

Risk Assessment

Location / Site	Insert location and site where activity taking place
ST JAMES THE GREAT CATHOLIC SCHOOL	
Activity / Procedure	Insert name/type of activity or procedure being assessed
School opening March 2021	
Assessment date	Insert date when assessment is being carried out
Initial assessment 17/07/2020 – Recent update 02/03/ 2021	

Identify people at risk	YES or NO
Employees	YES
Children	YES
Visitors	YES
Contractors	YES

Government Guidance states:

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

“The advice seeks to support staff working in schools 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 settings.”

“In education, 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 on implementing protective measures in education 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.

Covid 19 symptoms

No visitors/staff/children/families/contractors can enter the building if they have symptoms. If a child becomes unwell and is waiting to be collected, they should be kept in a room on their own (or supervised depending on their age) with the door closed and a window open. Establish which room/space is to be used. If this child/adult needs to go to toilet before being collected, they should use a separate toilet and it must be thoroughly cleaned/disinfected afterwards before anyone else can use it. If a child or adult shows symptoms and tests positive for CoVid-19, then the whole group that the children was with must be informed and their parents arrange testing and a negative result obtained before they can return otherwise they must self-isolate for 14 days.

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
1. Lack of social distancing in the classroom /between class groups resulting in direct transmission of the virus			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Remove excess furniture to increase space 2. Soft furnishings and soft / cloth toys will be removed from classrooms. 3. Reduce the movement of pupils within classroom however decisions about pupil positioning should reflect and prioritise pedagogy and learning unless a pupil is known to be medically vulnerable where they should be distanced as appropriate. 4. Social distancing charter created for the children (Include instructions how to line up, use of toilet, moving around the classroom etc) 5. Proactively teaching new rules to parents. 6. Staff to teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing. 7. Feedback/marking – using large whiteboard and interactive whiteboard not close interaction 8. Marking to be done as much as possible in lessons by children (self-assessment). 9. Any marking of written work to be done at the end of the day, wearing plastic gloves/ handwashing. 10. Mark out a designated area for the teacher where appropriate. 11. Teacher and TA are assigned to these children and stay with these children throughout the day (and on subsequent days) 12. Where necessary adults can work in different pods but should maintain distancing and where possible limit time spent. 13. Children stay in the classroom for lessons and do not mix with other groups of children unless at outdoor play or other large space when zoning will be used but some minimal sharing of space is inevitable. 14. Zoning of playground. Three areas; quiet area (park+); team games area(football pitch); active area (race track area) 15. Distribution of EYFS resources 16. Clean surfaces that children are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches more regularly than normal 17. Coats and bags to be hung on coat hooks, bags should be small, named water bottle on the table. 18. Class room doors propped-open, and rooms need to be well ventilate by window kept open. 19. Limit children/staff taking things home and then back to school. 20. KS2 children can bring in one pencil case which remains in school if desired. 21. Lessons planned so that there is limited sharing of resources– or on white board 22. Resources on tables ready for lesson and when possible not distributed within the lesson. 23. For younger children, the resources made available for child-initiated learning should be carefully considered, eg, malleable resources, such as play dough, should not be shared, sand can be cleaned overnight with Milton fluid but sand will not be used in the first instance; water can be used but needs to have Milton added. 24. Practical resources are needed eg maths cubes they must be organised in advance of the day beginning and must be cleaned after use or left ¾ days to decontaminate if they are to be used in a different class/ pod. 			

25. Tables and other surfaces cleaned in the middle of the day and every night
26. Door handles cleaned after school begins, mid-morning, after lunch and at the end of the day for the children.
27. Children encouraged to wash hands at regular intervals.
28. Ongoing risk assessments of SEND children
29. Reduced timetable / use of additional adult to be considered if SEND children are unable to understand social distancing.
30. Disposable gloves/ face masks /shields as required for First Aid which needs 1:1 close contact.
31. Bins emptied throughout the day.
32. Music lessons to be conducted in large spaces, halls and Annex with reduced numbers and without sharing of instruments which will be allocated either for individual/ personal use (brass) or managed on a rotation basis (eg percussion instruments) to avoid use by more than one child / week.
33. Staff to continually remind and reinforce social distance with colleagues as time goes on
34. Remember to maintain the one metre plus rule especially mindful when in areas such as the staff room or photocopy room
35. Children enter building as a free flow in the morning once initial familiarisation with new routines have been established. Parents drop off at main gate Y1-6.
36. Lunchtime dinner sittings to be organised into three designated timeslots to optimise space and time for serving and clearing
37. Children to make lunch choices prior to each sitting enabling efficient serving of meals.
38. Meals served and cleared by adults to reduce the length of time each cohort uses the lunch hall.

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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2. Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus, as well as movement around site.

Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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1. Allocated toilets for different groups of children,
2. Where necessary, toilets are timetabled (different classes/different times) for use throughout the day and monitored for use.
3. Agree instructions with children concerning going and returning to toilet.
4. Clear instructions for washing hands visible
5. Wedges for the toilet external toilet doors if not fire doors.
6. Extra soap and hand towels ordered.
7. Stock levels to be monitored every other day during term time.
8. Adult supervision of toilet areas/corridors at all times.
9. Children staying in their classroom and accessing playground from classroom door (eyfs).
10. Clean surfaces that children are touching, such as sinks, toilets, light switches more regularly than normal.
11. Messages to office during school day – only when this is urgent (TA)
12. Registers distributed by Office staff and Year 6 pupils wearing gloves and delivering to doorway
13. Registers to be collected and returned by TA and brought to Office window.

14. When moving to the playground – organise an optimum distance between children – one adult at back insisting the distance is maintained – regular practice of this in the first few days			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
3. Lack of social distancing waiting to enter site and classroom in morning resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
1. <u>Control measures</u>		2. List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
3. Staggered drop off and pick up times for different year groups in the Early Years 4. Free flow of children to their classes in the morning once systems established (replacing lining up) 5. Parents to remain off site (no personal callers) 6. Queuing system put in place with a process for staff to greet each child, and ensure they wash their hands immediately on arrival. 7. No gathering of parents at school gates or doors. 8. Markers outside site to remind parents to maintain social distancing from each other and school staff. 9. Markers in the playground for the children to line up at the start and end of the day and start and end of playtime. 10. Clear Instructions shared re social distancing with parents and children 11. Encourage only 1 parent/carer to escort a child to school, if they cannot walk to school alone 12. Staff to be on duty to supervise (at a distance from parents)			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
4. Lack of social distancing between children from different classes during Breakfast Club resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
1. <u>Control measures</u>		2. List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
3. Parents to remain outside Annex building. 4. Clear Instructions shared re social distancing with parents and children 5. Encourage only 1 parent/carer to escort a child to school, if they cannot walk to school alone 6. Breakfast tables to be arranged so that children are placed with children from the same class where possible to reduce number of contacts 7. Staff to be on duty to supervise maintaining appropriate space where possible.			
Remaining level of risk		Consider level of risk following use of control measures	

HIGH	MEDIUM	LOW	NEGLIGIBLE
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<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
5. Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Staggered playtimes and allocated play area zoned. 2. Children who have had limited opportunities for exercise should be encouraged to exert themselves at break times. 3. Games discussed which encourage social distancing – football passing, catch etc 4. Establishing which playground games can be played for playtime and PE (can be part of children's SD charter) 5. Staff supervision throughout – actively encouraging and insisting on social distancing between pods/ classes. 6. Class bubbles returning from playground to ensure enough space is maintained between them on stairwells to maintain distancing and allow classes on higher floor 7. Water fountains to be turned off and children to know to use own water bottle. 8. Reduced playtime equipment – hard surfaces and can be easily cleaned. 9. School hall arranged for three pods/ classes maximum with clear distancing between the groups 10. Tables disinfected between sittings. 11. Food to be brought to the children and cleared away by supervising adults. 12. Children's packed lunches to be brought to the classrooms. 13. Clean surfaces that children are touching, such doors, sinks, toilets, light switches more regularly than normal. 			
<u>Remaining level of risk</u>		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
6. Managing parents and diminishing the emotional distress of the children			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Preparation and timescales shared with parents. 2. Parents to know that the school has made arrangements to make school safe but that it carries some risk, not all risk can be eliminated. 3. Parents to know about the new regime in place, no place for them on site, staggered playtimes, increased hygiene measure, hand washing, etc, etc, 4. Parents to understand that they need to queue to come on site 			

