

School Covid 19 Risk Assessment – September 2020

This risk assessment tool can be used as a template for your own school covid risk assessment in readiness for the new school term in September. All Community and Voluntary Controlled schools must submit its completed risk assessment for verification by the local authority's H&S Service. Please send your risk assessment to schoolhealthandsafety@wiltshire.gov.uk and await confirmation that it has met the required standard. For many schools, you may be able to re-use information from your existing covid risk assessment but we have highlighted new or amended parts of the template in GREEN for your convenience. You should remove this highlighting in your final document.

If you need specialist Public Health advice to help make local interpretation of any part of the guidance regarding transmission risks, please contact publichealth@wiltshire.gov.uk

All risk assessments must meet the required standard prior to schools opening in September. Please add appropriate contact details if you anticipate that correspondence will be necessary outside of term-time in order to achieve this.

Name of School	Redland Primary School
Name of Headteacher	Veronika Joy
Assessment completed by	Veronika Joy, Christa O'Brien, Victoria Keates and Rachel Griffiths
Assessment date	Initial: July 2020 Updated 11 September 2020

This risk assessment template sets out the measures that may be used to maintain a safe environment for all occupants and visitors to the school/setting and to reduce the transmission risk of covid-19 coronavirus as far as is reasonably practicable. Particular attention must be given to those at greatest risk including vulnerable groups, pregnant women, and those with underlying health conditions; and to new staff and pupils who may be unfamiliar with the site.

Use the template to prepare a specific risk assessment for your school/setting. It must be kept under review and updated accordingly.

Useful links:

Government guidance for full opening of schools can be found [here](#)

Government guidance for after school clubs and other out of school settings can be found [here](#)

Right Choice Coronavirus Resources are available [here](#).

Science teaching Coronavirus advice is available from CLEAPSS [here](#)

Design Technology Coronavirus advice is available from CLEAPSS [here](#)

Physical Education Coronavirus advice is available from AfPE [here](#)

Where separate risk assessments are required for specialist situations as set out in the template below, these do not need to be submitted to the local authority but should be available for scrutiny from LA or HSE enforcement officers. All community and voluntary controlled schools must submit a completed risk assessment to:

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
1. Maintaining distancing and reducing contact – entrance and exit routes		
<p>Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of staggered start/finish times of school day</p>	<ul style="list-style-type: none"> • Arrange separate ‘holding’ areas for each group to minimise contact (ideally these should be outside if weather permits) • Encourage parents to make other arrangements for travel to/from school other than school transport. • Staff on duty to supervise • Signage at school transport pick up/drop off point 	<p>School transport not provided, all parents arrive on independently arranged travel. One child arrives in taxi and will arrive via the main entrance and at a time where this entrance is quieter. Child to queue on marked lines if the entrance is not clear.</p>
<p>Numbers of parents and children at entrances and exits impede social distancing.</p>	<ul style="list-style-type: none"> • Instructions for parents/carers on distancing rules on site. • Staggered start/finish times for different groups. • Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard • Use of different entrances/exits for different groups. • Only one parent/carer to accompany child. • Staff on duty to supervise. • Signage. 	<ul style="list-style-type: none"> • Social distancing signs around the entrances with a ‘keep left’ rule. • Staggered start and finish times. • Different classroom entrances and exits for groups. • Request only one parent/carer drops off and picks up. • Markers and barriers to signal where parents/carers and children are to wait. • Staff member on duty to supervise.
<p>Changes to school routine cause vehicular and pedestrian traffic management issues.</p>	<ul style="list-style-type: none"> • Encourage parents to walk/cycle to school with children. • Stagger drop off / pick up times. • Minimise vehicles on site • Review traffic management risk assessment where changes to start/end of day apply. • Staff on duty to supervise. 	<ul style="list-style-type: none"> • Staggered drop off and pick up times. • Request parents/carers to walk if possible. • Member of staff on playground, near entrance to supervise.

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<p>2. Maintaining distancing and reducing contact – internal areas and play areas</p>		
<p>Pupil numbers and room sizes impede the means to reduce contact</p>	<ul style="list-style-type: none"> • Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves. • Pupils will reduce contact by being grouped together. For primary schools this is likely to be in class sized groups. For secondary schools this may be in up to year sized groups. • Record the names of pupils in each group, and any close contact that takes places between children and staff in different groups. • Remove excess furniture to safe storage areas to increase space. • Desks to be spaced out as far as possible but do not impede fire escape routes and exits. • All desks to face forward with pupils sat side by side. • Floor markings to illustrate 2m areas around teaching positions. • Children to remain at their desks when in the room. • Children to use the same desk each day. • Lessons planned for individual work as opposed to close group work. • Distancing and reducing contact to be explained to children with regular reminders. • Signage/Posters in each classroom. 	<ul style="list-style-type: none"> • Children arranged in bubbles, either one or two class size. • Keep record of who is in each 'bubble'. • Remove excess furniture where necessary. • Desks spaced out as much as possible within the classroom. • All desks (Robins to Falcons classes) to be forward facing. • Teacher and TA to maintain social distancing where possible. • Teacher area to be marked out. • Children (Robins to Falcons classes) to remain in seats when in the classroom when possible, and provided with their own resources to avoid unnecessary movement. • Children to use the same desk for all learning where possible. • Lessons planned for individual learning as much as possible. • Distancing and reduced contact to be taught in September, with poster prompts in classrooms and regular reminders from teachers. • Staff to supervise and enforce measures at all times. • PPE tray (mask, thermometer, hand gel, aprons, gloves, paper towels) to be in each classroom.

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	<ul style="list-style-type: none"> • Consider the use of school grounds / local environment to extend the range of teaching spaces available • Staff to supervise and enforce measures. • The wearing of any PPE is not considered a necessary control measure except where set out specifically in this risk assessment for first aid or medical attention needs. • Ventilation improved where practicable by having windows open. 	<ul style="list-style-type: none"> • Adults to wear face shields if working closely with children. • Windows and doors open for ventilation.
<p>Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces</p>	<ul style="list-style-type: none"> • Minimise movements of whole groups and individuals outside of the classroom. • Use of a one-way system around the school. • A 'walk on the left' policy if one-way not practicable. • Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent). • Lane markings on floor and distancing markings in areas where queuing is likely. • Areas not in use to be closed off (not escape routes). • Children to keep coats, bags, lunchboxes etc with them in the classroom (under desks) or in suitable storage area. • Signage. • School assemblies to be completed electronically • Acts of worship and other typically communal events to take place in groups (not whole school) 	<ul style="list-style-type: none"> • Markings on the floor to show 2m distance and one-way system. • Social distancing and walk left posters displayed and to be adhered to. • Children to remain in classrooms as much as possible. • Each classroom to have designated route to playground. • Each classroom to have designated bathrooms to use. • School assemblies delivered virtually. • No more than 2 bubbles to have access to one bathroom. • Only 2 children (one male/one female) from a bubble to use the bathroom at a time. Children to have designated waiting area if bathroom is not free. Maximum of 1 child waiting. • Designated spaces for children's belongings.

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Number of pupils and size of space impede the means to distance and reduce contact when using toilets	<ul style="list-style-type: none"> • Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact. • Where practicable avoid different groups using the same facilities at the same time. • Distance markings on floor in queuing area 	
Number of pupils and available space impede the means to distance and reduce contact at breaktime and lunchtime	<ul style="list-style-type: none"> • Staggered break and lunch times. • Allocated play areas for each group. • Consider zoning of play areas using markings / cones to reinforce distancing. • Limit use of outdoor play equipment to designated groups at fixed periods • Games which encourage distancing and reduce contact. • Staff supervision to maintain standards. • Any crockery/cutlery used must be cleaned thoroughly. • Catering contractors and other food provision has been subject to specific risk assessment. 	<ul style="list-style-type: none"> • Staggered break and lunch times. • Play areas marked out so only one bubble is in one place at a time. • Fixed outdoor gym equipment to be used by the same bubble all week, then cleaned on a Friday ready for a different bubble to use the following week. • Fixed wooden equipment out of use initially – to be reviewed as guidance changes. • Social distancing games provided to each group. • Staff to supervise at all times, reinforcing rules. • Tables cleaned after use • Crockery/cutlery cleaned.
Number of staff and size of staff rest spaces impede the means to distance and reduce contact	<ul style="list-style-type: none"> • Removal of furniture to create more space. • Removal of communal equipment (mugs etc) • Staggered break times for staff. • Repurpose unused spaces for additional staff rooms. • Staff toilets to enforce 2m distancing. 	<ul style="list-style-type: none"> • Staff room cleaned throughout day • Additional staff break area set up by mobile classrooms. • Staggered break and lunch times. • Staff toilets used one at a time.
3. Hygiene and Cleaning	<u>Guidance on cleaning non-healthcare settings</u>	
Cleaning staff levels are insufficient to deliver enhanced cleaning regime.	<ul style="list-style-type: none"> • Confirm available cleaning staffing levels before wider opening. 	<ul style="list-style-type: none"> • Increased cleaning regime throughout the school, during and after the school day.

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	<ul style="list-style-type: none"> • Use of contractors or other school staff for additional cleaning. • Agree the new cleaning requirements and additional hours for this. • PPE to be worn by cleaning staff as dictated by risk assessment. 	<ul style="list-style-type: none"> • Thorough clean (including cleaning chairs) to be done each evening. • Tables, door handles to be sprayed with disinfectant and wiped down at transition points throughout the day. • PPE available to be worn by cleaning staff
<p>Insufficient handwashing and hygiene facilities increase the risk of transmission.</p>	<ul style="list-style-type: none"> • Children to handwash on entry to school, before and after each break and lunch, on changing classrooms, leaving school and after using toilet. • Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative • Extra signage to encourage washing hands. • Ensure help is available for children who cannot clean their hands independently. • Hand gel dispensers at strategic locations around the site to complement handwashing facilities. • Supplies of tissues and lidded bins in each teaching space and classroom. • Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff. • Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups. 	<ul style="list-style-type: none"> • Children, staff and visitors to use hand gel on arrival to school. • Children, staff and visitors to hand wash upon entry and exit of the school building. • Ensure sufficient soap and hand gel in each classroom and wash point. • Signage near each wash point to encourage good handwashing. • Supervision of handwashing where appropriate. • Hand gel in each classroom and dispensers on wall in key areas. • Tissues available in each classroom. • Each classroom has a lidded bin. • Resources used only by one bubble. If resource needs to be used by more than one group, these should be cleaned or left to de-contaminate for at least 72 hours.
<p>Exposure to new hazardous substances (products)</p>	<ul style="list-style-type: none"> • COSHH assessment to be carried out for any new cleaning/sanitising products in use. • Additional cleaning staff to be made aware of the COSHH risk assessments. • Appropriate storage of hazardous substances. 	<ul style="list-style-type: none"> • Hazardous substances to be stored in locked cleaning cupboard. • Cleaning spray used throughout the day to be stored out of reach of children.

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	<ul style="list-style-type: none"> Material data sheets to be made available for new and existing products. 	
4. Site and Buildings	DfE Guidance on school premises management	
Visitors/contractors/suppliers on site increase the risk of transmission.	<ul style="list-style-type: none"> Site visits only by pre-arrangement. A record of some visitors must be kept for 21 days specific guidance 2m exclusion zones/markings in Reception areas. Information/signage for visitors informing them of the infection control procedures. Deliveries and visits outside of school opening hours where possible. Provision of hand sanitiser at main school entrance. Process for the acceptance of deliveries required i.e. area where deliveries can be safely left. 	<ul style="list-style-type: none"> Only pre-arranged visits. Only visitors in school if absolutely necessary. Record visitors (track and trace) Signage in foyer to say only one person in at a time. Clear signage for all visitors on display in foyer. Visitors to wear a face covering. Deliveries outside of school hours where possible. In school deliveries are pre-arranged in designated areas. Process for deliveries to avoid any unnecessary contact. E.g. no signing, leaving packages in foyer. Hand sanitiser dispenser in foyer. Door handles in foyer to be cleaned throughout the day.
Changes affect normal emergency procedures.	<ul style="list-style-type: none"> Review of fire assembly points to accommodate reduced contact and distancing where practicable. Fire drill practice to train new arrangements. Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc. 	<ul style="list-style-type: none"> Reviewed fire assembly points so classes are further spread out. Fire drill practice to be carried out. Review emergency plans and ensure safety of staff and pupils remains the top priority.
Site security is compromised by new arrangements.	<ul style="list-style-type: none"> Normal security standards will apply, doors which may be used for drop-off/pick 	<ul style="list-style-type: none"> Exterior doors (not connected to classrooms) to remain on magnetic locks.

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	<p>up should then be closed during the school day (and locked if not fire doors).</p> <ul style="list-style-type: none"> Additional ventilation via open doors and windows should not occur in unoccupied parts of the site. 	<ul style="list-style-type: none"> Exterior classroom doors to be open where possible. Doors and windows not left opened if the area is unoccupied.
Building checks	All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring.	All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring.
5. Equipment and furniture		
Shared play equipment increases the risk of transmission.	<ul style="list-style-type: none"> Individual items of play equipment and other shared items used for teaching are to be cleaned between each use by each group. 	<ul style="list-style-type: none"> Outdoor fixed gym equipment to be used by one class each week, cleaned on a Friday. Wooden outdoor equipment out of use initially, to be reviewed when guidance is updated. Shared items to be cleaned before being used by a different group - use of cleaning spray.
Shared equipment, fittings and resources increase the risk of transmission.	<ul style="list-style-type: none"> Handwashing before and after each lesson. Remove unnecessary items from the classrooms and store elsewhere. Cleaning regime for door handles, press to exit buttons, communal surfaces. Children asked to bring in own stationery or have allocated, named, packs of stationery per child. Resources and surfaces to be cleaned each night. Lessons planned so sharing of resources in minimised. 	<ul style="list-style-type: none"> Handwashing when entering classroom and leaving classroom at transition points. Removal of unnecessary items. Regular cleaning throughout the day of door handles, tables, exit buttons etc. Children to have their own set of stationery provided in classrooms. Resources and surfaces to be cleaned each night. Lessons planned to reduce unnecessary sharing of resources. Reading books – to be quarantined for a week before being returned to the shelf.

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		<p>A selection of books in classes for children to use. Children to wash hands prior to getting book.</p> <ul style="list-style-type: none"> • Shared spaces cleaned after use.
<p>Increased manual handling tasks increase the risk of musculoskeletal injuries.</p>	<ul style="list-style-type: none"> • Staff must not attempt to move large or heavy items unless they are fit to do so. 	<ul style="list-style-type: none"> • Staff must not attempt to move large of heavy items unless they are fit to do so.
<p>6. Health and Wellbeing</p>		
<p>Inadequate staffing levels create supervision or safeguarding issues.</p>	<ul style="list-style-type: none"> • Carry out an audit of all staff availability and review it regularly. • Introduce a process for staff to inform you if their health situation changes. • Use of staff from other schools (by agreement). 	<ul style="list-style-type: none"> • Audit staff availability. • Ask staff to call the school should their health situation change.
<p>Vulnerable / Extremely vulnerable children at higher risk of infection.</p>	<ul style="list-style-type: none"> • Parents should follow current medical/government advice if their child is in this category. 	<ul style="list-style-type: none"> • Parents should follow current medical/government advice if their child is in this category. • School to identify who these children are likely to be and make contact with these parents/carers.
<p>Person becomes unwell with Covid-19 symptoms in school</p>	<ul style="list-style-type: none"> • Move to a pre-designated room where person can be isolated, with adult supervision if a child. • Ventilate the room if possible. • PPE should be worn if contact is required. • Inform parent/carer to arrange collection. • Cleaning regime after each usage of the space. • Follow the advice from health protection team 	<ul style="list-style-type: none"> • Use of isolation space and toilets near staffroom. Area clearly marked. • Exterior door in this area to be open if child is present. • Adult to supervise, positioned just outside of the exterior door. • PPE worn if in close proximity and staff aware of how to wear these correctly. • Parent/carer informed and asked to collect immediately. • Area thoroughly cleaned after each use. • Inform PHE of any potential cases.
<p>Outbreak of Covid-19 within the school (defined as more than two confirmed cases within a fortnight)</p>	<ul style="list-style-type: none"> • Senior leaders have awareness of the PHE “local outbreak management plan” 	<ul style="list-style-type: none"> • SLT to have awareness of PHE “local outbreak management plan”

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	<ul style="list-style-type: none"> Local school management plan is in place and relevant staff have been made aware Remote education plans in place 	<ul style="list-style-type: none"> Microsoft Classroom available to use if needed. Redland School YouTube site, Class Dojo and Tapestry all in place should remote education be required.
<p>Staff wellbeing affected by the working experience.</p>	<ul style="list-style-type: none"> Staff risk assessment tool being used to assess those in higher risk groups. Staff aware of risk assessment process and able to contribute. Staff meetings and communication. Defined wellbeing support measures for staff. Designated staff rest areas. 	<ul style="list-style-type: none"> Risk assess staff in high-risk groups. Ensure measures are put in place for safe working. Staff meetings/catch-ups to be in a space which allows social distancing, or via virtual means. Staff aware of risk assessment and procedures in place.
<p>Volunteer wellbeing affected by the working experience</p>	<ul style="list-style-type: none"> Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment. Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. 	<ul style="list-style-type: none"> No volunteers will be allowed in the school building in term 1. School to make contact with volunteers to inform them of this.
<p>Pupil wellbeing is impacted by the current situation causing physical and mental ill health. School Effectiveness guidance on Right Choice</p>	<ul style="list-style-type: none"> Children to have allocated teacher and TA where possible. Reduced time in school to ensure transition from home to school is successful. Curriculum to support children's well-being. Provide opportunities to talk about their experiences/concerns. Pastoral activities. 	<ul style="list-style-type: none"> Children to be with allocated teacher and TA. Adapted curriculum with focus on well-being. E.g. planned circle time, additional PHSE sessions and art/craft sessions.
<p>First aid provision</p>	<ul style="list-style-type: none"> Ensure all staff know First Aiders on site if less than normal. 	<ul style="list-style-type: none"> Ensure all staff know First Aiders on site and when. PPE tray available in all classrooms and First Aid room.

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	<ul style="list-style-type: none"> • If provision is less than usual, minimise hazardous activities which may result in injury. • Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly. 	<ul style="list-style-type: none"> • Basic First Aid provisions in classroom.
Pupils with special medical needs (administering medication)	<ul style="list-style-type: none"> • Required number of competent staff on site • Staff training up to date • Alternative arrangements in place if staff training/competence has lapsed. 	<ul style="list-style-type: none"> • School to identify these children. • Ensure staff training is up-to-date.
1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation.	<ul style="list-style-type: none"> • Individual risk assessments of children with behavioural difficulties. • Ensure a supply of PPE is available based on need. • Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk. • 1:1 teaching to be done with reduced contact. 	<ul style="list-style-type: none"> • Individual risk assessments of children with behavioural difficulties, share this with relevant staff. • Reduced timetable if appropriate. • Ensure access to sufficient PPE. • 1:1 teaching to be done with reduced contact. • Adults to wear face shields when working closely with children. • Further items of PPE for adults following a child's 'toileting accident.'
7. Risk assessments and Policies		
Standard risk assessments do not take account of additional covid-19 risks	<ul style="list-style-type: none"> • Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&S requirements. • Review and where necessary update all risk assessments with additional control measures to counter any significant infection transmission risk • Pay particular attention to curriculum areas and activities being resumed for the 	<ul style="list-style-type: none"> • Risk assess all working environments and teaching/learning activities. • Review risk assessments and update where necessary. • No PTA (FORS) activities to take place in term 1. • No lettings of facilities. • Separate risk assessment for breakfast and after school club to be completed once a date for

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	<p>first time since school restrictions were introduced</p> <ul style="list-style-type: none"> • LoTC activities are restricted to non-residential activities and are subject to the usual process of risk assessment and authorisation. • One -off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment. • Lettings of facilities will be subject to separate risk assessment. • School clubs, Breakfast clubs and after-school provision are subject to a separate risk assessment. • Behaviour policy amended to reflect covid-19 protocols. 	<p>commencement of these services at Redland has been agreed.</p> <ul style="list-style-type: none"> • No teacher led clubs in term 1. • Behaviour policy has been updated for Covid-19 and PowerPoint of rules updated and on website, use in school on first day back. • Planned September Year 5/6 residential trip postponed to March.
8. Monitoring		
<p>Control measures set out in this risk assessment do not prove effective</p> <p>Levels of compliance are inadequate</p>	<ul style="list-style-type: none"> • Named school staff will monitor the application and effectiveness of the control measures set out within this risk assessment, and the level of compliance by staff, visitors and pupils • Non-compliance will be addressed immediately • Regular communication with staff on the outcomes of the monitoring • LA H&S Advisers are able to visit the school site to assess compliance 	<ul style="list-style-type: none"> • SLT will monitor application of control measures. • Non-compliance will be addressed immediately.
9. Other risks – specific to your school		

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<p>Please add details of any other relevant covid-19 risks presented by circumstances that are relevant to your school site and activities but are not covered by Items 1-8.</p> <p>Also add activities such as swimming and indoor gyms as and when restrictions are lifted.</p>		<ul style="list-style-type: none"> • Swimming will not commence in term 1 and will be reviewed following further government guidance. • No school trips to be booked for term 1.