any infection:

⑨ Engage with the NHS Test and Trace process

⑩ Manage confirmed cases of coronavirus (COVID-19) amongst the school community

⑪ Contain any outbreak by following local health protection team advice Numbers 9 to 11 must be followed in every case where they are relevant.

In the event of a local lockdown we will follow public health guidance. Hygiene remains at the centre of the strategy to control transmission, it must remain central to all activities. There is also greater emphasis on wellbeing.

Recognizing the logistics of having a full cohort of children, the guidance changes the emphasis from maintaining a set distance, to doing all that is reasonably possible to maintain distancing. 'Reasonably possible or practical' is defined by the HSE as 'weighing a risk against the trouble, time and money needed to control it.'

In conducting this risk assessment **it is therefore critical** that you can demonstrate that you have given thought to each risk and what is reasonable and possible to do in order to reduce / mitigate it.

We have outlined steps to take in order to reduce or mitigate risks, and ask the risk assessor to consider each one, decide on what action is reasonably possible and state the reason for this decision.

Where it becomes difficult to mitigate or reduce the risk,; e.g. lack of cleaning staff; or a measure is not deemed appropriate, you must note your reasoning. CST will then work with you to consider the best course of action which could include:

- a) Transfer the risk e.g. contract a company to clean and manage waste, engage with Department of Public Health
- b) . Accept the risk; this may be where the cost or impact on people is greater than the risk of transmission



Although we have produced this generic document, we recognise that every school is different, and we therefore expect each school to take a rigorous approach to interpreting risks in the context of their schools and to add any additional risks they may identify.

The risk assessment is a critical step in ensuring safety, so you must make sufficient time to ensure this is completed thoroughly and by staff who have been trained in undertaking a risk assessment. If unsure please contact Andy Roberts for guidance.

Despite putting the measures in place, there is always going to be a residual level of risk. Having reflected on the preventative measures you will put in place, please score the residual risk in terms of the likelihood of the risk manifesting and the impact.

A discussion with CST has been booked in with each school, to discuss the results and agree a risk score and any support required.

Risks change so you must review risks on an on-going basis and put measures in place to ensure wellbeing and safety, and also check that the measure put in place are working to ensure the controls are:

- ***effective***
- ***working as planned***
- ***updated appropriately considering any issues identified and changes in public health advice***



RISK BEING ASSESSED	PERSONS AT RISK & HOW e.g. employees, pupils, customers, contractors, members of public, other	MEASURES TO REDUCE RISK	HOW YOU WILL IMPLEMENT AND REINFORCE THESE MEASURES. <i>If you propose to accept the risk as you are unable to mitigate it, please note this.</i>	PLEASE DETAIL ANY LIMITATIONS AS A RESULT OF YOUR ENVIRONMENT. <i>If you feel preventative measures are not possible or appropriate, please state this along with your reasons</i>
<p>STAFF WELLBEING and Rapid Asymptomatic Covid-19 Testing for Staff (Voluntary)</p>				
<p>https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing</p>				
<p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p>				
<p>https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19</p>				
<p>https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</p>				
<p>Social distancing ①⑤</p>	<p>Staff at risk due to infection from working too closely with others</p>	<p>Control use of facilities to ensure distancing can be maintained, aiming for 2 metres at all times</p> <p>A contact is someone with a cumulative exposure over 15 minutes' – so if you've been near someone who has the</p>	<p>Staff work at the front of the classroom and minimise close contact with children. Use the outdoor area when appropriate. Additional areas for staff to have coffee breaks/lunch available and allocated to bubbles.</p>	<p>Difficult to maintain 2 metres at all times when working with children</p>



