**GENERAL SCHOOLS RISK ASSESSMENT**

NOTE: Due to the constantly changing situation, dynamic risk assessments must be carried out. The general risk assessment below MUST be amended to reflect each school's specific controls on an ongoing basis.

## PART A.  ASSESSMENT DETAILS:

**Area/task/activity**: School opening arrangements from September 2020

**Location of activity**: Willow Lane Community Primary School – 01/003

| Team/School name: Address & Contact details: | Willow Lane Lancaster LA1 5PR Tel: 01524 65880 | Name of Person(s) undertaking Assessment: | Mel Mackinnon, Sarah Fish and Dan Rawes |
|---|---|---|---|
| | | Signature(s): | *Mel MacKinnon* |
| Line Manager/ Headteacher (Name/Title): | Mel MacKinnon Headteacher head@willow.lancs.sch.uk | Date of Assessment: | August 2020 Updated 4th September 2020 Updated 7th November 2020 |
| Signature: | *Mel MacKinnon* | Planned Review Date: | Ongoing review |
| How communicated to staff: | Shared electronically. On display on blue board in school lobby. Staff training 1st September. | Date communicated to staff: | Whole staff training on 1st September. |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| **1. OPERATIONAL OVERSIGHT** | | | |
| 1.1 Changes to official COVID19 guidance and advice | Staff, pupils, visitors, contractors, parents | Potential spread of infectious disease | • School regularly refers to official advice from the DfE, PHE, H&S and HR; <br>   o Coronavirus (Covid-19): guidance for schools and other educations settings <br>   o LCC Schools HR guidance <br>   o LCC Health & Safety COVID-19 web page <br> • Headteacher or other senior person keeps up to date with official COVID-19 Guidance and informs employees/school arrangements as required. <br> • HT and DHT check Lancashire Portal daily for updates – these include at a national and county level. <br> • All government guidance can be found (as of 04.09.2020) at https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings <br> • Key document of guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools <br> • Documents linked to responses include government guidance and LCC 'Response to Covid 19 symptoms and cases'. |
| 1.2 Governors not being fully informed or involved in making key decisions. | Staff, pupils, visitors, contractors, parents | Potential spread of infectious disease | • Online meetings (currently using Zoom which may move to Microsoft Teams following training) held by Governing Body. <br> • Governing Body are involved in making key decisions. These are minuted. <br> • Governors have access to 'latest Letters' section of school website which shares information given to parents. <br> • GB have copy of risk assessment. <br> • Headteacher and Chair and Vice Chair of Governors are in at least weekly |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | communication. |
| 1.3 Lack of Governor oversight during COVID 19 crisis. | Staff, pupils, visitors, contractors, parents | leads to school failing to meet statutory requirements. | • FGB continues to meet at least termly via online platforms. • Committees meet at least termly via online platforms. • Agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. • HT report to governors to include content linked to school's response to COVID 19. • Minutes of meetings are reviewed and checked for accuracy to ensure statutory requirements and oversight is maintained. |
| 1.4 Communication regarding school diary. | Staff, pupils, visitors, contractors, parents | Harm to wellbeing due to uncertainty. | • Communication with parents is ongoing using T2P (text service) and 'Latest Letters' section https://www.willow.lancs.sch.uk/noticeboard/latest-letters/ of school website as main forms of communication as well as direct phone calls eg SEND children. • Website calendar updated. • Seesaw platform shares information as well as learning eg school reports, new teacher letter and software for communicating about learning with children about who are self-isolating. • New Reception intake have Seesaw account. • Seesaw is used as part of Remote Education approach as and when needed. |
| 1.5 Staffing capacity from September 2020. | Staff and pupils | Ability to deliver education in a safe manner. | • Audit of school staff indicates that no immediate recruitment of members of staff required. • 2 days of supply teacher required to support PPA delivery. These are the same regular teachers. |
| **2. BUILDING CAPACITY** | | | |
| 2.1 Lack of space to | Staff, pupils, contractors, visitors | Potential infectious disease, injury or | • 7 classrooms – 4 in KS2 and 3 in KS1/EY. • Sufficient classrooms to accommodate 7 classes/bubbles of children from |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| accommodate children. | | harm from accidents. | September 2020. <br>• Physical layout of school site allows for the middle of the building to be predominantly used by staff with children able to access nearly all their needs at either end of the building. <br>• Children will need to use central area for walking to and from the hall and for first aid. <br>• School has a large dining hall which can be used by a class for PE. <br>• Dining hall is being used at lunchtimes with two classes using it at a time. Each class sits along one side of the fold out table/chairs and tables are cleaned between sittings.  Lunch starts at 11:30 and finishes at 1:30. |
| 2.2 <br>Social distancing within classrooms. | Staff, pupils | Potential infectious disease, injury or harm from accidents. | • Guidance recognises that children will not be able to maintain social distancing within a bubble. <br>• From Y2 to Y6, classrooms reconfigured to allow 2 children to 1 desk facing forwards. <br>• Year 1 and Reception learning would be impacted negatively by such an approach. <br>• Year 1 classroom is laid out to allow maximum space between groups and children have their own seats and stationary. Adults maintain social distancing where possible. <br>• Reception Class will use shared tables/areas, including the outside space, for learning activities with measures taken to reduce number at any table/area. <br>• Spare furniture has been removed from classrooms. <br>• Government guidance recognises that primary age children cannot be expected to remain 2 metres apart from each other and staff, in particular with younger children. This has been shared with parents throughout. <br>• Adults within the classroom will follow social distancing expectations |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | where possible eg avoid close face to face contact and minimise time spent within 1 metre of anyone. Further behaviours will be used (see 8.2) to support not spreading infection. <br>• Classes of children are kept apart through measures such as timetable alterations including staggered drop off, play in separate areas and having lunch in the classroom or at a distance in the hall. |
| 2.3 <br> Movement in and around school kept to the minimum. | Staff, pupils, contractors, visitors | Potential infectious disease, injury or harm from accident. | • School site is supportive with single floor, all classrooms accessible from outside, good ventilation, extensive grounds and wide corridors. <br>• Use of shared spaces eg toilets carefully managed by staff and by physical alterations (see below). <br>• Use of handwashing carefully managed by staff and by physical alterations (see below). <br>• Children in KS1/EY using sinks in classroom for handwashing as well as toilet block. Orange Class are using 2 toilets/sinks, Yellow Class are using 2 toilets/sinks and Red Class using 2 toilets/sinks due to age of children and specific needs of children. <br>• Children in KS2 using nominated toilet and sink one per classroom. One child to use at a time managed by staff. <br>• Movement at drop off/collection supported by 2m dots and allows parent/child social distancing. <br>• Signage shares expectations whilst queuing, at front of school and throughout the building. <br>• Corridors are wide, furniture has been removed, and expectations taught to children for 'walking on the left'. <br>• Large gatherings eg singing and assemblies will be avoided until further notice. Assemblies will be held remotely with each bubble able to listen through classroom whiteboards. |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| **3. STAFFING and ADULTS** |
| 3.1 Vulnerable & extremely vulnerable staff with pre-existing health conditions | Staff | Becoming seriously ill from the effects of coronavirus, potential to be life threating | • Guidance states that most staff will attend school due to risks being mitigated.<br>• All adults who are vulnerable or extremely vulnerable have an individual risk assessment.<br>• Adults who were considered to be clinically extremely vulnerable and received a letter advising them to shield are/were advised by the Government that they can/could return to work from 1 August 2020 as long as they maintain social distancing.<br>• As of November 5th, this guidance has been updated.<br>• If infection rates rise in local areas, individuals (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore may be temporarily absent;<br>• School applies the measures set out in the government Guidance for full opening: schools as far as is reasonably practicable to reduce the risk to all staff including those who are extremely clinically vulnerable and clinically vulnerable;<br>• Government policy advises working from home where possible and guidance recognises this will not be applicable to most school staff.<br>• The most at risk categories advised to take particular care while community transmission rates fall.<br>• People who live with those who are clinically extremely vulnerable or clinically vulnerable attend the workplace as normal;<br>• Staff members who are in the most at risk categories are reminded to take particular care. Where an employee expresses concerns, An individual risk assessment will be completed to assess the risks to that individual and identify ways to reduce these risk to an acceptable level |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | including where possible the need for any reasonable adjustments such as temporarily working from home or temporary deployment to a role where it is possible to maintain social distancing. This will be done in consultation with the member of staff and will be reviewed on a regular basis or in the event of any significant changes; <br>• Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. If people with significant risk factors express concerns an individual risk assessment will be completed to assess the risks to that individual and identify ways to reduce them to an acceptable level; <br>• People who live with those who have comparatively increased risk from coronavirus (COVID-19) attend the workplace as normal; <br>• (Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19). |
| 3.2 <br>Impact of reduced staffing levels on H&S roles and responsibilities and arrangements | Staff, pupils, visitors, contractors, parents | Potential spread of infectious disease, stress, injury or harm from accidents+/incidents | • Staffing may be impacted due to local lockdowns, track and trace and general health needs. <br>• Key roles (eg cleaning, first aid, leadership, DSL) as well as staff availability will be monitored. If staffing levels fall to levels where safety cannot be assured then school will be closed following usual closure procedures including communication with Local Authority and Parents. <br>• All staff have clear roles and responsibilities which are within their capabilities and are aware of how to raise any concerns; <br>• All new staff and volunteers will be provided with a site induction and adequate information, instruction and training on local health and safety arrangements and their key roles and responsibilities; |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | • The Headteacher or other nominated senior personnel, is available to offer support and advice and to monitor the current working arrangements each day. |
| 3.3 Mental Health, Stress and Anxiety | Staff | Increased levels of stress/anxiety and lower than normal levels of wellbeing | • The school recognises that mental health of staff may have been adversely affected during the COVID-19 crisis. The new approach to schooling may impact on mental health.<br>• The Headteacher or other senior personnel, will keep in regular contact with staff to monitor their working arrangements and offer support and advice where necessary. All staff are in nominated wellbeing groups and the nominated member of senior staff will check in with all members weekly.<br>• SMT and wellbeing group leaders are included in wellbeing groups.<br>• Staff are able to make contact with a colleague or manager for advice and support, or just for reassurance, during the normal working day. This can be directly or through the wellbeing groups.<br>• A process is available for individuals to report concerns over breaches of school safe working policy/guidelines so that intervention can occur. This follows the same routes through the nominated member of senior staff.<br>• All staff have been made aware (at staff training) that it is non-confrontational to identify unease with a situation with the phrase 'I feel uncomfortable about…eg you three standing together'. Etc.<br>• School has access to bereavement support (through Lancashire) if necessary.<br>• The Education Support Partnership ([www.educationsupport.org.uk](www.educationsupport.org.uk)) provides a free helpline for school staff and targeted support for mental health and wellbeing.<br>• The Department for Education is providing additional support for both |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available; <br>• Where a member of staff returning to the workplace has raised concerns about their safety or wellbeing due to the risk of COVID-19, where necessary their line manager can complete a risk assessment addressing COVID-19 concerns for an employee to help identify key concerns and any further adjustments required to support them at work. <br>• Staff are aware of sources of information that will assist staff wellbeing such as: <br>     o Employee Wellbeing <br>     o MIND web site <br>     o H&S COVID-19 web page |
| 3.4 <br> Homeworking with DSE | Staff and members of their household | Development or worsening of existing musculoskeletal injuries or health conditions | • In the event of a local lockdown, staff may be working from home. <br>• Working from home can have impact on staff mental health. All staff, including those at school and at home, are part of wellbeing teams with weekly contact. <br>• Staff working from home have had information on DSE eLearning –this makes them aware of how to set-up their workstation and equipment at home so as not to cause additional health risks.  Staff have access to H&S information and support to assist homeworking arrangements such as: <br>     o H&S COVID-19 web page (section on 'How to support employees working from home') <br>• Remote H&S support is available via the Duty Officer by Tel: 01772 538877 or email HS&Q Team at:  health.safety@lancashire.gov.uk <br>• In circumstances where staff are homeworking for more than one month at a time, a Homeworker Checklist & Risk Assessment (see link to above web page) will be completed to identify any issues or concerns.  These can |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | then be discussed with their line manager at school and further actions taken where necessary. |
