

<b>Risk Assessment</b>
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<b>Location / Site</b>	
RUSKINGTON WINCHELSEA PRIMARY SCHOOL	
<b>Activity / Procedure</b>	Insert name/type of activity or procedure being assessed
YEAR 6, YEAR 1 AND RECEPTION/NURSERY CLASSES RE-OPENING (WHILST STILL PROVIDING CARE FOR CHILDREN OF KEY WORKERS)	
<b>Assessment date</b>	Insert date when assessment is being carried out
15/05/2020 – to be reviewed regularly until re-opening	

<b>Identify people at risk</b>	YES or NO
<b>Staff</b>	YES
<b>Children</b>	YES
<b>Visitors incl. parents</b>	YES
<b>Contractors</b>	YES

**Government guidance states for schools states:**

**“The safety of children and staff is our utmost priority.”**

**“The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”**

**“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.”**

**Government guidance for parents concerning re-opening of schools states:**

**“We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them reduce the risk of transmission as more children and young people return.”**

**“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.**

**Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period.**

## RUSKINGTON WINCHELSEA PRIMARY SCHOOL HEALTH & SAFETY

**This assessment has been written following all advised control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 11<sup>th</sup> May 2020**

<b><u>Identify hazard</u></b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Issues of social distancing within the school setting resulting in transmission of the virus			
<b>Existing level of risk</b>	Consider current level of risk		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. Reduce the number of children in the classroom to enable social distancing (no more than 15) school estimate 8 children in the first instance with a limit of 10 where possible</li> <li>2. Remove excess furniture to increase space if necessary</li> <li>3. Children keep to their desks when in the room</li> <li>4. Social distancing discussed and made explicit with the children – (Include instructions how to work safely in classrooms, use of toilet, moving around the school, staying separated in outside areas etc)</li> <li>5. Instructions re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance if necessary</li> <li>6. Children isolated if cannot adhere to charter and spoken to re the need for social distancing</li> <li>7. Lessons planned for individual work (not pairings or group work)</li> <li>8. Feedback – using interactive whiteboard and staff distancing not close interaction</li> <li>9. Allocate an area for the teacher – 2m distancing at front of room</li> <li>10. Children to use same desk when returning next day</li> <li>11. Teachers and TAs are assigned to these children and stay with these children throughout the day (<i>and on sub-sequent days</i>)</li> <li>12. Children stay in allocated areas and outside spaces during the day and not mix with other groups</li> <li>13. Bags, coats and lunchboxes kept under children’s tables</li> </ol>			
<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Issues of social distancing using toilets and possible poor hygiene resulting in direct and indirect transmission of the virus			
<b>Existing level of risk</b>	Consider current level of risk		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. Staff recording of children leaving allocated spaces for access to the toilets and only one boy and one girl allowed to go to toilet at a time</li> <li>2. Allocated toilets for different groups of children</li> <li>3. Hand gel used after toilet use on return to classrooms as well as washing hands</li> </ol>			

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4. Wedges for the toilet external toilet doors if not fire doors to minimise contact on door handles etc			
5. Extra soap etc ordered to ensure we do not run out			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Issues of social distancing for drop off and collection of pupils resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Markings on the playground for the children and parents to wait – more than 2 metres apart</li> <li>2. Allocated gates for parents to arrive and leave from</li> <li>3. Allocated entrance and exit doors for each group of children to use to enter and leave school</li> <li>4. Instructions communicated to parents re social distancing between families when on school grounds. These instructions will include no contact with staff and no entry to the school building.</li> <li>5. Signage for parents and children displayed outside the classroom</li> <li>6. DHT and HT to be on duty to supervise</li> <li>7. Staggered drop off and pick up times for different year groups</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Issues of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Staggered playtimes and allocated play areas in the first instance</li> <li>2. Reduced playtime equipment</li> <li>3. Games discussed which encourage social distancing – football passing, skipping</li> <li>4. Staff supervision throughout – actively encouraging and insisting on social distancing</li> <li>5. Children practice talking 2 metres apart – modelled by staff</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

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<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Issues of social distancing when eating lunch resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children eat in their allocated spaces or outside</li> <li>2. Children asked to bring packed lunch in first instance – packed lunches kept under children’s tables with bags</li> <li>3. Hot meals served in the hall observing social distancing and following all hygiene measures. Meals served to children rather than children lining up. Children to sit 2 metres apart. Staggered sitting timings organised if necessary.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Issues of social distancing in the corridors resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children stay in their allocated spaces, accessed outside from classroom door external doors</li> <li>2. One child going to toilet at one time</li> <li>3. Messages to office limited where possible</li> <li>4. Staff use space to maximise the distance between each other</li> <li>5. Where possible, movement between internal spaces is limited and avoids corridor use and uses external routes</li> <li>6. Agree instructions with children concerning going and returning to toilet</li> <li>7. When moving groups around the school – 2 metres between children – one adult at back insisting the distance is maintained – regular practice of this in the first few days</li> <li>8. Limit use of lining up wherever possible</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Contact of shared resources resulting in indirect transmission of the virus			