		virus for 5 minutes on 3 separate occasions you become a contact.	When in lockdown: Class sizes will be kept to a minimum to enable social distancing guidelines to be observed.	
		Signage to remind about distancing	Signage is in place	
		Ensure staff are aware of procedures	Staff training on 7th September - completed Meeting with MSAs to refine lunchtime procedures Regular emails and online meetings with all staff.	
		Encourage engagement with test and trace	Staff training on 7th September completed and complied with	
Social distancing ①③⑤	Unavoidable contact may lead to transmission	PPE guidance provided by CST to be read by all employees, guidance sought where unsure	Staff all had training on use of PPE. Supplies kept in medical room and instructions on display on the wall. Additional PPE in COVID room where suspected cases wait for pick up. All staff given visors and washable medical grade masks. For use in all communal areas and at drop off and pick up time.	
Staff home testing	Staff - due to unavoidable contact that may lead to transmission	Use of Government and NHS lateral flow tests provided to schools. to be carried out twice a week by all staff - including cleaners and kitchen staff. (Wednesdays and SUndays or as appropriate)	All staff to be issued with the Your step-by-step guide for Coid-19 self-testing issued by the Government and NHS. Staff to report results to office staff and separately to the Government www.gov.uk/report-covid-19-result	Staff are responsible for reporting results to the NHS. Staff are responsible to administer the tests accurately. If there are two void test, staff should arrange an NHS test.



			(all positive, negative and void results). Senior leadership team to be advised of any positive results immediately.	Currently a voluntary requirement so may be poor take up with staff.
Issuing staff home test kits	Issuing out home test kits safely	To be issued out in the school office - current social distancing restrictions to be adhered to.	<p>One full pack - containing seven tests - given to each member of staff. To be signed out via the office team. A record kept within the office.</p> <p>Staff coordinating the handing out of the test kits should wear an appropriate face covering at all times and maintain a 2 metre distance from staff coming to collect their test kits.</p> <p>To be stored securely in a locked cupboard.</p>	
Positive case identified		Staff aware of the need for immediate self-isolation and requirement to take a PCR test	Detailed instruction book provided. Verbal reminders.	
Negative test results		Staff can continue to attend school premises provided they do not have symptoms.	Staff advised to self-isolate and book a PCR test if they have symptoms.	



Wellbeing	Pressure on staff due to concerns or workload	Ensure staff are aware of wellbeing support that is available	Staff training 7th September completed. Regular support through SLT drop ins, online meetings and emails.	
		Regular one to ones with staff to discuss wellbeing	Appraisal leaders to have 1-1 meetings with staff around wellbeing	
Allergies may be mistaken for Covid causing concern ③⑥	Anxiety may be caused	Surgical masks available if required	Stored in medical room	
Lack of staff due to unplanned absence	Inability to continue teaching	Robust plans in place to switch to online learning	Google classroom has been working effectively throughout lockdown for KS2. KS1 and EYFS system of video and home learning can be quickly restarted. Home learning policy in place. Plan in place for all KS2 to have a chome book immediately if self isolating or if school/bubble closes	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)	Likelihood	Impact	Score	
	1	5	5	
AREAS OF CONCERN Being able to maintain social distance of 2 metres at all time when working with children				



CHILD WELLBEING			
<p>https://www.gov.uk/guidance/supporting-pupils-wellbeing</p> <p>https://www.gov.uk/education/pupil-wellbeing-behaviour-and-attendance</p>			
<p>Social distancing ①②③⑤</p>	<p>Transmission of virus through close contact</p>	<p>Schools to develop plans for group sizes and maintaining consistent group sizes</p>	<p>Bubbles: REC/KS1 to be split into separate access/egress points to maintain social distancing Class 5 and 6: to use year 3-4 entrance and yr 3-4 toilets Class 7,8 and 9: to use yr 5-6 entrance and yr 5-6 toilets Staff on duty at start and end of day to usher parents off site and bring children in promptly. Additional Bloomz and letter to parents sent home to reinforce this message. A contact is someone with a cumulative exposure over 15 minutes' – so if you've been near someone who has the virus for 5 minutes on 3 separate occasions you become a contact.</p> <p>When in lockdown: Class sizes will be kept to a minimum to enable social distancing guidelines to be observed during lockdown.</p>