| 3.5 Manual Handling | Staff | Musculoskeletal injuries | • Staff aware that there are additional staff who can support with moving furniture etc. All staff reminded at training. <br> • A dynamic risk assessment is carried out when moving furniture & resources which takes into account; <br>     o the task being undertaken; <br>     o the capabilities of individual carrying out the task; <br>     o the load being lifted or moved; <br>     o the surroundings (environment). |
| 3.6 Contractors and visitors to site including deliveries | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • Wherever possible, school will minimise visitors entering premises. <br> • Visitors to site including contractors, parents and visitors are limited to essential persons only and wherever possible by appointment only. <br> • Supply teachers, peripatetic teachers and/or other temporary staff are permitted and can move between schools; <br> • They will be instructed to ensure they minimise contact and maintain as much distance as possible from other staff. <br> • Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual; <br> • Essential professionals eg social workers, therapists, OT etc will follow protective measures expected in school with SEND interventions expected as usual. Professionals may have own guidance to follow eg OT attending in PPE. Virtual meetings will be considered where possible. <br> • Contractors must obtain permission before attending site and visits will be outside school hours where possible. <br> • All visitors will follow the school's strict hygiene and social distancing rules e.g. hand washing/sanitisation upon entry. |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | • Office staff are aware of and explain additional hygiene and social distancing rules required by contractors and visitors on arrival. This is reinforced by signage as above. <br> • Office staff sign-in and sign-out all visitors to prevent the handling of pens and paper by multiple people. <br> • A procedure is in place to maintain hygiene of touchscreen sign-in systems each time they are used. In our school hand sanitiser is available at the point of entry and at exit door. <br> • All payments (except in an emergency where cash will be 'quarantined') made online/over the telephone. <br> • Contractors are encouraged to access site asbestos surveys on PAMS prior to a site visit. <br> • The Executive Summary (list of occurrences at the start of the asbestos survey), along with a floorplan of the school with asbestos containing and 'unknown' materials highlighted on it has been printed and laminated for contractors on arrival to site. Conformation of sight of the survey will be signed in the Contractors file by school staff. Laminated sheets handled by the Contractor will be wiped clean using gloves and disinfectant wipes following use; <br> • Contractors/professionals will wear appropriate PPE as determined by their employer, however they may be asked to wear additional PPE (provided by the school) upon arrival e.g. gloves, mask, coveralls, shoe covers, etc. where this is considered necessary. Contractors will comply with any additional PPE or hygiene requirements made by the school prior to entry; <br> • Contractors will keep the time spent on site to a minimum and will make all efforts to only attend site to carry out work during periods of reduced |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | occupation. <br>• Alternative routes around or through the premises will be used as instructed by the school e.g. the school may usher the contractor through a fire escape door to access an adjacent room, rather than walking them through the school to reach their destination. Alternative routes in our school include direct entry to the kitchen, direct entry to the boiler room, direct entry to the site supervisor room, direct entry through hall doors and access to rear of the building via large gates by greenhouse. <br>• With deliveries ordered in bulk, these can be stored in site supervisor storeroom for 72 hours+ before wider use and staff handling will wash hands before and after handling. <br>• Staff handling deliveries will observe good hand hygiene, washing hands using warm running water and soap for a minimum of 20 seconds or using in sanitiser after handling new deliveries that have not been sanitised. <br>• For deliveries through post eg packages, Office staff have agreed protocols which are shared on Orange Sheet. |
| 3.8 Transmission of Covid-19 due to lack of consultation on safe working practices and provision of information & instruction on safe ways of working. | Staff, pupils, visitors, contractors, parents | Spread of infectious disease | • Guidance and training is provided for staff to ensure they understand, and can enforce, the new routines and support pupils in understanding them and are familiar with revised physical arrangements; <br>• Senior leaders within school ensure staff are consulted when considering local arrangements and there is ongoing engagement with staff (including through trade unions and employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments; <br>• Senior personnel, are available to offer support and advice and to monitor the current working arrangements on a daily basis; <br>• All new staff and volunteers are provided with a site induction and |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | adequate information, instruction and training on local health, safety and COVID secure arrangements and their key roles and responsibilities; <br>• Signage, posters and other instructions are displayed to support implementation of COVID secure measures; <br>• Up to date information and guidance on how to manage the risks associated with COVID -19 are available on the Health & Safety Website. |
| 3.9 Staff are not trained in new procedures. | Staff, pupils, visitors, contractors, parents, members of the public | Becoming seriously ill from the effects of coronavirus. | • All stakeholders will be aware of changes to procedures, policies and expectations including children, parents, staff and governing body. Text and letters (on website and/or email) used to disseminate information. <br>• Staff CPD 1st September. A register of attendees taken and follow up CPD as necessary eg paediatric first aiders and use of PPE. <br>• Staff CPD in school so staff can see, question and assist in adapting expectations and procedures on site. <br>• Round robin of training activities linked to specific areas including: <br>    - Cleaning <br>    - Hygiene <br>    - Staff Expectations <br>    - Staff roles <br>    - Social distancing <br>    - Timetable eg staggered starts/lunchtimes <br>    - Procedures eg fire safety <br>    - Orange Sheets <br>    - Curriculum |
| 3.10 Staff are not aware of procedures. | Staff, pupils, visitors, contractors, parents, members of the public | Becoming seriously ill from the effects of coronavirus. | • Following training, staff will require continued reference to new procedures. <br>• In our school, 'Orange Sheets' will be used and displayed throughout the site. These sheets will indicate expectations eg wash hands before |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | entering, only one person… etc for rooms and work areas. |
| **4. CHILDREN** | | | |
| 4.1 Vulnerable & extremely vulnerable pupils with pre-existing health conditions | pupils | Becoming seriously ill from the effects of coronavirus, potential to be life threatening | <ul><li>Shielding advice for all adults and children will pause on 1st August.</li><li>Pupils who were considered to be clinically extremely vulnerable and received a letter advising them to shield are/were advised by the Government that they can/could return to school from 1 August 2020.</li><li>Advice has been updated on after 5th November.</li><li>The majority of children will be able to attend school – some may not due to public health advice eg self-isolating.</li><li>If infection rates rise in local areas, individuals (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore may be temporarily absent.</li><li>Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school. The school works closely with parents of children who are extremely vulnerable to support a return to school, carrying out an individual risk assessment as necessary.</li><li>Remote education (see below) will be available to children not attending.</li><li>There is a requirement that all adults and children who are ill stay at home.</li><li>School applies the measures set out in the government Guidance for full opening: schools as far as is reasonably practicable to reduce the risk to all staff including those who are extremely clinically vulnerable and clinically vulnerable;</li><li>People who live with those who are clinically extremely vulnerable or clinically vulnerable attend the workplace/school as normal;</li></ul> |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | • People who live with those who have comparatively increased risk from coronavirus (COVID-19) attend the workplace/school as normal;<br>• School will work sensitively with any families and children to explore concerns/anxieties and explain procedures etc.<br>• (Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19). |
| 4.2<br>Spread of Covid-19 during transport to and from school | Pupils | Potential spread of infectious disease<br>Pupils stranded or missing | • There is a requirement that all adults and children who are ill stay at home.<br>• The vast majority of our children walk to and from school.<br>• Strategies have been implemented to reduce the use of public transport by pupils to get to and from school particularly at peak times including;<br>⎯Introducing staggered start and finish times to enable travel to take place out of peak times;<br>⎯Staff and pupils are encouraged to walk or cycle to school where possible. For the majority of our children, this is the norm. This includes sharing of a local area map with walking distances.<br>⎯Facilities are in place to store bikes securely.  This will be continually monitored to ensure sufficient facilities are in place to meet demand;<br>• Where this is not possible, use of private transport or a dedicated school bus is recommended.<br>• If public transport has to be used, staff, parents and pupils are advised to follow social distancing rules and to wear a face covering when on public transport.<br>• All children to wash their hands with warm running water and hand soap for at least 20 seconds on arrival to school.  Children and families reminded that children should wash hands when leaving/arriving at |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | home. <br>• Adults dropping off and collecting have been advised to wear face coverings. This is the expectation for staff involved at these times too. <br>• Families who use public transport have been referred to safer travel guidance for passengers which includes guidance on how to wear a face covering. |
| 4.3 <br>Mental Health, Stress and Anxiety | Pupils | Increased levels of stress/anxiety and lower than normal levels of wellbeing | • The school recognises that mental health of children may have been adversely affected during the COVID-19 crisis. The new approach to schooling may impact on mental health. <br>• School staff have had ACE Awareness training and school has an established and effective pastoral team. <br>• Staff monitor wellbeing and record concerns through CPOMS system as per usual expectations. <br>• Designated member of staff – Learning Mentor - linked to pupil wellbeing. <br>• Curriculum time will be used to support children's wellbeing directly eg PSHE lessons and indirectly eg through activities such as exercise and arts. <br>• Resources – both physical and online as well as human eg CAMHS – available. <br>• School has access to bereavement support (through Lancashire) if necessary. <br>• The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. |
| 4.4 <br>FSM entitled children to receive meals. | Pupils | Lack of nutrition | • Children in school are entitled to FSM provided by LCC Catering. <br>• LCC Catering allows two options – hot meal in dining hall or packed lunch in classroom. <br>• Dining hall is being used at lunchtimes with two classes using it at a time. |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | Each class sits along one side of the fold out table/chairs and tables are cleaned between sittings.  Lunch starts at 11:30 and finishes at 1:30.<br>• Children entitled to FSM received vouchers over the Summer holidays and Edenred Voucher system is to be used for children who are self-isolating. |
| 4.5<br>Lack of clean clothes may increase risk of virus spreading. | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • Parents to be made aware that uniforms do not need to be cleaned any more often than usual nor do they need to be cleaned using different methods.<br>• Children to come to school and stay in same clothes eg no changing in to PE kit.<br>• Children to attend school in uniform and PE kit on days when PE lessons timetabled to support cleaning and limit amount brought in each day. |
| **5. CLEANING AND HYGIENE** | | | |
| 5.1<br>Spread of COVID-19 virus via germs on surfaces and furniture within the building – BEFORE ARRIVAL | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • There is a requirement that all adults and children who are ill stay at home.<br>• Guidance and training provided for staff to ensure they understand, and can enforce, the new routines and support pupils in understanding them and are familiar with revised physical arrangements, well in advance on when wider opening begins.<br>• Tissues are readily available in the areas being used. Every classroom has a first aid tray including tissues. These are checked daily and sufficient reserves are held in stock.<br>• Hand sanitiser has been made available in all classrooms and adult spaces eg lobby, staff room etc.<br>• An enhanced cleaning schedule has been implemented including additional cleaning during the school day<br>• Enhanced cleaning schedule is followed for frequently touched objects such as door and window handles, taps, table tops, learning resources, |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | computer equipment, telephones and bathroom facilities (see new Cleaning Protocols documents). |
| | | | • An additional cleaner has been employed for the morning and for middle of the day. |
| | | | • All occupied areas will be thoroughly cleaned at the end of the day and/or start of the day (see Cleaning Protocols). |
| | | | • Shared cleaning protocols document allows for monitoring. |
| | | | • Staff have been instructed on cleaning and sanitising requirements including the use of chemicals and cleaning materials and instructions on the use of PPE. CPD on cleaning caddy in classroom. Cleaning staff have had training on Cleaning Protocols. Welfare staff have had training on cleaning classrooms and shared areas at midday. |
| | | | • PPE is provided for staff to wear during cleaning activities and must be worn as instructed e.g. gloves and aprons. |
| | | | • Waste cleaning materials are disposed of in the usual way unless it is confirmed or suspected that they are contaminated as a result of a member of staff of pupil displaying symptoms. All waste (Mon to Fri) will be stored in shipping container until Friday pm when in to bin. Bin collection is Tuesday. This will allow all waste to be out of contact for 72+ hours. |
