

	<b>Establishment/Department:</b> Ladysmith Junior School	<b>Establishment Risk Assessment</b>	<b>RA100</b>
	<b>Address:</b> Pretoria Road, Exeter		
<b>Person(s)/Group at Risk</b> <b>Staff, Pupils, Visitors and Contractors</b>		Date assessment completed: 19.5.20  This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.	
<b>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings (15 May 2020)</b>  This risk assessment is generic and each school is responsible for reviewing and amending to ensure it is applicable to their setting. This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance: <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a> General guidance on completing risk assessments is available at arrangements note HS47. <b>Updates:</b>		<b>Assessor(s):</b> Mark Wilkinson Dave Broad	

<b>Significant Hazard Section</b>	<b>Control measures in place</b> <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i>
Movement of persons around the school	
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. Use alternative drop off locations where possible
Parents gathering at school gate not social distancing	Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. 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.
Overcrowding in classrooms and corridors.	Keep to small groups – 15 in a group split over 2 rooms with a teacher and teaching assistant. Desks to be spaced as far apart as possible. 2m zone marked out for staff at front of class. Set out classrooms where possible to ensure limited movement of pupils and staff in class Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. No assemblies.
Increased numbers during breaks compromising social distancing.	Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible
Increased numbers during lunchtime compromising social distancing.	Staggered lunchtimes & in set groups with handwashing – tables kept apart. Lunches delivered to classrooms or packed lunch in classrooms. Ensuring everyone keeps further apart than normal.
Spread of virus due to increased numbers of people within the building.	Inform parents that if their child needs to be accompanied to school only one parent should attend.
Inadequate social distancing measures leading to spread of the virus.	Always keep cohorts together where possible – in same small groups of maximum 15 pupils and not mixed on subsequent days. Each cohort should retain the same teacher / TA. No mixing of groups e.g. for sports.
Premises related matters	
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	Staff guidance will set out specific one way systems, during non-emergency movement around school. Classrooms will be allocated for specific groups of pupils that are suitable for their key stage. Taped zones in classrooms will show safe area for entrance exit.
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	Health and Safety Policy has been reviewed and there are adequate trained staff. Rota system in place ensures adequate numbers of first aid and PFA trained staff. Normal admin team first aid arrangements are in place. Communication of first aid arrangements made to staff.

Fire Procedures	<p>Fire evacuation and escape routes remain the same.</p> <p>Testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers.</p> <p>Doors propped open will not affect fire safety as fire doors are on closers.</p> <p>Assembly points have adequate room to social distance.</p>
Water hygiene – management of legionella	<p>Water hygiene management plan has continued as normal – conducted by A. Hawkins – site manager.</p> <p>Government guidance shared with A.Hawkins:<a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</a></p>
Using and monitoring new practices to reduce risk of Covid-19 transmission	<p>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases.</p> <p>Daily morning and end of the day briefings. Headteachers and school leaders must monitor arrangements throughout the day and make remedial actions where needed. SLT available on site every day for suggestions or concerns.</p>
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<p>Site manager / admin team understand requirements and controls (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed. No current testing scheduled.</p>
Staff rooms and offices to comply with social distancing and safe working practice	<p>Numbers of people reduced at one time on a rota to allow social distancing – chairs will be removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</p>
Ventilation to reduce spread	<p>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off.</p> <p>Ventilation to chemical stores should remain operational.</p>
Management of waste	<p>Ensure bins for tissues are emptied throughout the day.</p> <p>Follow guidance on disposal of waste (such as used fluid resistant masks)</p> <p>Site manager made aware of requirements</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-ppe-and-face-coverings-be-disposed-of">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-ppe-and-face-coverings-be-disposed-of</a></p>
Lessons or activities to take place outdoors in line with social distancing.	<p>Decide which lessons or classroom activities can take place outdoors and refresh risk assessment for outdoor space – this is determined by teachers and coordinated with SLT.</p>

Cleaning and reducing contamination	
Contaminated surfaces spreading virus.	Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. Regular cleaning. Remove surface items from classrooms. Follow government cleaning guidance if a someone becomes ill with suspected COVID-19 at the setting <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a>
Using play equipment – multiple-use	Appropriately cleaned between groups of children and only one group / class of 15 maximum at a time . Outside large equipment will not be used.
Shared resources and equipment increasing spread	Prevent the sharing of stationery and other equipment where possible. Pupils to have own equipment in trays on desks. Suitable procedures in place for managing access to items of 'heavy use' such as photocopiers to reduce social distancing. Cleaning equipment to be located at photocopier. Enhanced cleaning regimes throughout school.
Cleaning staff and hygiene contractor's capacity - providing additional requirements	Discuss with cleaning staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> and <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a> .
Sufficient handwashing facilities for staff and pupils	Sink, soap and hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day.
Additional time for staff and pupils to carry out handwashing	Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day.
Handwashing practice with children	Teach children good handwashing practice. See guidance and resources available at: <a href="https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus">https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus</a>
Sufficient supplies of soap and cleaning products	Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.
Toilets being overcrowded	Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups in school will have allocated toilets.