Wellbeing	Children may be anxious with new rules and protocols	Encourage parents to reinforce protocols around distancing and provide information to prepare them for their 'new normal' Staff to reassure children and explain when needed	Information sent to parents prior to starting. Letter sent 8/9 and 9/9 and 25/2/21 PHSE programme to be delivered in school around COVID and how it has impacted. Planning going forward for PHSE and wellbeing focusing on themes identified by staff and tailored to the children's needs.	
		Additional support to be available to work intensely with children in particular at start of term	PST team will continue their emotional support programme as needed. PHSE programme will give opportunity for children to explore feelings and worries. All staff will be supporting children through additional PHSE work. PST team meet weekly to review cases and target support to families and children where needed.	
		Close monitoring and observation of children to identify any signs of distress	As above	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 2	Impact 1	Score 2

AREAS OF CONCERN

ACCESS / EGRESS TO SCHOOL
<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing>



<https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

Travel to school ①⑤	Virus may spread if too close contact	Minimise number congregating at same times by offering staggered start and end times where appropriate	Plan for staggered start will be in place - doors for KS2 will open ten minutes early at 8.35 and Year 5 and 6 can leave at 3.05 if they have parental permission to walk home alone.	
		Allocate supervised group collection points	Plan in place to use specific exits/entrances.	Staff on duty to usher parents off site and bring children in promptly.
		Ensure parents know they can't come onto site	Parents will collect from allocated doors. They will be on site but not in school. Parents of older children encouraged to not come on site at all (informed by newsletter and Bloomz)	
		Put in place process for removing face coverings that may be used on arrival at school, ensure the process is known and followed	Advise parents to remove their child's mask before coming into school and take home. Staff and visitors to use lidded bins in main entrance.	
		Ensure children over 11 yrs are aware they must wear a mask on public transport	Advise parents to remove their child's mask before coming into school and take home.	



Social distancing ①③⑤	Virus may spread if too close contact	Designated and marked out parking area for contractors and guests with safe distance	Ample car parking space.	
		Number of entrances/exits at site maximised and limited to groups where practical	All entrances/exits will be in use.	
Transport ①⑤	Pressure on public transport/ road network	Encourage parents and children and young people to walk or cycle to their education setting where possible	Letter to parents advising	
		Measures to prevent use of and crowding on public transport including staggered start and finish times	Letter to parents advising staggered start and end times	
		Guidance given to early years Staff on dealing with soiled clothing	Policy will be updated. Message sent to parents about spare clothes	
		Area to change allocated, Bags to put clothing in provided	Class 3/4 toilets have a specific changing area for children/nappy changing.	
Airborne transmission ①③	Virus spread across school	Parents to complete and return allergy declaration form prior to children attending. Information to be securely stored with controlled access and disposed of after a year	Form will be sent to parents New children completed forms. Medical forms filled in where medication needed and kept in medical room	
		Health check questions to be sent to parents before the start of term	Parents to inform school if any changes to health or circumstances	

			Letter sent instead to all Ebor parents about procedures if child is ill before school recommenced	
Airborne transmission	Potential to infect others	Ensure staff are clear on the need to provide a doctor's note for non attendance	as per policy	
Preventing those with specified health conditions from risks arising from attending ①②⑤	Spread of virus to anyone in school	<p>Ensure staff and parents are aware that those with specified medical conditions which make them more vulnerable to COVID-19 should continue to follow Government advice</p> <p>Guidance for staff at EBOR academy trust issued by Email to all Park Grove staff with personal risk assessment form attached.</p>	<p>Inform staff and gather information- Letter sent to parents as above.</p> <p>Initially staff required to contact V. Hearson (SLT) or G. Stoner (site manager) if they or family members fall into the vulnerable person category as set out in the guidance. The risk assessment will be completed to reduce risk and make any adaptations needed. Specific risk assessments done for specific members of staff - over 60, pregnant, critically vulnerable and extremely critically vulnerable. Held in file in office</p>	
Close contact and airborne transmission ①③⑤		Plan in place to ensure distancing can be observed during access and egress of building	Social distancing lines, staggered times, allocated routes around school, allocated toilets.	