| | | | • COSHH risk assessments are in place and followed for cleaning products and have been shared with staff as necessary. |
| | | | • Staff have been trained in use of buckets with diluted bleach. The 5 litre container has a pump and the appropriate measure is pumped directly in to a bucket of water which is on the ground. |
| | | | • To facilitate social distancing and to limit the amount of touchable surfaces, unnecessary items have been removed from classrooms and |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | other learning environments and placed in storage where they do not pose increased trips or fire risks. In our school, storage includes library area and site supervisor store room. <br> • Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) have been removed where this will not impact on quality of education. <br> • As the ability to social distance in early years setting is limited, additional attention is given to the cleaning regime and hygiene including additional cleaning through the day as needed using cleaning caddies and ensuring resources kept within classroom. <br> • In Reception Class the use of soft toys and toys with intricate parts or that are otherwise hard to clean are not in use where this will not impact on quality of education. Resources are cleaned using Milton and plastic basket approach. <br> • Waste bins are emptied at least daily or more often as necessary and the contents disposed of safely. New pedal controlled flip lid bins for all classrooms and communal spaces. <br> • Disposable products – gloves and aprons – to be disposed of following cleaning. <br> • Where blue paper towel is used this is disposed of. <br> • Where cloths are used, these are soaked in bucket of bleach dilution and dried in locked cleaning room. <br> • A strict colour coding system of cleaning equipment is in place to reduce the risk of cross contamination. |
| 5.2 <br> Spread of COVID-19 virus via germs on surfaces and | Staff, pupils, visitors, contractors, parents, members of the | Potential spread of infectious disease | • Guidance and training provided for staff to ensure they understand, and can enforce, the new routines and support pupils in understanding them and are familiar with revised physical arrangements. |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| furniture within the building – ON ARRIVAL | public | | • All staff, pupils and visitors are required to follow guidelines re washing hands thoroughly with warm running water and hand soap for at least 20 seconds upon arrival on site and/or use the hand sanitiser at the point of entry. <br> • Posters are displayed on good hand washing technique and government guidelines on good hygiene/social distancing; <br> • Everyone follows the Catch it, Bin it, Kill it guidance to catch coughs and sneezes in tissues and throw them in the bin immediately (hands to be washed immediately after disposal). Child friendly and PHE posters display this message throughout the school. <br> • Tissues are readily available in the areas being used. Every classroom has a first aid tray including tissues. These are checked daily and sufficient reserves are held in stock. <br> • Hand sanitiser has been made available in all classrooms and adult spaces eg lobby, staff room etc. <br> • Staff have been instructed to limit personal items on the premises. |
| 5.3 <br> Spread of COVID-19 virus via germs on surfaces and furniture within the building – DURING THE DAY | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • All staff and pupils to wash their hands/hand sanitise more frequently, particularly before eating and drinking, administering first aid, before and after playtime/breaks, after using shared resources and after using the toilet. The school phrase of 'we wash, we do' is the expectation of adults and children. <br> • Posters are displayed on good hand washing technique and government guidelines on good hygiene/social distancing; <br> • Pupils are reminded to avoid touching their faces whenever possible particularly with unwashed hands. <br> • Everyone follows the Catch it, Bin it, Kill it guidance to catch coughs and sneezes in tissues and throw them in the bin immediately (hands to be |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | washed immediately after disposal). Child friendly and PHE posters display this message throughout the school. |
| | | | • Tissues are readily available in the areas being used. Every classroom has a first aid tray including tissues. These are checked daily and sufficient reserves are held in stock. |
| | | | • Pupils are reminded how to catch coughs and sneezes if a tissue is not readily available i.e. in the crook of the elbow rather than in the hands; |
| | | | • Hand sanitiser has been made available in all classrooms and adult spaces eg lobby, staff room etc. |
| | | | • At the end lunchtime, tables in the dining area will be cleaned by LCC Catering staff. During lunch sittings, additional welfare employed to assit in cleaning and serving meals. |
| | | | • Children in lunches in the hall will be using one side of the tables to avoid face to face in line with classroom seating. |
| | | | • Additional cleaning of high contact surfaces eg taps, door handles etc by additional cleaning staff in middle of the day. |
| | | | • Outdoor equipment, eg sports resources, will be used by a single 'bubble'. |
| | | | • Climbing area is to be used by one bubble. This is to lower potential number of first aid injuries as well as reduce potential spread of disease. |
| | | | • Shared cleaning protocols document allows for monitoring. |
| | | | • Staff have been instructed on cleaning and sanitising requirements including the use of chemicals and cleaning materials and instructions on the use of PPE. CPD on cleaning caddy in classroom. Cleaning staff have had training on Cleaning Protocols. Welfare staff have had training on cleaning after lunch. |
| | | | • Teaching staff are responsible, using the classroom caddy, for cleaning of used resources etc as they will know what has been used. |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | • PPE is provided for staff to wear during cleaning activities and must be worn as instructed e.g. gloves, aprons etc. <br> • Waste cleaning materials are disposed of in the usual way unless it is confirmed or suspected that they are contaminated as a result of a member of staff of pupil displaying symptoms. All waste (Mon to Fri) will be stored in shipping container until Friday pm when in to bin. Bin collection is Tuesday. This will allow all waste to be out of contact for 72+ hours. <br> • COSHH risk assessments are in place and followed for cleaning products and have been shared with staff as necessary. <br> • Stationery and other equipment is not shared where possible by either staff or pupils. Children, Y1 to Y6, have their own pencil case, provided by the school, kept in their tray. <br> • Classroom based resources eg maths kit boxes can be used and shared within bubble. These will be cleaned using Milton and wipes as required. <br> • Resources shared between classes will be kept to a minimum and will be cleaned meticulously between bubbles or unused for 48 hours (72 hours for plastics). The school is well resourced and ideally eg PE equipment will remain with a class throughout the unit. <br> • Children will be reading books and taking books to and from home. This is in line with guidance on importance of reading. Classes will have own selection of books, book bag boxes (handled by staff) and books will be wiped and taken out of circulation for 72+ hours. <br> • Good housekeeping is maintained at all times. <br> • Waste bins are emptied at least daily or more often as necessary and the contents disposed of safely. New foot pedal controlled flip lid bins have been ordered for all classrooms and communal spaces. |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | • A strict colour coding system of cleaning equipment is in place to reduce the risk of cross contamination. |
| 5.4 Spread of COVID-19 virus via germs on surfaces and furniture within the building – FOLLOWING CONTAMINATION | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • Shared cleaning protocols document allows for monitoring. <br> • Staff have been instructed on cleaning and sanitising requirements including the use of chemicals and cleaning materials and instructions on the use of PPE. <br> • PPE is provided for staff to wear during cleaning activities and must be worn as instructed e.g. gloves, aprons etc. <br> • COSHH risk assessments are in place and followed for cleaning products and have been shared with staff as necessary. <br> • The school will follow the procedures as set out in the Government guidance Cleaning in Non-Health Care Settings following a confirmed or suspected case of COVID-19 on site; <br> • Contaminated or suspected contaminated waste will be double bagged, labelled and stored for 72 hours before being disposed of with general waste. This will be kept in shipping container. <br> • Where it is not possible to store waste for 72 hours, arrangements will be made for collection by the school's specialist clinical waste contractor. <br> • A strict colour coding system of cleaning equipment is in place to reduce the risk of cross contamination. |
| **6. SYMPTOMS and TESTING** | | | |
| 6.1 Staff or pupil displaying signs of COVID-19 whilst in school | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • Staff, parents and pupils are made aware of the virus symptoms; <br> • There is a requirement that all adults and children who are ill stay at home. <br> • Staff, other adults and pupils are instructed not to come into school if they or members of their household have coronavirus (COVID-19) symptoms, in-line with the guidance for households with possible |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | coronavirus infection; |
| | | | • Staff or pupils showing COVID-19 symptoms are sent home, reminded to self-isolate for 10 days and instructed to arrange a test to see if they have COVID-19; |
| | | | • Staff and parents are advised that other members of their household (including any siblings) should self-isolate for 14 days from date of onset of symptoms. |
| | | | • Education Guidance posters by PHE on display around school. Staff made aware of symptoms at training. |
| | | | • Regular communication (posters, T2P, letters etc) reinforces key messages to families. |
| | | | • If a pupil displays symptoms their parent/carer will be required to take them home.  Where this is not immediately possible, the pupil will be placed in a separate room until they can be collected, whilst being mindful of the individual pupils' needs; |
| | | | • Ideally, a window will be opened in the room for increased ventilation. In our school, the best located room for this purpose is the central first aid room. Whilst this does not have window ventilation it does have fan ventilation, wipeable surfaces, a bed and toilet, sink facilities and is centrally located for collection. |
| | | | • If it is not possible to isolate the pupil e.g. if it causes them undue distress or they need to remain under adult observation, an assessment will be carried out to see whether it is sufficient to move them to an area which is at least 2 metres away from others; |
| | | | • If an individual (adult or child) showing COVID-19 symptoms, needs to use the toilet while waiting to go home, they will use a separate toilet if possible (see above).  The toilet will then be cleaned and disinfected |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | before being used by anyone else;<br>• The area around the person with symptoms will be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people as per the COVID-19: cleaning of non-healthcare settings guidance;<br>• When caring for someone with symptoms of coronavirus (COVID-19) a face mask should be worn if a distance of 2 metres cannot be maintained. If direct contact is necessary, then gloves, an apron and a face mask should be worn;<br>• If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn by the supervising adult.<br>• Staff who have assisted someone who has taken ill with COVID-19 symptoms and any pupils who have been in close contact with them, will wash their hands with warm, running water and soap for a minimum of 20 seconds. They do not need to go home unless they display the symptoms themselves or are advised to do so by NHS Test and Trace, the School or Local Health Protection Team;<br>• Staff and parents are advised that other members of their household (including any siblings) should self-isolate for 14 days from date of onset of symptoms;<br>• Engagement with NHS Test and Trace is expected by all children and staff.<br>• Children are eligible for testing and school will inform parents on how to do this and request to be informed of outcome. Following outcome, guidance from PHE will be followed.<br>• Staff and parents have been instructed to inform school immediately of the results of a test so that an assessment can be made of the potential |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | impact on school;<br>• If someone tests negative, if they feel well and have been without a fever for 48 hours they can stop self-isolating. They may still have another virus, such as a cold or flu, therefore it is still advisable to avoid contact with others until they recover. However other members of their household can stop self-isolating; |
| 6.2<br>Staff or children not knowing how to access testing. | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • Engagement with NHS Test and Trace is expected by all children and staff.<br>• Staff and children in all settings are eligible for testing if they begin to display symptoms, as will symptomatic members of their households.<br>• Staff to be tested and this can be arranged through school or as a member of the public.<br>• Parents are able to access testing using 111 online service if child is over 5 or call 119 if child is aged under 5.<br>• Staff working at quieter times, eg cleaning staff or site supervisor, must follow this procedure and inform their line manager (by phone if necessary) straight away. |
| 6.3 Staff, pupils & household members test positive for COVID-19 | Staff, pupils, visitors, contractors, household members | Potential spread of infectious disease | • If someone tests positive, they are instructed to follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' self-isolating for at least 10 days from the onset of their symptoms, or from their test day if they are asymptomatic, and will only be allowed to return to school when they have been without a fever for at least 48 hours; they can return to school after 10 days even if they still have a cough or loss of sense of smell/taste as these symptoms can last for several weeks after the infection has gone. They will be advised that other members of their household must continue self-isolating for the full 14 days;<br>• For each single confirmed COVID-19 case the school will establish key |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | details e.g.: <ul><li>○ Onset date of the illness, date on which they were tested and their dates of attendance at school;</li><li>○ Their year group / bubble / class;</li><li>○ If they were in school whilst infectious (see below);</li><li>○ Number of close contacts (see below);</li></ul> • The above information will be submitted to the Local Authority using the secure on-line LCC click sheet: https://lancashire-self.achieveservice.com/service/Report_of_Confirmed_Covid19_Cases_in_School <br><br>• Where the staff member or pupil has been in school during the infectious period for COVID-19 i.e. 2 days before the onset of their symptoms, the school will undertake a rapid risk assessment to identify the bubble to which the pupil or staff member is allocated and/or any other staff or pupils who have been in close contact with them during the 48 hours prior to the onset of their symptoms; **if the staff member / pupil has not been in school the 2 days before the onset of their symptoms the school do not need to take any further action**; <br><br>• Based on the outcome from the rapid risk assessment, school will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means: <br>— direct close contact - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin); <br>— proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual; |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | — travelling in a small vehicle, i.e. a car, with an infected person;<br>• School will follow the guidance in the latest PHE (Lancashire) Schools Resource Pack (circulated to schools via the Schools Bulletin) which provides advice on managing positive cases and who to contact for help.<br>• School will keep a record of pupils and staff in each group (bubble) and any close contact that takes places between children and staff in different groups. School will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others;<br>• Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms;<br>• If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they are instructed to follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and instructed to get a test;<br>• If the test is negative they are instructed to remain in isolation for the remainder of the 14-day isolation period as they could still develop the coronavirus (COVID-19) within the remaining days;<br>• If the test result is positive, they are instructed to inform school immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period);<br>• They are advised that their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms. |
| **7. FIRST AID and PPE** | | | |
| 7.1 | All building | Untreated injuries, | • Pupils who require first aid will continue to receive care in the same way; |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| Administering first aid during COVID1-19 Pandemic | occupants | potential spread of infectious disease | No additional PPE is needed because of COVID-19 for any pupil who does not have symptoms.<br>• When caring for someone with symptoms of coronavirus (COVID-19) a face mask should be worn if a distance of 2 metres cannot be maintained. If direct contact is necessary, then gloves, an apron and a face mask should be worn;<br>• If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn by the supervising adult.<br>• Staff who have assisted someone who has taken ill with COVID-19 symptoms and any pupils who have been in close contact with them, will wash their hands with warm, running water and soap for a minimum of 20 seconds. They do not need to go home unless they display the symptoms themselves or are advised to do so by NHS Test and Trace or Local Health Protection Team;<br>• First Aiders are aware of and follow the Government guidance for first responders. This has been shared at training and is on display for staff by central first aid room.<br>• The First Aid systems have been audited and additional PPE needed during the COVID-19 pandemic including provision of disposal gloves, disposal plastic aprons and fluid repellent surgical face masks sourced;<br>• In additional to school PPE, additional resources have been provided to all schools by the government.<br>• First Aid at lunchtimes includes a nominated welfare and a specific caddy of resources to be used outside where possible.<br>• First aiders will pay particular attention to sanitation measures immediately before and following the administration of first aid; washing |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | their hands with warn running water and soap for a minimum of 20 seconds. |
| 7.2 Reduced first aid provision | All building occupants | Untreated injuries | • Daily consideration is given in case of reduced level of first aid provision on site. <br> • Changes to the first aid arrangements shared via whiteboard in the staffroom and discussions with leadership. <br> • As a minimum, an Appointed Person will be delegated to take charge in an emergency situation. <br> • In the event of an incident requiring first aid, should there be no nominated first aider available, the Appointed Person can seek advice from the NHS by calling 111/119 and asking for medical advice, or call the emergency services on 999 to request an ambulance. <br> • In our setting there are 5 paediatric first aiders (expiring 25.05.21 or 16.07.22) and 12 first aiders (all expiring in 2022). |
| 7.3 Need for Personal Protective Equipment (PPE) | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • Staff are aware of the need to use the appropriate PPE when completing specific tasks e.g. cleaning; <br> • PPE is sourced through the schools usual procurement routes. School has sourced PPE as well as taken delivery sourced by LCC. <br> • If appropriate PPE cannot be obtained through the usual procurement routes the Headteacher will request support from the Local Resilience Forum via their Headteacher or Chair of Governors. <br> • In additional to school PPE, additional resources have been provided to all schools by the government. <br> • Disposable gloves and aprons are worn during normal cleaning regimes. <br> • Disposable gloves and impermeable aprons must be worn when cleaning areas that have been occupied by someone displaying symptoms of COViD-19. |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | • A poster outlines necessary PPE for first aid. A dynamic risk assessment should be carried out on individual circumstances before deciding if it is appropriate to also wear a fluid repellent surgical face mask and eye protection if there is a risk of splashing of bodily fluids and/or airborne contaminates. <br>• Staff are provided with information and instruction on the use and disposal of PPE including face masks. Staff trained on expectations and use of PPE – linked to cleaning, first aid and around symptoms. <br>• Posters on donning and offing on display <br>• PHE posters, in line with government guidance, indicating correct use of PPE are displayed by first aid areas. https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures. <br>• Further guidance is available on safe working in education, childcare and children's social care . |
| 7.4 <br>Dealing with emergency situations including accidents, security and evacuation during the COVID-19 pandemic | All building occupants | Untreated injuries, potential spread of infectious disease | • In an emergency, e.g. an accident or fire, people do not have to stay 2m apart if it would be unsafe but should do so where this is possible; <br>• First Aiders are aware of and follow the Government guidance for first responders; <br>• Pupils who require first aid will continue to receive care in the same way; No additional PPE is needed because of COVID-19 for any pupil who does not have symptoms; <br>• When administering first aid to an adult a face mask should be worn if a distance of 2 metres cannot be maintained. If direct contact is necessary, gloves, an apron and a face mask should be worn; <br>• If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing or vomiting, eye protection will also be worn by the |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | first aider; <br>• Staff involved in the provision of assistance to others in an emergency including first aid are instructed to pay particular attention to sanitation measures immediately afterwards including washing hands for 20 seconds under warm, running water or using hand sanitiser; |
| 7.5 <br> First Aid during the day leads to children in different spaces. | All building occupants | Potential spread of infectious disease | • First Aid trays in classrooms with basic resources. First Aid area in centre of building can be used as needed. <br>• First Aid at lunchtime (time of most first aid injuries) to be the responsibility of one member of welfare. Member of staff has a portable kit and to be based outside in central area. <br>• Play/lunchtimes in different areas and at staggered times will reduce number of first aid incidents. <br>• Portable kit kept in staff room by door to playground. This can also be used at playtimes. |
| 8. SOCIAL DISTANCING including on TRANSPORT | | | |
| 8.1 <br> Spread of COViD-19 virus via air borne particles – PHYSICAL ENVIRONMENT ALTERATIONS | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • The school has applied the Government's principles of keeping groups separate (bubbles), keeping bubble sizes as small as is reasonably practicable and maintaining social distancing based on the age and ability of the pupils and the feasibility of measures when offering a broad curriculum. <br>• Children are taught within a bubble of the class. Bubbles are a consistent group and this reduces risk of transmission. <br>• Consistent group within our school is the children within a year group, the teacher and teaching assistants. <br>• All teachers and other staff, in line with the guidance, can operate across different classes in order to facilitate the delivery of the school timetable. Adults can still work across groups to ensure a full educational offer. |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | • In line with guidance, additional adults will be involved in our school eg PPA teacher, welfare and specialist professionals. |
| | | | • Schools are able to resume breakfast and after school provision. This ideally is in consistent groups and our children use the spacious school hall for both clubs with bubbles having their own table and resources. |
| | | | • Room layouts and table settings in class have been adjusted to allow for children to sit side by side and facing forwards (Y2 to Y6). Year 1 and Reception education would be impacted negatively by this approach. |
| | | | • Room layout in Year 1 allows as much space as possible between groups of children, allocated seat and resources and space for adults to maintain social distancing where possible. |
| | | | • Room layout in Reception includes carpet spaces, areas (craft, role play etc) and tables. Number of children at each area will be capped with children taught expectations. |
| | | | • As the ability to social distance in Reception is limited, additional attention is given to cleaning and hygiene. For example, there will be table sharing over the course of the day so these will need regular cleaning using class caddy. |
| | | | • In Reception the use of soft toys and toys with intricate parts or that are otherwise hard to clean are not in use. |
| | | | • Pupils will remain in their bubbles at all times each day, and different groups will not mix during the day, or on subsequent days. |
| | | | • The teacher and pupils within an individual group will use the same classroom or area of a setting throughout the day. |
| | | | • Dining hall is being used at lunchtimes with two classes using it at a time. Each class sits along one side of the fold out table/chairs and tables are cleaned between sittings.  Lunch starts at 11:30 and finishes at 1:30. |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | • All classrooms are accessed directly from outside.<br>• Physical layout of school site allows for the middle of the building to be only used by staff with children able to access all their needs at either end of the building.<br>• A 'walk on the left' expectation along corridors is in operation.<br>• Staff room furniture has been reconfigured to maintain social distancing and reduce face to face contact. Staff chairs have been replaced with adult plastic chairs from meeting room. This will allow them to be cleaned effectively.<br>• Specific toilet areas are designated to different groups of children eg Y6 and Y5 to use named cubicles in Boys KS2 toilets.<br>• Access to the toilets will be controlled to limit the number of pupils who use them at one time in order to manage social distancing. 1 child per room to use designated toilet at any time leading to a maximum of 2 children in KS2 toilet areas and 6 children in larger KS1 toilet area. Whilst staff will promote a 1 child at a time approach to use of the toilet, there are 2 toilets for Years R, 1 and 2 due to their age and to reduce accidents.<br>• As far as practicable groups will be kept apart with only brief transitory contact if this is unavoidable eg passing each other in corridor going to/from toilet.<br>• Measures have been put in place to protect office staff when dealing with contractors, parents and visitors.  Hatch will be closed in reception areas. Only two adults will be allowed in office and staff wishing to communicate with office will talk through hatch by dining room. Expectations shared on Orange Sheet.<br>• The occupancy of the school office is restricted to ensure social distancing can be observed. |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | • Shared work areas are avoided wherever possible. Where this is not possible work areas to be thoroughly sanitized before and after use by different people. Expectations shared on Orange Sheet at these areas eg Photocopier, staff room computer. |
| 8.2 Spread of COViD-19 virus via air borne particles – TIMETABLE ALTERATIONS | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • The school has applied the Government's principles of keeping groups separate (bubbles), keeping bubble sizes as small as is reasonably practicable and maintaining social distancing based on the age and ability of the pupils and the feasibility of measures when offering a broad curriculum.<br>• Guidance on Social Distancing adhered to as much as possible within a school setting.<br>• It is recognised in guidance that primary aged children will not be able to maintain social distancing and it is acceptable for them not to social distance within their group.<br>• Pupils have been placed in 'class bubbles' and interaction between other classes minimised as far as is reasonably practicable.<br>• In our school, pupils will remain in the class bubble at all times each day, and different bubbles will not mix during the day, or on subsequent days.<br>• Children in early years settings are kept in small groups as far as possible. In Reception, the class is the bubble, and areas of learning within the classroom involve a cap on numbers at each table/area etc.<br>• Children in Year 1 are kept within class bubble and within the classroom some groups of tables are used.<br>• Staggered drop off and collection allows KS2 cloakroom to be used whilst monitored by staff. KS1 and EY classrooms have separate cloakroom areas.<br>• Breaks will be staggered (KS2 together and KS1/EY together) to ensure all |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | children have access to large marked out space, with own equipment, which their bubble will use. |
| | | | • Children in different bubbles are not to play together at break times. This is supported through demarcated areas. |
