



Grasmere Primary School: Risk Assessment November 2020

- This is a **WORKING DOCUMENT** and therefore subject to change.
- This action plan has been done in consultation with staff, governors and union reps and looked at by SIP and HLT and adjusted accordingly.
- **Related Documents:**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

[Coronavirus \(COVID-19\) Collection: guidance for schools and other educational settings](#)

[Actions for schools during the coronavirus outbreak](#)

[Coronavirus \(COVID-19\): implementing social distancing in education and childcare settings](#)

[Coronavirus \(COVID-19\): guidance for educational settings](#)

[COVID-19: cleaning in non-healthcare settings](#)

Risk matrix:

Risk rating High (H), Medium (M), Low (L)	
Likely impact	Major: Causes major physical injury, harm or ill-health.
	Severe: Causes physical injury or illness requiring first aid.
	Minor: Causes physical or emotional discomfort.

Risk Rating	Measure/ Action to reduce Risk	Date completed	Further actions	Residual Risk Rating
1. Protective Measures and Hygiene				
1.1 Cleaning				
	<p>Cleaners to comply with increased cleaning expectations. Billy/ SLT to monitor at start of each day.</p> <p>All classes in use to have supply of Milton, spray, paper towels, gloves.</p> <p>All staff to be vigilant about levels of cleanliness and, although not an expectation, can use cleaning materials in each class to wipe down surfaces and clean equipment at key points of the day.</p> <p>Cleaners will have a checklist of surfaces that are touched by multiple people such as: door handles, table/counter tops, computers including mouse and keyboard, light switches telephones, chairs, bannisters, shared learning resources or toys, specialist equipment for SEND pupils, toilets and toilet handles, sinks, taps and other areas touched regularly.</p> <p>Photocopier: this will have gloves and wipes next to it, and signage to explain how it should be wiped down before and after use.</p> <p>Deep clean every of classroom/ shared area/ outdoor area to be carried out weekly, including break out rooms such as sensory space.</p> <p>On site cleaner employed daily clean classes when children are outside and provide cleaning of door handles etc. at regular intervals. Checklist to be compiled and monitored over course of day by premises manager/ teachers and SLT.</p>		<p>Check list on door of each class with time cleaned. Changed weekly.</p>	

	<p>Hard resources that have been touched by pupils will need to be cleaned before a different group them. Waste disposal process in place for potentially contaminated waste</p>			
1.2 Toilets				
	<p>Each class to have a clear access plan to the toilets. Strict one child at a time policy.</p> <p>Hand washing: children MUST wash their hands after going to the toilet in sight of an adult. Signage to encourage.</p> <p>Re staff toilets: see staff section below</p>			
1.3 Daily H&S checks				
	<p>Checks of all fire/ gas/ water/ security will remain daily and be logged by premises manager as normal.</p>			
1.4 PPE				
	<p>The current DfE advice is that masks are not required in school for most people. They will be worn by staff in the event that they are caring for a child who is exhibiting Covid-19 symptoms, providing intimate care and administering first aid or where they cannot adhere to social distancing, following guidelines.</p> <p>Any use of PPE should be done after full training by competent individuals.</p> <p>https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</p> <p>Bulk order so that always fully stocked</p> <p>Masks/ gloves/ tissues /paper towels/ aprons and hand sanitizer well stocked at point of reopening and regular checks on stocks being done by premises manager and onsite cleaners.</p> <p>Staff are encouraged to wear their own PPE or use schools if they feel they need to due to the airborne nature of</p>			

	<p>the disease and the required. If staff cannot obtain their own, the school will provide masks.</p> <p>Guidance also states that they will be worn by staff in the event that they are caring for a child who is exhibiting Covid-19 symptoms, providing intimate care, comforting a distressed child and administering first aid, where they cannot adhere to social distancing.</p> <p>In early years settings PPE should be used for ALL personal care [and in cases where a child may spit and not understand how to cough/ sneeze into a tissue] and this should be renewed between every child.</p> <p>Used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus, in line with the guidance on cleaning for non-healthcare settings.</p> <p>Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.</p>			
1.5 Hand sanitizer				
	<p>Use sanitizer bottles to help create sanitizer stations for beginning of day, at the school entrance.</p> <p>Sanitizer used and observed upon entry to school building.</p> <p>Sanitizer available in all classrooms.</p> <p>These will all be checked daily by premises manager and restocked by onsite cleaners.</p>			
1.6 Hand Hygiene				
	<p>As per government guidelines it is of utmost importance to have regular and thorough hand washing:</p> <ul style="list-style-type: none"> • On entering classroom or work space • Before break and after break 			