Close contact and airborne transmission ①⑤⑥	Reception staff	Staff must operate behind their protected area	Office staff layout enables social distancing. Parents must use the hatch rather than enter the office	
Close contact and airborne transmission ①②③⑤	All staff, guests and contractors	Keep wipes by sign in screen to wipe after every touch / use	Wipes available by the screen along with a lidded bin	Proximity fobs issued for door entry system so as to eliminate the need to use keypad for entry.
Close contact and airborne transmission ①⑤	Reception staff	Deliveries should be placed outside the door of the school. Delivery to be picked up wearing disposable gloves which are then disposed of along with the container in the school bins	Supply of gloves in the school office to use. Dispose of in lidded bin Only person or family group in school entrance at a time	
	Reception staff	Implement a booking system for parents and visitors coming into school, limiting the number in at any one time. Log of visits should be retained	Sign in system records visitor details.	
		Ensure parents know they are not allowed to 'turn up' to school without an appointment	Advise parents on information letter	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 5	Impact 2	Score 10

AREAS OF CONCERN				
MOVEMENT AROUND BUILDING				
Virus contracted whilst moving around building through airborne or close contact transmission ①⑤	Staff/Children/ Contractors	One way systems/keep right Each KS2 bubble has its own staircase and access to classrooms with no interaction necessary and separate play areas marked on the playground using fencing or line marker paint	Where appropriate move around on the right. Signs in place. Staff to keep reminding children. Spacious corridors allows social distancing 'Baby Island' and climbing trail now out of bounds to ensure safe supervision of bubbles. Amphitheatre (Covered area) out of bounds to prevent parents congregating in seating area	
		No assemblies unless via hangouts or within class groups		
		Educate staff and children on voice control to prevent the need to shout. Use posters to reinforce	Staff will discuss with children and the reasons why	
		Rotas and systems to avoid contact between groups	These will be in place	
		Pinch points and bottle neck points identified and managed accordingly.	Gym doors, toilets, exits/entrances, stairwells - managed through strict one way systems and social distance lines	



		Identify where screens would help prevent transmission of virus	Not needed	
		Signage in place to remind people and daily reminders from line managers	Signs around school. Central display of information in staffroom	
		9/10/20 from Ebor - We ask all staff – across primary and secondary phase – to wear face coverings in school in all public and communal areas. We do, however, respect those requests not to wear them if there are valid reasons not to.	All staff have been issued with visors and bags to store when not in use	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA(Potential Impact x Likelihood)		Likelihood 2	Impact 5	Score 10
AREAS OF CONCERN				
USE OF CLASSROOMS - EACH ROOM TO BE ASSESSED INDIVIDUALLY, PLEASE ADD ONE ROW FOR EACH ADDITIONAL ROOM AND REPEAT SAME CHECKS				
https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools				
Classroom (Yrs 3 upwards) Assessing and preventing	Staff/Children potential exposure to virus through close contact or picking it up from surfaces	Classrooms to be organised to maximise distancing	KS2 children to face the front EY/1 children in groups spaced out as much as possible. To be reviewed regularly depending on the needs of	



transmission of virus in the classroom through close contact or surface transmission			the children and the requirement for active learning. Review carpet time for KS1 to incorporate distancing where possible. During lockdown bubbles will be kept to a minimum to enable social distancing guidelines to be observed.	
①②③④⑤		Enter classroom one by one, populating seats front to back to reduce contact where possible	Brief staff and training children to line up in order Now children in bubbles this is not required	
		Arrange seating for children to sit side by side no more than 15 per row where possible	KS2 classes See above	
		Minimise face to face child/teacher time	Teachers minimise close working with children. In KS2 2m where possible.	
		Classroom based resources, such as books and games, should be cleaned regularly, along with all frequently touched surfaces.	Cleaners briefed	
		Resources shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours	System in place for PE equipment to be cleaned between sessions Make staff aware of 48/72 hour rule if sharing between bubbles	



		for plastics) between use by different bubbles		
		Windows and doors must be open to be maximise ventilation. Fire doors must remain closed unless fitted with fire alarm activated door closing devices On exceptionally cold days one window will be open in each class and doors remain closed. If this becomes too cold for the children to comfortably work close the window and open the door temporarily	GS to open windows each day. Staff to open boardroom and meeting rooms windows when in use and close when leaving. Mechanical ventilation in staffroom, medical room and office to be turned on. Doors fitted with Dorgard auto release can be left open as required.	
		Own equipment only to be used by each child or allocated equipment where possible	Equipment can be shared in bubbles.	
		Mark out areas to reinforce distancing	Markings on yard for each class so as to determine separate queueing per class break / lunch times and also in key areas in school. Children in bubbles can line up as normal.	
		Daily awareness briefings by line managers, posters, manager spot checks	System in place to monitor and updates sent to staff by emails Staff now sent an update regularly showing which children and staff are off and self isolating, and test results	



