



Risk Assessment Form

School name	<i>Ward Green Primary School</i>
Location	<i>Vernon Road, Barnsley</i>
Date of Assessment	<i>19.05.2020</i>
Manager / Event Leader responsible for the Basic Activity	<i>Michelle Binns</i>
Lead Risk Assessor for the Basic Activity (If applicable)	<i>Michelle Binns</i>

Activity/s covered by this risk assessment: Over view of the strategic approach to the return to school for pupils on the 1st of June following schools' closure due to the Covid-19 Pandemic. On completion of risk assessment confirm share with Trust intention to open, this needs to be shared for reference with local governing body.

Questions to consider before a June 1 st Re-opening		
1	How many staff do you have available to work in school?	
2	How many teachers do you have available to work in school?	
3	How many support staff including teaching assistants do you have available for work in school?	
4	Do you have a head or deputy available for work in school?	Yes
5	Do you have at least one person with paediatric first aid training available for work in school?	Yes
6	Do you have at least one person with up to date Designated Safeguarding Lead (DSL) training available to work in school?	Yes
7	Do you have your special educational needs coordinator available for work, or an alternative staff member who could take on this role?	Yes
8	Do you have a caretaker and/or cleaning staff, and if necessary at least one office staff member available during the school day?	Yes

If the answer to questions 4, 5, 6, 7 or 8 is no please contact HCAT.

Attendance and Safeguarding				
Hazard	Risks	Control Measures	Actions Required	Responsible person / Target Date(s)
Number of children due to attend on 1 June	Inadequate staffing and spaces for children	Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with HCAT. Prioritise YR/N, Y1, Y6 in that	<ul style="list-style-type: none"> Assume all eligible children will attend for the purposes of the first stage of planning, even if you think that is unlikely - that includes ensuring you follow the 	

		<p>order if staff compliment is not available</p> <p>Put in place measures to check staff wellbeing (including that of leaders).</p> <p>Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific issues that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection). Obtain estimate on number of children due to attend.</p> <p>Audit of staff who are fit to attend, contact staff who have been shielding to see which category of shielding they fit into. (are they extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend).</p> <p>Identify staff who can't return to school at this point and why? How they can work from home (for example, supporting remote education).</p>	<p>attendance expectations for vulnerable children</p> <ul style="list-style-type: none"> • determine your half class groups (maximum size of 15), considering any limitations of your school buildings and outdoor space • include children of critical workers and vulnerable children who are in reception, year 1 or 6 in groups of 15 within their year group • determine your small groups (maximum size of 15) of children of critical workers and vulnerable children not in reception or years 1 and 6 • assume that the staffing model will be one teacher per group (or 2 teachers sharing the week if you have existing job shares) - qualified teachers are qualified to teach any primary year group, including early years foundation stage (EYFS) • if there are any shortages of teachers then teaching assistants can be allocated to lead a group, working under the direction of a teacher 	
Ensure schools are fully aware of the numbers of children attending	Needs of children are met and staffing and spaces are available to meet 1:15 ratio	Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school.	Registers taken for YN/R, Y1, Y6. Keyworker/Vulnerable registered via DFE portal? Confirm online education form is only for Key worker/vulnerable outside of returning year groups.	

Pupil and staff wellbeing and mental health	Support pupil and staff in their emotional health and wellbeing – identify those children who are not attending who should be	<p>Plan likely mental health, pastoral or wider wellbeing support for pupil and staff returning to school (for example, bereavement support). Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.</p> <p>Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).</p>	<p>Support to be provided from Pastoral teams for identified Children. Additional PSHCE learning to support children in their understanding of the current situation</p> <p>Decide what staff training (either delivered remotely or in school) is needed to implement any support the school may need (for example, risk management, curriculum, behaviour, safeguarding, mental health, bereavement, anxiety).</p> <p>Put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.</p> <p>Review behaviour policies to ensure they reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations.</p>	
Teaching and Learning				
Hazard	Risks	Control Measures	Actions Required	Responsible person / Target Date(s)
Not meeting the educational needs of children	Additional lost learning time.	Agree what learning is appropriate for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.	Identify curriculum that meets current needs focus on core, PSHE and PE (Assist with well-being and use of outdoor space)	

		<p>Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.</p> <p>Agree ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school.</p> <p>Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups.</p>	<p>Identify any adjustments in staffing that are need for EHCP children – take into count those who should be shielding for medical reasons and how learning will be administrated</p> <p>Conduct SEND risk assessment (see link)</p> <p>Home learning to continue for Y2,3,4,5. Consider offer for those children who are shielding in YN/R,Y1,Y6.</p> <p>Agree staffing for these children. How is this to be organised.</p>	
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Operational - H&S, Buildings, Catering and Cleaning

Hazard	Risks	Control Measures	Actions Required	Responsible person / Target Date(s)
Catering/School meal provision supply chains	Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals.	<p>Contact catering providers to ensure they are ready to restart catering provision on 1st June,</p> <p>If not, can alternative options be explored</p> <p>Ensure EYFS snack is managed effectively and supply of snack is planned for in advance. (obtain supermarket delivery slots)</p>	<p>Ensure FSM meal children are catered for as priority</p> <p>Review meal delivery approach to ensure social distancing can be maintained during mealtimes and that there is adequate time for cleaning of areas between sittings</p> <p>Move to whole class snack time. Ensure hand washing it done by all children prior to eating.</p>	