<ol style="list-style-type: none"> 5. Parents aware of the availability of Lateral Flow Tests at local distribution points. 6. Parents signposted to stories and books to share with children to explain COVID-19. 7. PSHE curriculum adapted for wellbeing – whole class teaching 8. RE lessons include opportunities for discussion on feelings. 9. Reduced time in school for children who are most vulnerable if needed/ requested- to ensure transition is successful from home to school 10. Parents to be advised to send their child to school with a water bottle. 11. Parents to be advised to practise use of tissues with children – catch it, kill it, bin it. 12. Parents to practise cough or sneeze into crook of elbow with their child. 13. Teachers to plan for opportunities for children to talk about their experiences of the past few weeks 14. Mental wellbeing / staying safe addressed in PHSE / English study prioritised especially in first week after return with focus text. 15. Pastoral activity, bonding activities to provide positive opportunities to renew and develop friendships and peer groups 16. Broad curriculum offer including Music, Dance and PE encouraging active and physical learning. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
7. Safety and hygiene protocols including dealing with the emotional distress of the staff / adults – including Contractors			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Inclusion in risk assessment process 2. Ongoing involvement and feedback 3. Sharing of support helplines 4. Clear protocol for staff to share concerns which recognises concerns that may need to be dealt with urgently and those that can be addressed at the end of the school day: refer to line manager / HoS 5. Lateral Flow Tests available to all staff. 6. Risk assessments reviewed 7. Separate risk assessment for the office area 8. Staff Room protocol to promote safe social distancing 9. Photocopy room protocol to promote safe social distancing 10. Cleaning of staff room after use. 11. Computer suite timetabled use allowing one bubble per day to allow for cleaning and /or 72hours break in use. 12. Planned time for PPA within the week 13. Contact all contractors (food, cleaning, maintenance etc) to ensure they are aware of protocols. 14. Review contractors protocols for coherence with schools 15. Hygiene supplies for staff to be monitored. 16. Hand cream/barrier cream to be available for staff. 17. Visitors to site: Only if necessary eg, post, for Health and Safety reasons, repair and maintenance or by prior appointment 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
8. Child protection issues to not be followed through given some pupils may not attend school on reopening or during lockdown periods.			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Teachers share information re vulnerable pupils during Lockdown. 2. Weekly phone-calls home to children working off site 3. Shielding members of staff to be actively engaged to persist in following through on phone contact throughout week where contact is difficult to make. 4. SLT made aware of anyone who has not been in contact 5. Safeguarding concerns arising from phone calls should be logged as a cause for concern. 6. Pupils absent who should be on site will be contacted by Office Staff on the first day of non-attendance 			
<u>Remaining level of risk</u>		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
9. Site to be in danger of not remaining compliant and safe before, during opening, and once opened.			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM		
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Checking that all compliances are still valid and any tests or checks missed during closure have been re-booked. 2. Arrange any site visits in line with social distancing protocols 3. Close off water fountains (children bringing a water bottle to school). 4. Cleaning contractors to be warned of returning children and new expectations. 			
<u>Remaining level of risk</u>		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
10. Increased danger to health of Clinically Extremely Vulnerable members of staff during heightened period of national lockdown Tier 4 + and return to work after a period of lockdown			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM		
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1 Individuals informed to remain at home 2 Weekly contact maintained with school 3 Welfare issues relayed to SLT 4 			
<u>Remaining level of risk</u>		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
11. Danger to health of Clinically Extremely Vulnerable members of staff when returning to work after a period of lockdown.			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Telephone contact pre visit. 2. Welfare letter to returning staff 3. Encourage uptake of vaccination if available 4. Pre visit to re orientate towards working environment including RA 5. Review of working practise and risk assess 6. Work and socialise within class bubble inside building following safe practise. 7. Maintain social distance outside building 8. Use of PPE when in restricted space. 			
<u>Remaining level of risk</u>		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
12. Parents gathering too close and not maintaining distances when waiting to collect children at the end of the school day. Parents gathering at school gate before start of school day before gates open.			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Open school gates at 3:10 so that queueing system can extend onto the school grounds where there is more space. 2. Parents encouraged to wear face masks when collecting pupils. 3. Queueing monitored to enable smooth flow and discourage any queue jumping. 4. Parents advised to maintain distance and not wait around to socialise after children enter school. 5. Drop off period from 8:45 with gates monitored by a senior member of staff. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
13. Viral spread through asymptomatic cases. Heightened anxiety of staff impacting on their wellbeing.			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Lateral Flow Testing kits: available in school for all staff to be administered at home 2. Lateral Flow testing kits: available for families from local distribution centres, to be administered at home. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
14. Handling of medicines and medical equipment especially related to respiratory needs such as asthma.			
<u>Existing level of risk</u>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Disposable gloves should be worn when handling items and disposed of immediately afterwards. 2. Particular care should be taken if a member of staff is taking charge of an asthma pump after it has been used by a pupil. 			
<u>Remaining level of risk</u>		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Shared with teaching staff and when?	Shared with support staff and when?	Shared with office and site staff and when?
04.03.20	04.03.20	04.03.20

<u>Headteacher's comments</u>	Insert comments relevant to assessment as appropriate
<p>RA informed and individual items shared through staff briefings</p> <p>RA items shared via school newsletter and other school media as appropriate</p> <p>Things still to consider:</p> <p>Emotional well-being of staff who are working with ever changing parameters</p> <p>Ongoing communication with parents</p> <p>Continuing community – re-establishing parish-home-school links.</p> <p>Staff workload – marking, feedback and commuting</p>	

Name of HT	Signature of HT	Date
D O'Regan		02.03.2021

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