<p>Early Years and KeyStage One (Yrs 0-2) Preventing transmission of virus in the classroom through close contact or surface transmission ①③④⑤</p>	<p>Staff/children through close contact or picking it up from surfaces</p>	<p>Avoid time spent within 1 metre of a child</p>	<p>Staff briefed</p>	
		<p>Individual names pots of playdough for each child.</p>	<p>Staff to have a system in place to store and manage this so children do not share their playdough. Cutters etc washed after each session</p>	
<p>HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)</p>	<p>Likelihood 2</p>	<p>Impact 5</p>	<p>Score 10</p>	
<p>AREAS OF CONCERNS Keeping 1 metre + away from children</p>				
<p>STAFF REST ROOMS https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres</p>				



Close contact and surface transmission ④⑤	Everyone close contact or picking it up from surfaces	Rotas ensure distancing can be maintained in staff areas	Additional rest rooms supplied. Strict policy of number of staff in staff room and staff to sit 2 metres apart. Staff to use same intervention rooms as their bubble for breaks/PPA	
		Cleaning schedule in place to ensure equipment cleaned after use	Additional cleaner on site during the day who do regular cleans of the staff room and touchpoints	
		Own utensils used	Staff advised	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 1	Impact 5	Score 5
AREAS OF CONCERN				
Having enough space for all staff to have a place to have a break away from the children.				
PLAY/ EXERCISE / MUSIC				
Close contact and surface transmission ②③④⑤	Staff/Children may suffer contamination through close contact and virus picked up from surfaces	Prevent use of equipment that could transmit virus	System for using gym equipment to be continued (bay to place used equipment which is then cleaned before being used again.	
		Encourage outdoor play wherever possible	Large school outdoor area enables this	
		Rota and segregation for outdoor space to maintain distancing	Field will be line marked or mini cones used to show clear boundaries for bubbles to play separately.	



		Rota for cleaning play equipment	In place	
	class teaching	No classroom or large groups for singing, wind or brass instrument playing	Staff will be advised	
	Peripatetic teachers	Music teachers doing very small groups will be allowed from the 8th March . 2 mtr distancing teacher to wear face shields sanitising of areas between sessions No mixing of childrens 'bubbles'	Require a covid relevant risk assessment from the tutor covering all aspects of measures to be undertaken. Tutor briefed on school requirements and systems set up within school to mitigate risk	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 1	Impact 5	Score 5
COMMENTS OR CONCERNS				
MEAL TIMES				
https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely				
Close contact and surface transmission ④⑤	Staff/children/ Catering staff cross contamination by being too close or picking up the virus from surfaces	Hot / cold pack lunches to be eaten in classroom(7/8/9) or in gym (5/6) to avoid queues or large groups congregating at meal times	KS2 in two bubbles: 30 minutes to have lunch in class(7/8/9) or gym (5/6), then 30 minutes play or vice versa to reduce the number of bubbles outside at one time.	