	<ul style="list-style-type: none"> • Before lunch and after lunch • Before going home • After visiting the toilet <p>Must be for 20 seconds with running water and soap or use of sanitiser and ensuring good respiratory hygiene by promoting the catch it, bin it, kill it approach</p> <p>All bins to be lidded.</p> <p>Ensure children pull blue towel down first, then wash hands, then dry hands OR USE PAPER TOWELS.</p> <p>Speak to HLT regarding building in more provision e.g. Hot water access has to be provided in classrooms for hand washing and electric hand driers are more hygienic.</p> <p>There are 6 x thermometers available.</p> <p>Temperature taken of everyone displaying a symptom using no touch thermometers. Those above normal sent home and asked to isolate 7 days or until symptoms gone [whatever later]</p>			
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1.7 Water Fountains

	<p>Close off all water fountains</p> <p>Water bottles only brought in from home. All class cups to go. Small supply of single use plastic cups available on site for those who forget water bottles.</p>		<p>Reminder re water bottles to parents in letter home</p>	
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2. COVID 19 Symptom Response Protocol

2.1 What will happen if a child/adult is sent home from school/has been in school with symptoms?

	<p>If anyone in an education, childcare or non-residential children social care setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell,</p>			
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they must be sent home and advised to follow the [guidance for households with possible coronavirus infection](#).

If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, with appropriate adult supervision if required depending on the age of the child. 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.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE should be worn by staff caring for the child while they await collection if direct personal care is needed and a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).

If a member of staff has helped someone with symptoms they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.

If an individual develops symptoms of COVID19, they go into isolation and they get tested and they isolate for 7 days and their close contacts (including bubble) for 14 days. The bubble will need to self-isolate should the test outcome be positive. If the test is negative, the child and bubble can return.

In the case of siblings:

- If Child A has coronavirus symptoms then they should be sent home, and their household should follow the guidance on self-isolation. That **would** include the sibling.
- Child A's sibling's bubble does **not** need to self-isolate unless Child A's sibling develops symptoms and then tests positive.

	<ul style="list-style-type: none"> If Child A receives a negative test, both Child A and the sibling can return to school. <p>Parents/carers will be informed if a member of the bubble has suspected Covid-19 and will be provided with the outcome of the test.</p> <p>In the case of a member of staff:</p> <ul style="list-style-type: none"> If negative, the staff member can return when fit and rest of bubble can return immediately. If positive, SLT to phone 0800 046 8687, press option 1 and act on any advice given by DFE/ PHE. Report to Local Authority and any close contacts identified. It might result in the bubble closing if widespread contact is established. 			
2..2 Plans for enforced isolation				
	<p>In the event that a child/family has to self-isolate or the school is closed for isolation purposes, home-learning will be put in place.</p> <p>A home-learning protocol has been shared with parents/Carers. And is available here.</p> <p>It will include: a daily Zoom meeting to outline the day (led by either the teacher or LSA), clarify any teaching points, a weekly class timetable and use of Seesaw, work will be celebrated on the class pages.</p>			
3. SOCIAL DISTANCING/ MINIMISING CONTACT MEASURES: This will be done through class bubbles				
3.1 Clarity over guidance				
	<p>Ideally, adults should maintain 2 metre distance from each other, and from children.</p> <p>The Government Guidance recognises that use of the use of 2 m distancing is likely to be dependent on the age and support needs of the children, however even doing this for some of the time will help, even in EYFS.</p> <p>Where reasonably practicable an area 2 m away from children for staff to teach from is identified in each class.</p>			

	<p>Avoid close face to face contact and minimise time spent within 1 metre of anyone</p> <p>Children old enough should also be supported to maintain distance and not touch staff and their peers where possible</p> <p>Staff meetings carried out over zoom to avoid any unnecessary face to face contact</p> <p>Numbers in intervention room limited</p> <p>Staff room zoned and numbers limited. Alternative staff rooms used for each bubble</p> <p>PPA room is limited to 1 person maximum.</p> <p>Interventions rooms and working spaces for peripatetic workers are clearly articulated, underpinned by their own risk assessments [e.g. from Hackney Music Services or Hackney Inclusion team]</p> <p>Kitchen staff have own risk assessment and social distancing is expected, where practicable.</p>			
3.2 Management of Beginning and End of the Day				
	<p>Staggered start and finish for each year group</p> <p>Premises manager to manage flow using 2m social distancing markers on Church Walk. Parents leave by Albion Road entrance after dropping children, maintaining social distancing at all times (and should be requested to leave immediately). SLT in playground to manage flow. Children to remain in teaching hubs at all times.</p> <p>All children are dropped at beginning of day. Sanitiser point to signify where classes line up. All children use sanitizer before entry. All children go through walk way and use side door. Teachers will meet and welcome pupils</p> <p>Late comers will be refused access.</p>			