| | | | • Dining hall is being used at lunchtimes with two classes using it at a time. Each class sits along one side of the fold out table/chairs and tables are cleaned between sittings.  Lunch starts at 11:30 and finishes at 1:30. |
| | | | • Pupils are kept in consistent groups during P.E and outdoor sports are prioritised where possible. |
| | | | • In our school, PE is currently delivered to the class by the teacher. |
| | | | • When indoor sport is unavoidable, the hall is used maximising distancing between pupils and attention is given to cleaning and hygiene and time is allowed for setting up tables etc as needed. |
| | | | • Where necessary external facilities are also used in line with government guidance for the use of, and travel to and from, those facilities. At this stage school has used Borwick Hall for day visits and are consulting guidance for when swimming resumes and the additional procedures this will be add. |
| | | | • Additional space for staff breaks and lunch created by using other parts of the school not in use eg children's kitchen. |
| | | | • Children's Kitchen is an additional staff room with tea/coffee/meal facilities. Three blue picnic tables are located around the school grounds for staff to use on breaks. |
| | | | • As far as practicable, bubbles will be kept apart with only brief transitory contact if this is unavoidable eg passing each other in corridor going to/from toilet. |
| | | | • Arrangements are in place for parents/carers to drop off and collect |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards**<br>(something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls**<br>(actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | children at specified times, without physically entering the building. Parent with child(ren) will queue at social distance (demarcated by 2m spots) on red pathway to main entrance. Entry will be via this gate and exit via gate by Willow Tree. Route demarcated throughout with 2m spacing. |
| 8.3<br>Spread of COViD-19 virus via air borne particles – BEHAVIOURAL ALTERATIONS | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • There is a requirement that all adults and children who are ill stay at home.<br>• The school has applied the Government's principles of keeping groups separate (bubbles), keeping bubble sizes as small as is reasonably practicable and maintaining social distancing based on the age and ability of the pupils and the feasibility of measures when offering a broad curriculum.<br>• Door wedges to be used on key doors during the school day to improve ventilation and remove high contact areas from circulation. Door wedges to be removed at the end of the school day and during evacuation of building during a fire. School is currently in process of arranging fire alarm linked magnetic door stops.<br>• The children within an individual class will use the same classroom or area of a setting throughout the day.<br>• A 'walk on the left' expectation along corridors is in operation.<br>• Handwashing/sanitising areas and times staggered around break times to limit number of pupils using them at any time.<br>• Lunch breaks are staggered with four sittings in the dining hall and a rolling three use of outside space. This allows for designated own space outside and time for cleaning tables between sittings. Bubbles have their own resources for play outside. Each class has an hour lunch.<br>• Additional space for staff breaks and lunch created by using other parts of |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | the school not in use eg children's kitchen.<br>• Children's Kitchen is an additional staff room with tea/coffee/meal facilities. Three blue picnic tables are located around the school grounds for staff to use on breaks.<br>• Specific toilet areas are designated to different groups of children eg Y6 and Y5 to use named cubicles in Boys KS2 toilets.<br>• Pupils will be encouraged to socially distance themselves from staff wherever possible.<br>• Parents/carers will not enter the school unless absolutely necessary, where this is unavoidable they will be instructed to follow handwashing and social distancing guidelines. These are on display in lobby area, have been shared via letter and will be reinforced by office staff.<br>• Arrangements are in place for parents/carers to drop off and collect children at specified times, without physically entering the premises Parent with child(ren) will queue at social distance (demarcated by 2m spots) on red pathway to main entrance. Entry will be via this gate and exit via gate by Willow Tree. Route demarcated throughout with 2m spacing.<br>• Parents have been advised that only one parent should accompany their child to the school entrance. School is aware that parent may need to bring siblings (eg pre-school or school aged but not currently attending) with them to ensure their safety.<br>• Parents are advised to wear face coverings at drop off and collection and staff involved follow this expectation.<br>• Meetings to be held via remote working tools where possible and suitable.<br>• When necessary will a face to face meeting take place.  This will be with |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | the minimum number of participants, whilst observing social distancing rules either in a ventilated room. <br> • Measures have been put in place to protect office staff when dealing with contractors, parents and visitors. Hatch will be closed in reception areas. Only two adults will be allowed in office and staff wishing to communicate with office will talk through hatch by dining room. Expectations shared on Orange Sheet. <br> • Wherever possible, contractors, parents and visitors should only attend by prior appointment and contractors outside of school hours. <br> • Shared work areas are avoided where possible. Where this is not possible work areas to be thoroughly sanitized before and after use by different people. Expectations shared on Orange Sheet at these areas eg Photocopier, staff room computer. |
| 8.4 <br> Spread of Covid-19 during travel to and from school on public transport | Staff, pupils, household members, members of the public | Potential spread of infectious disease Pupils stranded or missing | • There is a requirement that all adults and children who are ill stay at home. <br> • The majority of our children walk to school. A walking map has been shared via the website. <br> • Strategies have been implemented to reduce the use of public transport by pupils to get to and from school particularly at peak times including; <br> — Introducing staggered start and finish times to enable travel to take place out of peak times; <br> — Staff and pupils are encouraged to walk or cycle to school where possible. For the majority of our children, this is the norm. This includes sharing of a local area map with walking distances. <br> — Facilities are in place to store bikes securely. This will be continually monitored to ensure sufficient facilities are in place to meet demand; <br> • Where this is not possible, use of private transport or a dedicated school |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | bus is recommended. |
| | | | • If public transport has to be used, staff, parents and pupils are advised to follow social distancing rules and to wear a face covering when on public transport. |
| | | | • All children to wash their hands with warm running water and hand soap/ or hand sanitise for at least 20 seconds on arrival to school. Children are advised to wash hands upon leaving and returning to home. |
| | | | • Families who use public transport have been referred to safer travel guidance for passengers which includes guidance on how to wear a face covering. |
| 8.5 Spread of Covid-19 during travel to and from school on dedicated transport | Staff, pupils, household members, members of the public | Potential spread of infectious disease Pupils stranded or missing | • School does not have dedicated transport eg school bus at the start/end of the school day. |
| | | | • School will however be using coach companies in event of day educational visits and will follow the same procedures. |
| | | | ---------------------------- |
| | | | • *Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. Therefore the usual social distancing measures will not apply from the autumn term 2020 on dedicated transport;* |
| | | | • *The approach to dedicated transport has been aligned as far as possible with the principles underpinning the system of controls set out in school and where possible takes into account how pupils are grouped together at school;* |
| | | | • *Hand sanitiser is used upon boarding and/or disembarking transport;* |
| | | | • *Assurances have been given by transport providers that transport is cleaned regularly and that high touch points are sanitised prior to a school pick up/drop off;* |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | • *A system is in place to manage queuing, boarding and disembarking from transport to prevent unnecessary close contact with others;* <br> • *Where possible social distancing within vehicles will be maintained;* <br> • *Pupils over the age of 11, are required to wear face coverings if they are likely to come into very close contact with people outside of their group or who they do not normally meet;* <br> • *Additional dedicated school transport services have been put in place to reduce the number of pupils needing to use public transport;* <br> • *School have been assured that transport providers, as far as possible, follow hygiene rules and try to keep distance from passengers;* <br> • *School have been assured that drivers have been instructed that they must not undertake duties for school if they or a member of their household are displaying any symptoms of coronavirus;* <br> • *Staff to wear appropriate PPE such as a fluid resistant disposable face mask when supporting pupils with complex needs who require assistance to access the vehicle or fasten seatbelts; Immediately after assisting pupils staff will wash their hands thoroughly with warm running water and hand soap for at least 20 seconds.* |
| 8.6 Transmission of Covid-19 through airborne particles and through handling of face masks. | Staff, pupils, household members, members of the public | Potential spread of infectious disease | • Pupils reminded to not touch face and to wash hands as needed. <br> • In our school, face coverings will not be worn by children and staff. <br> • Staff may choose to wear coverings in staff communal areas if it helps to reduce any anxiety. <br> • Face coverings (and other PPE) will be worn by visitors as per their own guidance eg Occupational Therapist. <br> • Face coverings are to be worn by visitors and in communal areas eg a social worker on arrival and in corridor but not when working with children. |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | • A small contingency of face coverings and visors are available for visitors and staff as needed.<br>• Parents are advised to wear face coverings at drop off and collection and staff involved follow this expectation.<br>• Pupils have been instructed not to touch the front of their face covering during use or when removing them on arrival at school.<br>• Guidance states that reusable face coverings must be placed in a plastic bag that the wearer has brought with them and stowed in a safe place such as a school bag to be taken home. For young children this involves levels of responsibility that lead to risk therefore pupils will remove face coverings and hand to parents at drop off. Parents will be responsible for maintaining their cleanliness.<br>• All children will wash their hands on arrival at school.<br>• Guidance states that a covered bin is in place for non-reusable face coverings on arrival at the school grounds. Covered bins are in place throughout the school and can be used should procedure not be followed by parents however, as above, responsibility for face masks will rest with parents at collection/drop off.<br>• Contents of bins will be disposed of as normal domestic waste (see above) unless the wearer has symptoms of Covid-19 in which case it will be disposed of in line with the guidance on cleaning for non-healthcare settings. |
| **9. BEHAVIOURS in SCHOOL** | | | |
| 9.1<br>Behavioural Policy to meet new expectations. | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • There is a requirement that all adults and children who are ill stay at home.<br>• Addendum to School Behaviour Policy to include reference to areas identified by government guidance including: |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | o following any altered routines for arrival or departure<br>o following school instructions on hygiene, such as handwashing and sanitising<br>o following instructions on who pupils can socialise with at school<br>o moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)<br>o expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands<br>o tell an adult if you are experiencing symptoms of coronavirus<br>o rules about sharing any equipment or other items including drinking bottles<br>o amended expectations about breaks or play times, including where children may or may not play<br>o use of toilets<br>o clear rules about coughing or spitting at or towards any other person<br>o clear rules for pupils at home about conduct in relation to remote education<br>o rewards and sanction system where appropriate<br>• Children to follow new dress code policy as outlined in 4.5.<br>• Curriculum time to be used to reinforce expectations.<br>• Children are only allowed to bring essentials into school each day including school bag, lunch boxes, hats, coats and books. Whilst some schools include stationery and mobile phones in this list, the former are provided by school and the latter are the exception agreed with the headteacher and stored in the office.<br>• Children to limit the amount of equipment brought to school eg coat, |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | book bag and packed lunch. <br> • Book bags will be taken to classroom with packed lunches stored with coats in an area specific to that class. <br> • Children will wear PE kit for the whole day on PE days. <br> • In response to infection, school will encourage parents to engage with NHS Test and Trace. |
| 9.2 <br> Staff behaviours in line with new expectations. | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • There is a requirement that all adults and children who are ill stay at home. <br> • Staff training 1st September 2020 includes… <br>      - Cleaning <br>      - Hygiene <br>      - Staff Expectations <br>      - Staff Roles <br>      - Social distancing <br>      - Timetable eg staggered starts/lunchtimes <br>      - Procedures eg fire safety <br>      - Orange Sheets <br>      - Curriculum <br>      - KCSIE updates <br> • Staff are all in wellbeing teams and have a nominated member of staff to discuss concerns and wellbeing with. This avenue will also provide the initial route for reminding staff of behaviour expectations. <br> • All staff have been made aware (at staff training) that it is non-confrontational to identify unease with a situation with the phrase 'I feel uncomfortable about…eg you three standing together'. Etc. <br> • Staff showing symptoms are sent home and reminded to self-isolate following current government guidance for staying at home. Staff to be |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | tested (see 6.2) and this can be arranged through school or as a member of the public. |