			KS1 may make use of canteen for lunches as they are categorised as one bubble. During lockdown a plan is in place for children to continue to eat within their small bubbles.	
		System in place to collect lunch boxes; ensures distancing can be maintained	Boxes outside class for each bubble. Lunches collected and delivered to classes/gym	
		Catering staff treated as a group	Grab bags to be put on trolleys outside classrooms/gym. As above	
		All food waste must be disposed of in black bags/compostable bags	Take pack up waste home Lidded bins with black liners in all classrooms	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood) 1	Impact 5	Score 5
AREAS OF CONCERN				
CHILDREN WITH COMPLEX NEEDS				
Risk of cross contamination when dealing with children with complex needs	Anyone in building could be exposed to virus through close contact and airborne transmission	Please refer to guidance already provided and refer queries to Rebecca	When nappy changing or giving medication staff must wear full PPE. Nappies disposed of into nappy bin (offensive waste container) Risk assessment in place to allow deep pressure hug with an SEN child - full PPE to be worn	



③④⑤⑥				
Access/egress in building ⑤	Staff/Children/ Contractors			
TOILETS - REPEAT FOR EACH TOILET BLOCK				
https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands				
Toilets ②④⑤	Staff/Children/ Contractors	Ensure cleaning rota in place	Cleaner on site during the day and rota and records in place	
		Process in place to ensure adequate supplies of cleaning materials at all times	Site manager audits and stocks	
		Rota for use of toilets to minimise number of people at any one time and maintain distancing	System in place	
Hand to mucous membrane transfer (eyes, nose, mouth)	Staff, Children & Contractors	Ensure bins in place and used to safely dispose of paper towels and process for regular collection to prevent overspill	Hand driers de-commissioned and paper towel dispensers installed in their place with swing bins provided for waste	



②③④				
		Ensure adequate supply of paper towels and wipes	Site manager audits and stocks	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 1	Impact 5	Score 5
AREA OF CONCERN				
MAINTAINING HYGIENE				
https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings				
Hygiene practices ②③④⑤	Transmitting virus through lack of rigorous preventative measures	Do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum		
		Ensure sufficient washbasins so everyone is able to wash hands regularly	Sinks in all classrooms and signs in place to remind children of good hand washing techniques. Alcohol hand gel available to classes if required	
		Supervise young children washing their hands to prevent ingestion and ensure thorough washing	Staff training to inform staff to supervise. Posters on walls. \regular discussions about handwashing	



		Build washing hands and 'catch it kill it bin it' into the culture	As above	
		Enhance cleaning regime for busy areas	Additional cleaners in during the day	
		Ensure the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly	Site manager audits and stocks Stations at main entrance/exit points as well as office and staffroom entrance	
		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. kin friendly cleaning wipes can be used as an alternative	Children to use sanitiser from classroom and use handwashing as main germ killing process	
Surface transfer ④	Staff, Children & Contractors	Ensure surfaces are wiped at regular times	Cleaner scheduled to work additional hours during the school day	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA		Likelihood 2	Impact 5	Score 10
AREAS OF CONCERN				
USE OF PPE – order via estates https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe				



<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

Ensuring safe and effective use of PPE ②⑥	Staff using PPE in appropriately may be infected	Ensure everyone is aware of and understands Ebor and HSE guidance on use of PPE	Staff all had training on use of PPE. Supplies kept in medical room and instructions on display on the wall. PPE also available in a sealed box in art room (COVID waiting area)	
		Ensure sufficient PPE available	Site manager to audit and replace stocks	
		Ensure process in place for safe disposal of PPE	System in place and cleaners trained to dispose of correctly.	
ensuring cleaners informed of correct cleaning processes	Cleaners	Cleaners to read guidance on Covid 19 cleaning and best practice when using PPE. Copies issued to individuals and asked to sign confirmation of same	Update of associated risk assessments relevant to Covid 19 put online onto shared area under: 2021 risk assessments	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 1	Impact 5	Score 5
AREAS OF CONCERN				
CONTRACTORS AND VISITORS				
Contractors and visitors may bring covid in ①⑤⑥	Staff, Children & Contractors	Ensure booking system in place for contractors	All contractors arrange visits to school with Gary Stoner and are given his number to liaise	
		Ensure declaration is signed prior to entering site		