			Look at alternative to queuing for school meals. Can alternative spaces be used	
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<p>Return to school will lead to challenges around social distancing</p>	<p>Bottle necks and cross contamination</p>	<p>Organisation of small class groups, as described in the ‘class or group sizes’ in DFE guidance</p> <p>Organisation of school, classrooms, and other learning environments to limit cross contamination</p> <p>consider which lessons or classroom activities could take place outdoors</p> <p>decide which lessons or activities will be delivered</p> <p>consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing</p> <p>consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously</p> <p>Agree approach to any scheduled or ongoing building works.</p> <p>Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance,</p>	<p>Staff, children, and parents to be informed.</p> <p>Classrooms/school environment organised and signposted (E.g. which playground, toilets, first aid, quarantine areas, meals spaces, staff refreshment areas.)</p> <p>use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</p> <p>stagger break times (including lunch), so that all children are not moving around the school at the same time</p> <p>stagger drop-off and collection times</p> <p>plan parents’ drop-off and pick-up protocols that minimise adult to adult contact</p> <p>ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days</p> <p>ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. You may want to consider seating students at the same desk each day if they attend on consecutive days</p>	
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		<p>transport providers), including when in school.</p> <p>Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.</p> <p>encouraging parents and children and young people to walk or cycle to their education setting where possible</p> <p>Contact and review arrangement for transport providers to minimise chances of cross contamination</p>	<p>Consider how children can access rooms directly from outside where possible</p> <p>Considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</p> <p>Use outdoor space for exercise or breaks Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</p> <p>Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</p> <p>Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time (one at a time)</p> <p>Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance</p>	
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			Prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently	
Lack of clarity around agreed approaches	Cross contamination and increased risk of infection	<p>Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary.</p> <p>Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).</p> <p>Work with other school based-provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where they need to be.</p>	<p>Undertake an online staff meeting before wider opening from the week commencing 1 June, to take staff through arrangements if possible.</p> <p>Ensure you or senior colleagues are free to be present around the school especially during the early part of wider opening whilst also ensuring “bubbles” are maintained. Staff and pupils may require additional support and reassurance, and you will be more easily available to pick up on any issues or problems.</p> <p>Arrange regular opportunities to get feedback from staff on the new arrangements. Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).</p> <p>Agree staff workload expectations (including for leaders).</p> <p>Make parents aware of the protective steps you’re taking to make the school a low-risk place for their child</p> <p>consider senior leaders calling parents in eligible groups to discuss with them directly</p>	

			<p>tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</p> <p>make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). Limit the external visitors to the school during school hours.</p> <p>talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</p> <p>communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers</p>	
Staff and Pupils are not suitably protected	Workforce and children are infected and school cannot continue to operate	<p>Read the guidance on implementing protective measures in education and childcare settings and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments.</p> <p>Decide the physical and organisational structures needed to limit risks and limit movement around the building(s)</p> <p>Contact school cleaning services and agree cleaning routines and additional cleaning requirements</p>	<p>Identify and sign areas of schools and entrances exits for parental drop off.</p> <p>Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible (guidance will shortly be published on safe travel)</p> <p>Arrange classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school.</p>	

	<p>Actions taken if someone fall ill on Site</p> <p>Availability of PPE</p>	<p>Decide on the approach to enhanced hygiene Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.</p> <p>Identify 'quarantine' for year groups</p> <p>Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed (See PPE guidance)</p>	<p>You may wish to consider:</p> <ul style="list-style-type: none"> • the availability of soap and hot water in every toilet (and if possible in classrooms) • the location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment • the location of lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, their double bagging and emptying • ensuring you have a good supply of disposable tissues to implement the 'catch it, bin it, kill it' approach in each classroom and enough to top up regularly <p>Decide the approach to enhanced hygiene (for example, toilet use, hand washing) and decide on procedures related to usually shared items (for example, books, toys, practical equipment).</p> <p>Stock with appropriate PPE and First aid equipment and check date. Follow guidance on testing issued by .gov</p> <p>if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</p> <p>Share Principles for staff in annex b</p>	
<p>Level of hygiene is supporting not adequate</p>	<p>Increased risk in transmission of infection</p>	<p>Follow the COVID-19: cleaning of non-healthcare settings guidance</p>		

		<p>ensure that sufficient handwashing facilities are available.</p> <p>Have a clear cleaning strategy in place and agreed with cleaning provider.</p> <p>Promotion of personal hygiene routines</p> <p>Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</p> <p>Ensure that help is available for children and young people who have trouble cleaning their hands independently</p> <p>Ensure that bins for tissues are emptied throughout the day</p> <p>where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</p>	<p>Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p> <p>clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</p> <p>frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning</p> <p>Clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing</p> <p>Ensure children frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning. Clean their hands on arrival to the setting, before and after eating, and after sneezing or coughing. Are encouraged not to touch their mouth, eyes and nose. Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</p> <p>Order appropriate levels of PPE and hygiene equipment (soap, anti bac gel, tissues clearing products)</p>	
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Parts of the building closed for many weeks due to lock down	The health and safety of the building has been compromised	Complete health and safety audit of site Adjust your fire drill and practise it in the first week when more pupils return decide and make clear to the school staff and parents what your expectations are about cleaning and hygiene.	Any health and safety issues are reported and rectified. Fire drill completed	Parts of the building closed for many weeks due to lock down
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Head Teachers Assessment Acceptance Statement	
I accept the details of the assessment and will ensure that the risk control measures identified, any risk control actions identified, and monitoring requirements are acted upon within the given time scales.	
Head Teacher: Signature: M. Binns	Date: 18.05.2020

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-c-posters>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-on-1-june>

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

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance>