



Wiltshire Council

Schools Covid 19 Risk Assessment – May 2020

Name of School	Christ The King RC Primary School
Name of Headteacher	Chris Raymond
Assessment completed by	Chris Raymond
Assessment date	20-05-2020

This risk assessment template sets out the measures that may be used to maintain a safe environment for all occupants and visitors to the school/setting and to reduce the transmission risk of covid-19 coronavirus as far as is reasonably practicable. Particular attention must be given to those at greatest risk including vulnerable groups, pregnant women, and those with underlying health conditions.

1. Maintaining Social distancing – external areas

RISK	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
Numbers on school transport impede social distancing.	<ol style="list-style-type: none"> 1. Liaise with School Transport Team before changes to school times are made. 	<ol style="list-style-type: none"> 1. Only applicable to Resource Base – see separate risk assessment.
Numbers of parents and children at entrances and exits impede social distancing.	<ol style="list-style-type: none"> 1. Instructions for parents/carers on social distancing rules on site. 2. Staggered start/finish times for different groups. 3. Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard 4. Use of different entrances/exits for different groups. 5. Only one parent/carer to accompany child. 6. Staff on duty to supervise. 7. Signage. 	<ol style="list-style-type: none"> 1. Inform parents through letter – clear expectations on social distancing 2. A clear timetable for staggered start and finish times 3. 2m marks on pavement and curb – white chalk – for Reception parents the entrance will be the gate to the KS1 playground (signage will indicate direction out of school) 4. Three different entrances used – Earls Court Road and 2 x Parsonage Road (one for RB pupils) and SLT will ensure safe crossing across the road 5. Letter explains to parents that only one adult allowed to accompany child – Year 6 children can walk on their own if necessary 6. SLT and teacher at each gate on entrance and exit 7. Signage on gates – social distancing, expectations
Changes to school routine cause vehicular and pedestrian traffic management issues.	<ol style="list-style-type: none"> 1. Encourage parents to walk/cycle to school with children. 2. Stagger drop off / pick up times. 3. Review traffic management risk assessment where changes to start/end of day apply. 4. Encourage staff to walk/cycle to school. 5. Staff on duty to supervise. 	<ol style="list-style-type: none"> 1. Letter encourages parents to walk/cycle to school 2. Clear timetable for staggered start and finish times 3. Decide on positions of lines especially when Reception and Key Worker children arrive at same time at same gate 4. Staff to park cars in car park socially distanced – block off certain spaces with cones 5. Staff on duty follow procedures stringently

2. Social distancing – internal areas and during breaks

<p>Pupil numbers and room sizes impede social distancing</p>	<ol style="list-style-type: none"> 1. Where practicable reduce number of children in the classroom to enable social distancing. DFE advise no more than 15 but the maximum number will depend on space available. 2. Remove excess furniture to safe storage areas to increase space. 3. Desks to be spaced out as far as possible but do not impede fire escape routes and exits. 4. Floor markings to illustrate 2m areas (including an area for the teacher/TA). 5. Children to remain at their desks when in the room. 6. Children to use the same desk each day. 7. Lessons planned for individual work as opposed to close group work. 8. Social distancing to be explained to children with regular reminders. 9. Signage/Posters in each classroom. 10. Consider the use of school grounds / local environment to extend the range of teaching spaces available. 11. Allocate named staff to each group of children. 12. Staff to supervise and enforce measures. 	<ol style="list-style-type: none"> 1. Pupil group numbers at minimum according to attendance. Numbers in Reception and Yr 1 not to exceed 5 in one group with one adult, and numbers in Year 6 not to exceed 7 with one adult. 2. Classes set up to accommodate numbers with excess furniture removed. 3. Desks spaced out in Reception classroom, Year 1 classroom and Yr 5 & Yr 6 classrooms 4. Floor markings illustrate movement through classroom ensuring social distancing (EYFS/Yr 1 to explore how manageable this is) 5. Timetable of activities ensure that children are managed in and out of each activity 6. Children's name put on desks to ensure they use same desk each day 7. Lesson plans follow the Golden 3 activities and are tailored for individual working arrangements as opposed to close group work 8. Constant staff communication reinforces social distancing measures 9. Signage in and around classroom reinforces social distancing measures 10. Outside spaces to be included in activities as much as possible. Especially use of the field 11. Staff will be allocated to each group and stick with that group 12. SLT to supervise measures and constantly evaluate measures in place
<p>Number of pupils and staff moving around the school impede social distancing in</p>	<ol style="list-style-type: none"> 1. Children remain in classroom during the day. 2. Use of a one-way system around the school. 3. A 'walk on the left' policy if one-way not practicable. 	<ol style="list-style-type: none"> 1. Groups managed according to the timetable of activities. Any movement out of class is controlled according to

<p>corridors and other communal spaces</p>	<ol style="list-style-type: none"> 4. Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent). 5. Lane markings on floor and 2 metre markings in areas where queuing is likely. 6. Areas not in use to be closed off (not escape routes). 7. Children to keep coats, bags, lunchboxes etc with them in the classroom (under desks) or in suitable storage area. 8. School assemblies to be completed electronically and aim to include those children home schooling if possible 	<p>social distancing measures pertinent to movement around the school.</p> <ol style="list-style-type: none"> 2. One system around school established with clear signage and arrows illustrating the flow of movement. 3. In first phase (limited yr groups) there will be no point where the children have to pass each other in a corridor. 4. Signage and arrows show flow of movement around perimeter of building back to allocated classrooms and to exits 5. Tape put on floor outside allocated classrooms where queues might develop 6. No go areas taped off including classrooms not in use, library, kitchen, etc. 7. Space under desks made available to put snacks, water bottles, sun cream and hats. 8. School assemblies may be undertaken by class teachers on secure platforms but are not essential as communication through Tapestry and Class Dojo is strong, as is communication to our vulnerable families.
<p>Number of pupils and size of space impede social distancing when using toilets</p>	<ol style="list-style-type: none"> 1. Only one child allowed to go to the toilet at a time. 2. One in one out system in place. 3. Close sinks to give 2m for handwashing – if only one child this isn't necessary 4. Allocate toilets around the school for different groups of children. 5. 2m markings on floor in queuing area 	<ol style="list-style-type: none"> 1. Children briefed on one child to toilet at any one time. 2. Clear system of one in one out in place and signage illustrates this 3. Sinks – one child only 4. Each group will have its own set of boys and girls toilets in phase 1. Signage will show this and children reminded regularly 5. Phase 2 may require 2m marking for queuing for toilet
<p>Number of pupils and available space impede social distancing at break time and lunchtime</p>	<ol style="list-style-type: none"> 1. Staggered break and lunch times. 2. Allocated play areas for each group. 3. Consider zoning of play areas using markings / cones to reinforce distancing. 	<ol style="list-style-type: none"> 1. Clear timetabling has most groups taking breaks at different times. 2. Groups will not be on break at same time apart from key worker group and reception – these will be in different

	<ol style="list-style-type: none"> 4. Children to bring packed lunch and eat lunch in classroom or consider using school grounds for 'picnic lunches' whilst retaining 2m distancing 5. Games which encourage social distancing. 6. Staff supervision to maintain standards. 7. If hot meals are provided, transport safely to classroom or if canteen is available, remove unused tables and apply 2 metre rule. 8. Any crockery/cutlery used must be cleaned thoroughly. 	<p>areas of the school (i.e. half field each or separate playgrounds)</p> <ol style="list-style-type: none"> 3. Areas not to be used will be taped off and children told where they can and can't go 4. Packed lunches for key worker children will be eaten outside as much as possible observing social distancing. When required to eat inside the long dining tables will enable social distancing with children spaced accordingly. 5. Limited equipment will be available for children to use and games that keep them apart will be organised. The pirate ship will not be used and the trim trail will be on a rota basis each week. 6. SLT will monitor activity at break times and respond appropriately to any issues 7. Hot meals are not being provided in phase 1 8. Crockery and cutlery will not be provided by school during phase 1
<p>Number of staff and size of staff spaces impede social distancing.</p>	<ol style="list-style-type: none"> 1. Removal of furniture to create more space. 2. Removal of communal equipment (mugs etc) 3. Staggered break times for staff. 4. Repurpose unused spaces for additional staff rooms. 5. Staff toilets to enforce 2m distancing. 	<ol style="list-style-type: none"> 1. Furniture in staffroom to be labelled so that staff socially distance in designated seats that are cleaned regularly 2. Staff label mugs that they use and keep to same mug 3. Break times are staggered for children and so will ensure staff do not mix 4. No additional staff spaces required during phase 1 5. Staff to use toilet independently from each other adopting a routine of cleaning and wiping down areas that were touched.

3. Hygiene and Cleaning	<u>Guidance on cleaning non-healthcare settings</u>	
Cleaning staff levels are insufficient to deliver enhanced cleaning regime.	<ol style="list-style-type: none"> 1. Confirm available cleaning staffing levels before re-opening. 2. Use of contractors or other school staff for cleaning. 3. Agree the new cleaning requirements and additional hours for this. 4. PPE to be worn by cleaning staff as dictated by risk assessment. 5. Leave resources to de-contaminate for 72 hours if possible. 6. Deep clean of areas used by keyworker children before reopening. 7. Children bringing comforters into school 	<ol style="list-style-type: none"> 1. Phase 1 cleaning staff appropriate for cleaning duties considered throughout the occupancy of the school with children and staff. Pasty and Di to be used to clean all classrooms and communal areas according to a clear timetable established with SLT. 2. Only cleaners to be used in phase 1 – other staff considered when expansion happens. No contractors required 3. Clear timetable and rota for cleaning shared with cleaners and staff. Specific cleaning requirements discussed in accordance with children’s timetable of activities while in school – to include toilets cleaned during break times and classrooms cleaned following exit of children. On Fridays a deeper clean of more specific vulnerable areas will take place. 4. PPE will be worn by cleaning staff 5. If certain resources are not cleaned they will be left for 72 hours to decontaminate 6. Key worker children will use the same classroom they have used for the past 7 weeks – during phase 1. This may be revised in next phase or if numbers rise in phase 1 that warrant another group. C 7. Some RB children bring comforters in – these will be strictly kept with the child or their belongings under the desk and used only when required. These should be taken home each night and washed by parents.
Insufficient handwashing and hygiene facilities increase the risk of transmission.	<ol style="list-style-type: none"> 1. Hand gel dispenser outside of all classrooms. 2. Re-fills kept safely in each classroom. 	<ol style="list-style-type: none"> 1. Hand sanitiser or gel in each classroom around sink area and mobile sanitiser units available at start and end of day and break times.

	<ol style="list-style-type: none"> 3. Children to handwash on entry to school, before and after each break and lunch, leaving school and after using toilet. 4. Extra handwashing bowls in each classroom. 5. Extra signage for washing hands. 6. Supplies of tissues and lidded bins in each teaching space and classroom. 7. Ensure help is available for children who cannot clean their hands independently. 8. Parts of school uniform which cannot be machine washed should not be worn. 9. Ensure supplies of suitable soap. 	<ol style="list-style-type: none"> 2. Refills of hand gel will be kept centrally by site manager who will monitor levels around the school. 3. Clear routine of handwashing and sanitising implemented with children at key times. 4. Sinks are sufficient for handwashing in phase 1 5. Signage clear and will be in place around sinks and toilets. 6. New lidded bins have been purchased and will be used in classrooms and toilet areas. Items placed in bins will be double bagged. 7. Teachers will supervise children that they consider to be at risk of not washing hands properly. Ad hoc inspections by teachers and SLT will take place. 8. Children will not be expected to wear school uniform but parents will be informed about the importance of washing clothing every day 9. Supplies of suitable soap is available
<p>Exposure to new hazardous substances (products)</p>	<ol style="list-style-type: none"> 1. COSHH assessment to be carried out for any new cleaning/sanitising products in use. 2. Additional cleaning staff to be made aware of the COSHH risk assessments. 3. Appropriate storage of hazardous substances. 4. Material data sheets to be made available for new and existing products. 	<ol style="list-style-type: none"> 1. Existing sanitising products are sufficient but any new ones suggested will undergo a thorough assessment. 2. No additional cleaning staff will be required in Phase 1 3. Hazardous substances are stored appropriately in accordance with School Health and Safety Policy 4. A log of equipment is kept by the SBM

4.Site and Buildings	<u>DfE Guidance on school premises management</u>	
Visitors/contractors/suppliers on site increase the risk of transmission.	<ol style="list-style-type: none"> 1. Site visits only by pre-arrangement. 2. 2m exclusion zones/markings in Reception areas. 3. Information/signage for visitors informing them of the infection control procedures. 4. Deliveries and visits outside of school opening hours where possible. 5. Provision of hand gel at main school entrance. 6. Process for the acceptance of deliveries required i.e. area where deliveries can be safely left. 	<ol style="list-style-type: none"> 1. The SMB, HT and Site Manager will manage any necessary site visits ensuring that if they have to take place, then they are carried out at a time that doesn't put anyone else at risk. 2. 2m social distancing markers used in visitor areas 3. Visits will be managed according to social distancing measures and visitors made aware of protocol to follow 4. All deliveries and visits will be outside school hours where possible – contractors contacted before Phase 1 to agree arrangements 5. Mobile hand sanitiser units will be available at main school entrances 6. Deliveries all received in side entrance outside bungalow – controlled outside of perimeter fence.
Changes affect normal emergency procedures.	<ol style="list-style-type: none"> 1. Redeployed or displaced staff and children will be briefed on evacuation procedures. 2. Review of fire assembly point to accommodate social distancing. 3. Fire drill practice to review any adjustments made. 	<ol style="list-style-type: none"> 1. Fire drills and evacuation procedures updated and staff and children informed of any changes 2. Fire assembly point set up as usual on field 3. Fire drill carried out in week 2 of Phase 1
Site security is compromised by new arrangements.	<ol style="list-style-type: none"> 1. Normal security standards will apply, doors which may be used for drop-off/pick up should then be closed during the school day (and locked if not fire doors). 2. Additional ventilation via open doors and windows should not occur in unoccupied parts of the site. 	<ol style="list-style-type: none"> 1. All school entrances will be locked using the normal padlocks. All doors through the school will be left/propped open to avoid excess touching. 2. No additional ventilation will be implemented unless deemed necessary (i.e. using first floor classrooms).

		Windows will be kept open to ensure classrooms are well ventilated.
5. Equipment and furniture		
Shared play equipment increases the risk of transmission.	<ol style="list-style-type: none"> 1. Fixed play equipment to be put out of use. 2. Soft toys and difficult to clean play equipment to be removed. 3. Individual items of play equipment to be cleaned between each use. 	<ol style="list-style-type: none"> 1. Fixed play equipment will be taped off and not used unless on a weekly rota allowing time for de-contamination. 2. Toys deemed to be at risk of carrying the virus will be removed or if used, will be cleaned after use or decontaminated for 72 hours. 3. Items used at break times or for play activities will be cleaned after use and will be in boxes allocated for each group.
Shared equipment, fittings and resources increase the risk of transmission.	<ol style="list-style-type: none"> 1. Handwashing before and after each lesson. 2. Remove unnecessary items from the classrooms and store elsewhere. 3. Cleaning regime for door handles, press to exit buttons, communal surfaces. 4. Children asked to bring in own stationery or have allocated, named, packs of stationery per child. 5. Resources and surfaces to be cleaned each night. 6. Lessons planned so resources are not shared. 7. Limit the number of resources/books taken home. 	<ol style="list-style-type: none"> 1. Handwashing will take place at start and end of day and break times. Other times will be dictated by movement of the children in and out of classroom and between activities. 2. Unwanted items will be removed from classrooms to create space for social distancing. 3. Cleaning regimes will be in place for cleaners and staff will identify specific areas that require cleaning at end of each day – a timetable of activity is in place 4. Children will have their own stationery packs in school that are labelled and put in secure place in classroom for use each day. There will no sharing of stationery. 5. At the end of each day, classrooms will be regimentally cleaned ready for the next day – teachers will leave a list of equipment that they require the cleaners to clean above and beyond normal procedures 6. Lessons will be planned so there is no sharing of resources. 7. Books will not be sent home but a set of books made available to use during the week. These will be changed each week.

Increased manual handling tasks increase the risk of musculoskeletal injuries.	<ol style="list-style-type: none"> 1. Staff must not attempt to move large or heavy items unless they are fit to do so. 	<ol style="list-style-type: none"> 1. Heavier objects required to be moved will be done so in accordance with the Health and Safety Policy.
6. Health and Wellbeing		
Staffing levels (insufficient) cause supervision, ratio and safeguarding issues.	<ol style="list-style-type: none"> 1. Carry out an audit of all staff availability and review it regularly. 2. Introduce a process for staff to inform you if their health situation changes. 3. If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios. 4. Use of staff from other schools (by agreement). 	<ol style="list-style-type: none"> 1. Audit has been carried out and clear understanding of staff availability gained. 2. Staff informed of procedure to follow if health changes – contact HT immediately. 3. Guidelines on usage of teachers states that they are not to be used in other year groups than their own. This means TAs will be used to take groups but size of groups kept to a maximum of 5 children in Rec/Yr 1 and 7 in Yr 6. 4. There is no need to use staff from other schools in Phase 1
Volunteer wellbeing (if applicable)	<ol style="list-style-type: none"> 1. Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment. 2. Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. 	<ol style="list-style-type: none"> 1. No volunteers will be used in Phase 1 2. No volunteers will be used in Phase 1
Vulnerable / Extremely vulnerable children at higher risk of infection.	<ol style="list-style-type: none"> 1. Parents should follow current medical/government advice if their child is in this category. 	<ol style="list-style-type: none"> 1. Parents have been made aware of the government/medical guidance for children in vulnerable categories.
Person becomes unwell with Covid 19 symptoms in school	<ol style="list-style-type: none"> 1. Move to a pre-designated room where person can be isolated, with adult supervision, if a child displays symptoms. 2. Ventilate the room if possible. 3. PPE should be worn if contact is required. 4. Inform parent/carer to arrange collection. 5. Cleaning regime after each usage of the space. 6. Consider purchase of non-contact thermometer. 	<ol style="list-style-type: none"> 1. Any child displaying symptoms will be immediately moved to designated room with ventilation – this will be the nurture room in Phase 1. The toilet outside the office will be allocated for the child until the parent arrives. 2. The room has two doors and windows that can be opened for ventilation 3. PPE will be stored outside the room and in classrooms to ensure that staff can access it immediately