		Ensure contractors aware of and follow Ebor guidance on H&S procedures during Covid	Masks available for contractors entering the site	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR HIS AREA (Potential Impact x Likelihood)		Likelihood 2	Impact 5	Score 10
AREAS OF CONCERN				
CARETAKING				
https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm				
Site Safety and Provision ⑤⑥	Reopening after summer break	Ensure all the usual preterm building checks and caretaker compliance checks are undertaken to make the school safe	Records kept of checks	
Water Systems	Flushing of Cold and Hot Water	Ensure that all cold and all hot water outlets are flushed	weekly recorded water checks are in place	
Kitchen Water Systems	Flushing of Cold and Hot Water and Cycling of Appliances	Ensure that all cold and hot water outlets are flushed and appliances have had 1 full cycle of use	Staff informed that they need to do this	



Statutory Checks	In House Statutory Checks In Place	Ensure all checks in place report immediately to Andy Roberts if lack of staff make this impossible to manage locally.	Statutory checks carried out by NYCC servicing (mass) and service sheets forwarded and overseen and visits scheduled by NYCC	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 1	Impact 5	Score 10
AREAS OF CONCERN				
GENERAL CLEANING				
https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings				
Cleaning protection ④⑥	ALL	Ensure cleaners wear minimum of disposable gloves and aprons for cleaning. Offer use of masks as cleaning causes the possibility of airborne fluid	Copy of these general cleaning instructions and leaflet on How to clean following a confirmed or suspected case of covid 19 issued to all cleaners. All cleaners talked through requirements with site manager	



Surface transmission ④	ALL	All cleaning cloths to be disposed of daily and mop heads should be of the disposable type or sterilised daily.	Site manager to audit and restock. Cleaners aware of disposal procedure	
Surface transmission ④	ALL	Areas of common use, such as corridors and toilets to be cleaned regularly throughout the day	Cleaner in school all day and regularly carries out touch point cleaning	
General cleaning ④	ALL	Schedule frequent cleaning of shared resources, books, toys etc	Cleaning staff have been informed	
General cleaning ④	ALL	Implement a cleaning log to track cleaning frequency of bathrooms, classrooms and communal areas	Cleaning staff to continue completing the daily check sheets for toilets and classrooms	
Cleaning materials ④	ALL	Disposal of cleaning materials by double bagged Covid method	Materials put into specified bin for 48 hours	
Surface transmission ④	Spaces used by more than one class or group	Ensure these are cleaned between use	Cleaners briefed daily about cleaning to be done	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA		Likelihood 2	Impact 5	Score



AREAS OF CONCERN				
TOUCHPOINT CLEANING				
Airborne and surface transmission ④	ALL	Regular enhanced cleaning during the day of all high frequency touched areas such as door handles, toilet areas, hand rails etc. Instruction leaflet to be read by all employees and any queries to Andy Roberts	Training and records kept and spot checks by site manager	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR HIS AREA (Potential Impact x Likelihood)		Likelihood 2	Impact 5	Score 10
AREAS OF CONCERN				
CLEANING FOLLOWING SUSPECTED COVID CASE				
Airborne and surface transmission ②④⑤⑥⑦⑧⑨	ALL	Ensure all staff area aware of Ebor guidance on enhanced cleaning and use of PPE	Guidance on enhanced cleaning issued to cleaning staff	
		Change process for managing outbreak to ensure that after	Follow guidance	



		any confirmed outbreak Public Health is informed. After a confirmed case fogging or enhanced cleaning will take place.		
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK	Likelihood	2	Impact	Score
			5	10
AREAS OF CONCERN				
WASTE MANAGEMENT PPE				
https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control				
Airborne and surface transmission ②④⑥	ALL	All outer packaging must be removed/ disinfected before an item is taken into school	Inform office staff	
		All food waste must be disposed of in black bags/compostable bags	Inform catering staff and cleaning staff. Pack lunch waste to be taken home.	
		Soiled clothing must be put into alginate bags and then into relevant outer bags - double bagging not required		
		Disposal of all waste related to possible or confirmed cases should be classified as infectious and the Ebor covid-19 disposable method used		



HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA		Likelihood 2	Impact 5	Score 10
AREAS OF CONCERN				
MANAGING PREMISES				
https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools				
Statutory compliance has not been completed due to availability of contractors	Everyone on site	Ensure all contractor statutory checks are up to date; immediate reporting to Andy Roberts where they have not been	Site Manager keeps record log	
		Process in place to ensure contractor statutory checks continue as scheduled and report immediately to Andy Roberts	Site Manager keeps record log	
Lettings. surface transfer from external hirers of premises and their students	Everyone on site	Ensure all hirers have a specific risk assessment suitable for these premises and that it ties in with school requirements for visitors to site. Ensure that hirer has list of contact names and numbers for each 'bubble'	Cleaning regime to be introduced and to be carried out by P.G staff as soon as possible after letting and prior to use by school	



After school clubs run by school or outside agency on our behalf	Everyone on site	Initially cancel all clubs due to risk of mixing children from different bubbles	Review after half term (Reviewed 2.11.20 - no clubs allowed due to second national lockdown beginning 5.11.20. Clubs will resume from after Easter holidays	
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)		Likelihood 2	Impact 5	Score 10
Areas of concern				

POLICIES					
Existing policies on safeguarding, health & safety, fire evacuation, medical behaviour & other policies current	Everyone	All relevant policies to be reviewed for Covid 19 with implications for schools and are fit for the current circumstances Staff and children briefed accordingly Evacuation exits as usual except class 1 and 2 to exit via class 1 outside door. Assembly point on field allows social distancing to be maintained. PEEPS - not applicable at this time			https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools
Emergency evacuation whilst	Staff/Children/contractors , close contact transmission	Establish a plan for emergency evacuation which, where practicable maintains social distancing. share with staff once plan devised			https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools



<p>maintaining social distancing</p>		<p>Put new / additional signage out if required</p> <p>PEEPS should be reviewed and amended accordingly. Evacuation exits as usual, Assembly point on field allows social distancing to be maintained.</p> <p>PEEPS - not applicable at this time</p>			<p>utbreak/guidance-for-full-opening-schools</p>
<p>Administering First Aid & administration of medicines safely Close contact and surface transmission</p>	<p>Staff/Children. Contamination through close contact</p>	<p>Children to be directed where applicable (but supervised) to undertake own first aid (e.g. washing grazes, application of self-adhesive dressings).</p> <p>Ensure adequate supply of PPE is available for use by first aider should they need to get closer to injured party/suspected infection with Coronavirus</p> <p>Guidance provided to 1st aider on how to assess or treat they are to wear disposable aprons, gloves, face masks</p> <p>1st aider to confirm to say they have received and understood instruction</p> <p>General PPE signage as reminder</p> <p>Process in place to undertake temperature checks</p> <p>Forehead thermometers and PPE available.</p>			



		Provide instruction to staff and notify parents that Children with a persistent cough must be sent home –reminders to staff in daily briefing. They must not return until isolation period of 10 days over or a negative test result.			
<p>Suspected case of COVID-19 in School</p> <p>Close contact and surface transmission</p>	<p>School Staff/Teachers/Parents/Visitors to School</p>	<p>Flowchart for procedure has been shared with staff and is displayed across the school</p> <p>Ensure staff have been instructed on how to deal with a suspected case of Covid through briefings and reading material</p> <p>Process in place for contacting parents</p> <p>Room set aside for symptomatic children (with a window that can be opened to provide ventilation)</p> <p>2m distancing should be available / marked out in the rooms.</p> <p>Process in place to move a symptomatic child to a separate room</p> <p>Masks available for supervising adult in the isolated area.</p> <p>Contingency plan in place so the area where the person has been, can be isolated</p>			<p>https://www.gov.uk/coronavirus/education-and-childcare</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings#principles-of-cleaning-after-the-case-has-left-the-setting-or-area</p>



		<p>Accountability allocated for secure deep cleaning of any areas affected, with training given and PPE provided</p> <p>Where a pupil becomes unwell and is waiting for collection they will be moved to the art room Children can be collected from the 3/4 doors. PPE is available from both the art room- kept in plastic tubs, and in the disabled toilet next to the art room</p>			
HAVING PUT CONTROLS IN PLACE WHAT IS THE RESIDUAL RISK FOR THIS AREA (Potential Impact x Likelihood)			Impact 5	Likelihood 1	Score 5
COMMENTS OR CONCERN					