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<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children asked to bring in own stationery (or have packs of stationery labelled with their name on)</li> <li>2. Tubs of resources for individuals if needed – maths cubes etc</li> <li>3. Resources/ toys washed in Milton each night and left to dry if not same person using them the next day</li> <li>4. Tables, door handles and other surfaces cleaned with Milton every night</li> <li>5. Lessons planned so resources are individual and not shared – or on whiteboard</li> <li>6. Resources on tables ready for lesson and not distributed within the lesson</li> <li>7. Plastic wallets/bags used for individual resources</li> <li>8. Children encouraged to wash hands / use hand gel before lessons and after each lesson</li> <li>9. Computers not used, ipads distributed to groups for individual use.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress of the children			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children to have familiar class teacher or TA if possible in the first instance</li> <li>2. Small numbers of children where possible to support their emotional need</li> <li>3. Staff to remain vigilant of needs of children and adapt expectations accordingly, providing the high level of pastoral care Winchelsea has embedded.</li> <li>4. 2 metre social distancing individual provision provided where possible for children who are distressed</li> <li>5. Adapted curriculum to be delivered to support children’s well-being – slowly increasing the cognitive load as children become more settled into familiar routines.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress of the staff – including anxiety			
<b>Existing level of risk</b>		Consider current level of risk	

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HIGH	MEDIUM	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Inclusion in risk assessment process – sharing of hazard identification and control measures</li> <li>2. Staff meeting – virtually – to discuss concerns and shared control measures</li> <li>3. Sharing of support helplines available to staff</li> <li>4. SLT members of staff available for staff to share concerns with</li> <li>5. Risk assessments reviewed regularly to assess the ongoing delivery of provision</li> <li>6. Designated “staff areas” areas for different groups of staff</li> <li>7. Non-contact time shared amongst staff groups for planning and preparation within the week</li> <li>8. Extremely vulnerable staff (and those shielding) working from home</li> <li>9. Awareness of staff health over time and adaptations to provision as necessary</li> <li>10. Staff may choose to use their own PPE to feel more secure on the school setting.</li> <li>11. Staff are provided with appropriate levels of sanitiser and other cleaning equipment within their own working spaces</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Ensure parents are informed of the expectations of behaviour in school in current circumstances.</li> <li>2. Should restraint or close contact be needed this should only be the very last measure put in place. Parents will be called to collect their child immediately and will be asked to manage their child should physical contact be required.</li> <li>3. PPE available in school for this purpose only</li> <li>4. Extra gloves ordered</li> <li>5. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk. In these exceptional times, parents will be informed that if their child’s behaviour places others at risk they may have the offer of their school place removed.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus			

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<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Hand sanitiser available for all groups</li> <li>2. Hand sanitiser ordered in large quantities</li> <li>3. Extra soap dispensers/ towels/ tissues for all groups</li> <li>4. Children wash hands or use hand sanitiser on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze</li> <li>5. Washing hands reminders placed in all washing areas</li> <li>6. Reminders how to wash hands properly – videos/ direct teaching</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. All surfaces, handles, toilets and shared equipment will be cleaned each day using Milton</li> <li>2. Gloves and other appropriate clothing will be worn by all cleaning staff</li> <li>3. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission</li> <li>4. Soft furnishings and soft / cloth toys will be removed from use in classrooms</li> <li>5. Deep cleaning of Emerald and Amethyst classrooms as these have been the only rooms used by the Keyworker children before re-opening. Great work has been done by all staff during lockdown which means that all other areas in school are deep cleaned and ready for use.</li> <li>6. All staff need to be responsible for cleaning their own working spaces at the end of the day and vacating school by 4pm to allow deeper cleaning to be done ready for the following day.</li> <li>7. Caretaker and cleaner to ensure cleaning is carried out thoroughly in all areas, especially toilets overseen by Business Manager in line with Performance Management</li> <li>8. More cleaning cloths and solutions to be ordered so cloths can be used once and boil cleaned every night.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus			

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<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home</li> <li>Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work at home or work in school adhering to strict 2 metre social distancing from colleagues and children.</li> <li>Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments.</li> </ol> <p>These three statements are lifted straight from government guidance.</p>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards

<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Control measures</u></b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>OVERALL level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Assessor's comments</b>		Insert comments relevant to findings as appropriate	

<b>Name of assessor</b>	<b>Signature of assessor</b>	<b>Date</b>



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<b>Manager's comments</b>	Insert comments relevant to assessment as appropriate

<b>Name of manager</b>	<b>Signature of manager</b>	<b>Date</b>

<b>Risk assessment reviews</b>	Set future review dates & sign/comment upon completion
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