		<ol style="list-style-type: none"> 4. Parents/carers of the child displaying symptoms will be informed by SLT immediately upon initial diagnosis and immediate collection arranged. Parents of children in the rest of the group will not be informed until the child tests positive. Upon this news, all children in that group will be required to self-isolate for 14 days. 5. The room in which the child was situated will be immediately vacated and deep cleaned, including all stationery and resources used by the child 6. The temperature of all children and staff will be checked using a non-contact thermometer first thing in the morning and if a child/adult displays symptoms. A child that has a temperature of 38 degrees will be sent home immediately and asked to be taken to be tested. A child with a temperature between 37.5 - 37.9 degrees will be monitored through the morning and if the temperature rises above 38 degrees, the parents will be called.
<p>Staff wellbeing affected by the working experience.</p>	<ol style="list-style-type: none"> 1. Application of national guidance in respect of shielding and at-risk groups. 2. Include staff in risk assessment process. 3. Staff meetings and communication. 4. Defined wellbeing support measures for staff. 5. Designated staff rest areas. 	<ol style="list-style-type: none"> 1. Staff are aware of the national guidance and three members will continue to shield during Phase 1. 2. All staff will be briefed on the risk assessment and have the opportunity to provide feedback and questions before the start of Phase 1 and presentation to Governors. 3. Staff meetings are being held through Zoom around once per week. Communication is strong through email, WhatsApp groups and phone calls. 4. HT always available for staff should any issues or anxieties arise. HR leader (SMB) also available. Information from DfE has been forwarded to staff on well-being agencies and courses. All staff concerns are taken very seriously by HT. Employee assistance number will be circulated by SBM. 5. The staffroom will provide a safe resting area during Phase 1.

<p>Pupil wellbeing is impacted by the current situation causing physical and mental ill health. School Effectiveness guidance on Right Choice</p>	<ol style="list-style-type: none"> 1. Children to have allocated teacher and TA where possible. 2. Reduced time in school to ensure transition from home to school is successful. 3. Curriculum to support children’s well-being. 4. Provide opportunities to talk about their experiences/concerns. 5. Pastoral activities. 	<ol style="list-style-type: none"> 1. Children will be in groups no bigger than 5 in Rec and Yr 1 and 7 in Yr 6 with one teacher or TA. The ELSA leader will be available for one to one consultations with children as necessary. 2. During Phase 1 children will only come in for four morning (8.45-12.00pm) Monday to Thursday. Key Worker children will continue as normal. Friday will provide opportunity for further deeper cleaning of key areas. 3. The curriculum timetable will incorporate time for academic studies but 4.also time for discussion and reflection promoting pupil well-being where they can share experiences, anxieties and worries. 5. The Inclusion Manager has signposted a variety of pastoral activities that parents and children can do at home, over the past seven weeks. This will continue with activities being incorporated into the Golden 3 and Rainbow activities.
<p>First aid provision</p>	<ol style="list-style-type: none"> 1. Ensure all staff know First Aiders on site if less than normal. 2. If provision is less than usual, minimise hazardous activities which may result in injury. 3. Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly. 	<ol style="list-style-type: none"> 1. A qualified first aider will be on site at all times – this is a continuation of practise implemented over the past 7 weeks. 2. Provision will not be affected and the first aid room is prepared and ready to handle first aid treatment 3. PPE will be available for all first aiders and bins allocated appropriately.
<p>1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation.</p>	<ol style="list-style-type: none"> 1. Individual risk assessments of children with behavioural difficulties. 2. Ensure a supply of PPE is available based on need. 3. Reduced timetable or consideration of other solutions if child’s behaviour puts staff at risk. 4. 1:1 teaching to be done at 2m distance. 	<ol style="list-style-type: none"> 1. Risk assessments have been completed for all children with behavioural difficulties and EHCPs. These will be updated on a regular basis responding to staff concerns and the pupil’s behaviour in school during Phase 1. 2. Staff that are required to restrain pupils will access PPE stored in each classroom. 3. If a child’s behaviour puts any other children or staff at a higher risk of then a reduced timetable will be considered and communicated to the appropriate people (parents, social worker, SEND workers, Parent Support Workers).

		4. Any 1:1 teaching will adhere to the social distancing expectations where possible (see SEND guidance).
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I confirm that the above is a suitable and sufficient risk assessment based on current information. The risk assessment will be reviewed on a regular basis and whenever anything relevant changes. All relevant parties will be informed of the outcomes of this risk assessment.

Name of Headteacher	Chris Raymond	
Signature of Headteacher		Date:
Name of Chair of Governors	Michael Thompson	
Signature of Chair of Governors		Date:
Date of review		