Staff related issues	
Inadequate training for Heads on completion of RA for covid-19 return leading to anxiety and lack of the reassurance needed for staff	Guidance, risk assessment and checklist provided to schools, Schools DfE Helpline and resources, access to support via LA. Plan for opening and safety procedures shared with staff for consultation. Risk assessments shared with staff.
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	Teaching assistants are allocated to lead a group, working under the direction of a teacher. Carefully planning the year groups for whom provision is offered (using the DfE priority list) based on staff availability. Follow government guidance on creating and staffing your temporary teaching groups: <a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#creating-and-staffing-your-temporary-teaching-groups">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#creating-and-staffing-your-temporary-teaching-groups</a>
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	Talk to staff about (or where not possible put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. If appropriate, seek GP or occupational health advice
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	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. Allow time from June 1 <sup>st</sup> to implement this before any wider opening.
Accessing testing arrangements are clear for all staff	Access to testing is already available to all essential workers <a href="https://www.gov.uk/apply-coronavirus-test">https://www.gov.uk/apply-coronavirus-test</a>
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained. <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a>
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	A risk assessment should be undertaken for clinically vulnerable staff, and where possible for all staff especially those who may be anxious, using the 'DCC Covid -19 vulnerable groups risk assessment' document <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/EeSzC8IWQJdGmL4VP4qrdcQB7zfj7qMSSdDt6Nobjf_kYw?e=AyIGOQ">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/EeSzC8IWQJdGmL4VP4qrdcQB7zfj7qMSSdDt6Nobjf_kYw?e=AyIGOQ</a> along with DCC 'Managers Guide to Supporting BAME colleagues' Guidance on shielding and protecting extremely vulnerable persons <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> and clinically vulnerable people <a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</a> should also be followed when considering staffing arrangements.

Staff use of PPE	Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> - shared with staff
Use of PPE Lack of understanding	Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings – shared with staff
Dealing with suspected and confirmed cases / cases	Follow government guidance on what happens if someone becomes ill and what happens if there is a confirmed case of coronavirus in a setting <a href="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#when-open">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#when-open</a> Ensure accurate records of staff and pupils are maintained to enable public health contact tracking and test regimes.
Pupil related issues	
Vulnerable groups who are clinically, extremely vulnerable.	Parents should follow medical advice if their child is in this category: <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version</a> or if someone within their household is in this category <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a>
Children with EHCP	Complete risk assessment before attendance – SENDco.
Pupils unable to follow guidance	Ensure that the same teacher(s) and other staff are assigned to each group. Some children will need additional support to follow these measures – regular contact with parents.
Specific issues for EY stage children understanding social distancing	NA
Member of a class becoming unwell with COVID-19	If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location. School hall is initial room for this due to ventilation and ability to clean down.

Transport	
Travel to school and provision of safe school transport:	Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consider needs to be given to taxi and escort services.
School Transport arrangements support changes to school times	Liaising with the School Transport Team before change are made. Follow government guidance <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</a>
Provision of food	
Kitchen facilities comply with latest Covid19 guidance to reduce risk of infection/contamination	Follow usual food safety and hygiene procedures and Government guidance for catering establishments <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a> . Ensure Health & Safety policies are followed
Food that is able to be prepared on premises is compliant with Covid - 19 health and hygiene guidance	As above
Catering staff are operating in a safe environment	Devon Norse staff to follow government guidance <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a>
Communications with parents and others	
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Site telephone number is available on board case of immediate access required.
Suppliers understanding and complying with new arrangements	Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours
Communications to parents and staff	Regular communications – newsletter, specific parent emails.
Parent aggression due to anxiety and stress.	Tell parents 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) to reduce anxiety.

**Signed: Headteacher/Head of Department: Mark Wilkinson**

**Date: 20.5.20**

The outcome of this assessment should be shared with the relevant staff.

A copy of the completed assessment to be kept on file and copied to the Health & Safety Co-ordinator.