- Staff to inform school of results so that necessary actions can be followed through and staff to engage with NHS Test and Trace.
- Within the classroom, adults will socially distance from each other. Staff to avoid close face to face contact and minimise time spent time within 1 metre of anyone.
- Because primary aged children cannot be expected to social distance, behaviours when interacting to include talking to children when they are sat at desk, adult to remain standing whilst child sits and talking to a child from the side rather than face to face.
- Staff behaviour expectations to include school expectations as well as those outlined in government guidance:
  - Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible.
  - Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
  - Use the 'catch it, bin it, kill it' approach.
  - Avoid touching your mouth, nose and eyes.
  - Clean frequently touched surfaces often using standard products, such as detergents and bleach.
  - Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | o Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.<br>o Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.<br>o Prevent your class from sharing equipment and resources (like stationery).<br>o Keep your classroom door and windows open if possible for air flow.<br>o Limit the number of children from your class using the toilet at any one time.<br>o Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.<br>o Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take. |
| **10. OPERATIONAL ISSUES** | | | |
| 10.1<br>Reduced premises inspections, tests, servicing and maintenance | All building occupants | Accidents or incidents resulting in injury, occupational disease, or a risk to health e.g. electrocution, fire, legionellosis, asbestosis | • Guidance states that premises management inspections, testing and servicing of plant, equipment, etc. have been brought up to date for all parts of the building from September 2020 onwards. These inspections have continued in our school since March and are up to date.<br>• Records of all testing and checks are stored and available to all interested parties.<br>• Premises management inspections, testing and servicing of plant, equipment, etc. are kept up-to-date for all parts of the building that remain in use e.g.:<br>   o Fire Checks: weekly fire alarm checks continue to be made and recorded for occupied parts of the building. The same principle applies to emergency lighting, fire extinguishers etc. Termly Fire |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | Drills are in operation from Autumn Term. |
| | | | o **Asbestos inspections**: undertaken on any areas of the building containing asbestos which remain open. If there is no prospect of areas containing asbestos being disturbed they will be safely left until the school fully reopens, at which point checks will be made as part of the reopening process. |
| | | | o **Legionella/Water hygiene**: weekly flushing regimes will continue; prior to undertaking the flushing regime, the domestic hot water plant will be switched on and fully operational to ensure water is stored above 60 °C for at least 1 hour prior to commencing the weekly flushing regime to sterilize the hot water system and reduce the proliferation of legionella bacteria. |
| | | | o **Contractor servicing and maintenance**: servicing, etc., will continue wherever possible (see section on Contractors and visitors to the premises). The schools property consultant will be contacted for advice prior to reopening areas of the school where it has not been possible to keep these up-to-date. |
| | | | o **Testing of electrical items (PAT)**: PAT testing will continue where possible. If not possible, the school will put local controls in place e.g. by undertaking pre-use visual checks for signs or damage or scorching, removing any damaged or faulty equipment from use, switching off and unplugging all equipment after use etc. |
| | | | • Records of all testing and checks will be kept. |
| | | | • Records will also be kept of those areas that have **not** been checked and why e.g. due to building closure, reduced resource, etc. These areas will be fully checked before reopening. |
| 10.2 Reduced fire and lock- | All building occupants | Burns, smoke inhalation, fire | • Staff are made aware of the current fire and lock-down procedures. There are no current reductions in these arrangements. |

**PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:**

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| down arrangements | | related injuries, death, injuries relating to violence/aggression | • Daily checks are made to ensure all required fire doors are not blocked and kept unlocked and are available in the event of an emergency. This is made by Site Supervisor (person opening school) every morning. Staff to monitor as per normal expectations.<br>• Door wedges used at doors with multiple contacts during the school day to improve ventilation and remove high contact areas from circulation.<br>• Door wedges removed at the end of the school day and during evacuation of building during a fire. Evacuation procedure to also include closing of windows as per normal expectations. Risks due to fire have been balanced with risks due to Covid 19 whilst new procedures are trialled.<br>• Westmorland Fire have provided a quote for fire alarm operated magnetic door holders and these are to be fitted.<br>• Foot operated door handles in staff toilets.<br>• Surplus furniture and resources have been stored away safely so as not to cause a fire hazard, block fire exits or obscure fire extinguishers or fire signage (see above).<br>• Nominated persons are identified:<br>In the event of a fire alarm -<br>    ○ to liaise with the fire officer and report any concerns e.g. areas of a building that may not have been checked.<br>    ○ to act as Fire Wardens, take out the register and emergency grab bag.<br>    ○ to sweep the building.<br>In the event of a lock-down:<br>    ○ to call/liaise with the Police.<br>    ○ to lead pupils to a 'safe area' depending upon the type of security threat/lock-down. |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | • In an emergency there is no requirement to adhere to the 2 metre social distancing rule if it would be unsafe to do so i.e. it would hinder evacuation.<br>• Children and staff to practise for fire drill on return to school. |
| **11. CURRICULUM** | | | |
| 11.1<br>Transmission of disease through handling of books/resources. | Staff, pupils, visitors, contractors, parents, members of the public | Potential spread of infectious disease | • Each class will have own collection of age related books.<br>• Books can be taken to and from home.<br>• After books have been read they will be wiped and put aside for 72+ hours before wider circulation.<br>• Book bags will be deposited in box by children on arrival to class and handled by staff until given out to specific children.<br>• Classroom books can be handled within the bubble and cleaned as above before wider circulation.<br>• Children's learning books can be marked by adults following good hygiene practice.<br>• Whilst books and resources can be taken home by staff, this should be the exception rather than the norm and only where it contributes to pupils' educational development.<br>• The capturing of learning in Reception Class will be moving to include digital systems.<br>• For individual and very frequently used equipment, such as pencils and pens, staff and pupils are instructed to have their own items that are not shared.<br>• Children in Y1 to Y6 will have their own stationery. In Reception this also includes own whiteboard and pens.<br>• Classroom based resources can be shared within the bubble. These can be cleaned with eg Milton bucket approach as necessary. Resources need to |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| | | | be cleaned and put aside for 72+ hours before wider circulation. <br>• Resources that are shared between classes or bubbles, such as sports, art and science equipment are cleaned frequently and meticulously between bubbles; <br>• Resources that are shared between classes or bubbles, such as sports, art and science equipment are rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles; <br>• A system will be used for shared resources to ensure the above. |
| 11.2 <br>Local lockdown impact in educational progress. | Pupils | Lost learning. | • Communication through T2P, school website, phone calls and Seesaw allows contact when children are not in school. <br>• Established Seesaw system will be used to deliver remote education. This will be supported by individual workbooks and stationery (where needed) for all children. <br>• Seesaw videos from children's class teacher will teach new learning and direct children to specific tasks. <br>• Children can share learning with teachers through Seesaw thus ensuring relationships continue and learning is valued. <br>• School will continue to respond to individual cases of lack of hardware/software and respond with accordingly. <br>• School have purchased English and Maths books for all children and these will be kept in a resourced pack. Children will be taught how to use these and they will form part of remote education. This approach allows all children (regardless of access to software and stationery) access to learning. |
| 11.3 <br>Transmission of disease | Staff, pupils | Potential spread of infectious disease | • Pupils are kept in consistent groups during P.E and outdoor sports are prioritised where possible. |

| PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES: | | | |
|---|---|---|---|
| **List of significant hazards** (something with the potential to cause harm) | **Who might be harmed** | **Type of harm** | **Existing controls** (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
| through PE. | | | • In our school, PE is delivered to the class by the teacher.<br>• When indoor sport is unavoidable, the hall is used maximising distancing between pupils and attention is given to cleaning and hygiene and time is allowed for setting up tables etc as needed.<br>• Where necessary external facilities are also used in line with government guidance for the use of, and travel to and from, those facilities. At this stage school is not using additional facilities however when swimming resumes additional procedures will be added.<br>• PE Co-ordinator to share additional planning suggestions with teachers.<br>• Teaching of PE will follow DfE and local updated guidance. |
| 11.4<br>Transmission of disease through after school clubs. | Staff, pupils, visitors, | Potential spread of infectious disease | • External coaches can be used to deliver PE and after school clubs when school is satisfied it is safe to do so. We are not doing this at this time.<br>• Internal staff can lead after school clubs eg sports and arts clubs and this can be useful to support children's wellbeing. We are not doing this at this time but are looking at possibility of year group (therefore bubble) linked activities. |
| 11.5<br>Transmission of Covid-19 through airborne particles due to singing, chanting, playing wind or brass instruments or shouting. | Staff, pupils, visitors, contractors and members of the community. | Potential spread of infectious disease | • From start of term, peripatetic music provision will not be taking place in line with keeping visitors to a minimum. This will be reviewed.<br>• Specialist curriculum risk assessments will be put in place for music dance and drama, taking into account specific government guidance on the performing arts and COVID-19;<br>• Particular care will be taken in music, dance and drama lessons to observe social distancing including limiting group sizes and preventing the physical correction by teachers and contact between pupils in dance and drama;<br>• Background or accompanying music will be reduced to a level so that teachers or other performers do not have to raise their voices unduly. Where possible, microphones will be used; |

## PART B. HAZARD IDENTIFICATION AND CONTROL MEASURES:

| List of significant hazards (something with the potential to cause harm) | Who might be harmed | Type of harm | Existing controls (actions already taken to control the risk - include procedure for the task/activity where these are specified) |
|---|---|---|---|
| | | | • If microphones are shared guidance on handling equipment will be followed;<br>• Singing, and playing wind and brass instruments will not take place in larger groups such as school choirs and ensembles, or school assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and other mitigating factors are maintained;<br>• Pupils will be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Wind and brass players will be positioned so that the air from their instrument does not blow into another player;<br>• Instruments will not be shared where at all possible, where this is not possible frequent cleaning of instruments between use will take place;<br>• When practical, singing and wind/brass instruments will be played outside. If this is not possible a room will be used with as much space as possible including rooms with high ceiling to enable dilution of aerosol transmission;<br>*Further detailed guidance is available on working safely during coronavirus (Covid-19): performing arts* |
| **12. COST PRESSURES** | | | |
| 12.1 Additional measures and enhanced services could put school under financial pressure. | Staff, pupils | Injury, harm through lower supervision. Infection through inability to maintain cost pressures. | • Separate budget code heading for Covid-19 related costs – including physical resources (eg cleaning materials) and human resources (eg time).<br>• Budget heading monitored by School Leaders and Resources Committee of Governors. |

This general risk assessment will apply to this area/task/activity in most schools providing the control measures described are in operation and there are no further local significant hazards. If it does not fully apply and further control measures are required, please complete the Action Plan at Part C. If it fully applies please sign below.

I certify that the risk assessment above fully applies to the area/task/activity under assessment in ……WILLOW LANE COMMUNITY PRIMARY………………………………… (Name of school)

Signed:     *Mel MacKinnon*          Name:      Mel MacKinnon HEADTEACHER          Risk Assessor:

| PART C: ACTION PLAN Further action / controls required | | | | | | |
|---|---|---|---|---|---|---|
| Hazard | Action required | Person(s) to undertake action? | Priority | Projected time scale | Notes / comments | Date completed |
| 1.5 | Two regular supply teachers to be booked for Autumn Term. | Mel MacKinnon & LTA | High | July/August | Consistent Supply Teachers arranged through LTA. | 15<sup>th</sup> July 2020 |
| 2.1 | Use of dining room for hot meals in line with timetable, staffing and safety procedures. | Mel MacKinnon & LCC Catering | High | September | KS1 are using dining hall for packed lunch. This will be extended to other classes with hot meals asap the desire. | 28<sup>th</sup> September 2020 |
| 3.8 | Staff CPD and time to embed/refine required for new behaviour expectations, procedures, systems and hygiene. | Mel MacKinnon | High | September 1<sup>st</sup> | All staff (including supply, volunteers etc) either attended or follow up training delivered/planned for their return. | 4<sup>th</sup> September |
| 7.5 | Portable First Aid kit with all consumable resources including PPE created, labelled and stored in staff room. | Lee Cooper | High | July | Wheelie kit in staff room. Kit includes all resources and labels indicate what is needed in kit and who to go to for more resources. | 13<sup>th</sup> July 2020 |
| 8.1 | WOOSH before and after school club need to be audited and consistent groupings to be created if possible. | Alison Brennan | Med | September | Parents have been consulted on possible take up and approaches in other settings have been considered. | 21<sup>st</sup> Sept Breakfast 28<sup>th</sup> Sept both clubs. |
| 8.2 & 11.4 | Provision of PE Clubs to be reviewed in September including clarification on staff managed and externally managed clubs. | Mel MacKinnon | Low | September | Due to Tier 3 restrictions and national lockdown this has been postponed to be discussed for Spring Term. | |
| 8.2 & 11.2 | Delivery of Swimming curriculum to | Mel MacKinnon, | Low | tbc | We are booked to start this | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | follow updated guidance upon receipt. | Laura Hillyer & Maria Noakes | | | in Spring Term and will make a final decision in December. | |
| 8.3 & 10.2 | Fire Alarm linked door stops. | Mel MacKinnon & Dan Rawes | High | September | Westmorland will be completing works for x19 door stops on 19th and 20th November. | |
| 10.2 | Practise current fire procedures including teachers and children practising routes, fire drill led by site staff and ensuring administration systems work link to eg checking adults on site. | Teaching, Office and Site Staff | High | September | Classes/staff have practised new procedures and fire drill test this ½ term. | |
| 11.3 | PE Lesson suggestions for all ages to be shared with staff. | Laura Hillyer | Med | August | | 1st September 2020 |
| 11.3 | Lancashire PE guidance to be responded to and followed once received. | LCC | Med | tbc | Ongoing updates and advice shared in staff CPD sessions and electronically. | |
| 11.5 & 8.3 | DfE guidance on singing and music lessons to be followed when published. | DfE | Low | August | Guidance on music, drama and dance shared at INSET on 1st September. Further planning in this area. | |

# SCHOOLS - ADDENDUM TO COVID-19 GENERAL RISK ASSESSMENT

Due to the frequency of changes to Government guidance in relation to Coronavirus, both nationally and locally, any changes to the general risk assessment for schools will be noted in this addendum document.

The school opening arrangements during COVID-19 restrictions general risk assessment available on the HS&Q web site reflects the changes noted in the table below. Each time this document is changed the issue number will be updated and any **new** amendments to the content will be highlighted in yellow so that schools can see exactly what has altered in the revised version.

Schools **do not** need to produce a new risk assessment after each change to government guidance or each time HS&Q publish an updated version of the general risk assessment on the web site.

However, schools **do** need to stay informed of the changes noted in the table below and review the content of their existing risk assessment to identify whether any changes are required.  If so, the existing risk assessment can be updated by copying and pasting the relevant sections highlighted in yellow in the generic document linked to above.

**Schools must remember to inform staff, and anyone else who may be affected, about changes to their risk assessment.**

| Risk Assessment Issue No | Government guidance that has changed/published | Date changed | Brief overview of changes |
|---|---|---|---|
| 1 | N/A | 13/07/20 | New risk assessment issued to accommodate the full opening of schools from September 2020.  This version replaced previous risk assessment documents for Primary and Secondary Schools. |
| 2 | Extension of self-isolation period | 30/07/20 | Extension of self-isolation period from 7 to 10 days for those who have symptoms or a positive test result. |
| 3 | Face coverings in education | 26/08/20 | From 1 September new advice applies to the use of face coverings by staff and pupils in some schools, and to learners in further education. This guidance is for schools and other education institutions that teach people in years 7 and above in England. There is separate guidance for early years and childcare providers and schools with children in year 6 and below. |
| | DfE guidance for full opening of schools | 28/08/20 | Arrangements to minimise the number of different temporary staff entering school including supply teachers and peripatetic teachers as well as sports coaches and those engaged to deliver before and after school clubs. |
| | COVID-19 contain framework: a guide for local decision-makers | 28/08/20 | The government has issued detailed guidance for schools on contingency planning for areas with local lockdowns in place. Schools will need to update, or attach an addendum to, their risk assessment to reflect changes in their arrangements to control the risk of transmission of COVID-19 due to local restrictions. |
| 4 | DfE guidance for full opening of schools | 17/09/20 | **Wearing face coverings in schools:** Due to local restrictions being introduced in Lancashire the discretion given to schools in relation to staff and pupils in Year 7 or above wearing a face covering outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas, has been removed. |

| Risk Assessment Issue No | Government guidance that has changed/published | Date changed | Brief overview of changes |
|---|---|---|---|
| | | | Face coverings should be worn in these circumstances with the exception of anyone with a medical exemption. |
| | Public Health England (Lancashire) COVID-19 Template Resource Pack for Schools (provided to schools via the Schools Bulletin service) | 17/09/20 | **Managing a confirmed case of COVID-19:** A new procedure has been implemented for schools to manage single confirmed cases locally, including a secure on-line reporting system to the Local Authority. <br>**Arrangements for managing a possible outbreak of COVID-19:** schools need to refer to the PHE resource pack on how to manage positive cases and who to contact for help. |