	<p>Parents told to arrive on time and leave promptly.</p> <p>All children collected from KS2 playground. Parents repeat protocol for beginning of day to access school at end of day</p> <p>No scooters/ bikes to be brought in, no possessions from home.</p>			
3.3 Movement around the school				
	<p>Staff to access building via walkway. Use of arrows on floor to help scaffold children moving around school. Use of far staircase to only go up, near staircase to only come down. Staff to model correct use at all times.</p> <p>Office not to be used except for office staff.</p> <p>KS1 playground to be accessed by double doors from each classroom. Demarcated and used at different times by different hubs. Benches will be used to define space.</p> <p>KS2 playground to be accessed by Y6 via walk way.</p> <p>N playground to be used only by EYFS bubble.</p> <p>Garden to be used for outdoor learning and clear weekly rota in place. Wash hands before and after use.</p> <p>All doors left open at all times to minimise touching of handles [fire safety: adults briefed to remember to close doors in the event of the fire bell sounding on their check through the school. Premises manager and fire marshall if on site to check].</p> <p>Fire procedure will remain unchanged. If an alarm sounds, children will exit the school following standard fire safety procedure in a safe and orderly manner. Once at fire assembly point, social distancing can resume. Billy to do a fire drill at some point during June/ July.</p>			

3.4 Access to Office/ Foyer

No children sent to office for messages. Registers delivered to table in corridor for office to collect later.

Table set up across front entrance with clear signage for parents to not enter. If parents want to talk face to face they must stand behind the railings [2.2m away].

Staff login via Whatsapp [not salto pass machine in office] so office staff can put on system.

After 8.45 until 3.30pm, the office is closed to all adults and children, only office staff will be allowed in. All office staff to have work stations at least 2m apart.

3.5 Lunchtimes

Hall is used at lunchtimes and cleaned thoroughly between each bubble using it. Meals are served in containers. All midday meals supervisors wear masks/ gloves/ aprons.

Hot meals served. Kitchen risk assessment in place.

Children bring in own water bottles. No shared cups

3.6 Playtimes

Staggered with max. 60 children at a time [EYFS/ Year 1+2/ year 3+4/ Year 5+6]. Bell to be rung 1 minute before end of play so the playground is clear and empty before the next group of children access it.

Extra playtime for all children in the afternoon.

Wet play: In R, each hub will be staffed by 3 adults therefore there will be adequate staff to have children in classroom and also ensure sufficient break for each staff member. In Y6 there will be 2 members of staff, ensuring children can socially distance in classroom while staff give each other breaks. SLT on hand to help if needed.

Signs around the playground to remind children of expectations. Structure play where possible.

3.7 Classrooms

All classrooms to be well ventilated at all times.

All class tables to be facing the front Y2 to Y6

Children with very low levels of home-learning engagement will sit closest to the front

All soft toys and non-essential items that are not washable or wipe-able to be removed

Each class base to use own resources, not share

Lunch bags to be stored securely on pegs

Children bring in own water bottles and these are kept in class

All classrooms to be adjusted to ensure children can work at the safest possible distance. Tables will be placed against walls, with space between for staff to move between.

Clear signage displayed in classrooms promoting social distancing.

Classes stay together with their teacher and bubble staff and do not mix with other pupils.

Children WILL NOT bring in own pencil case but will be provided a zip wallet with essentials by the school (including pencils, sharpener, colouring pencils, eraser, pencil sharpener, ruler, scissors and glue stick) which stays on their work space (no sharing). This equipment should be kept at school at all times.

Ensure all areas have PPE, cleaning sprays and paper cloths ready out of reach of children

Check washing up liquid and bowls are available in each classroom to wash resources once used

Reading books – if children return school books, these must be placed in a box and cleaned; if children want new books, the teacher needs to select one and place it on the child's desk when spacing allows

	<p>Resources are very limited in classroom as priority must be on health and safety. But as long as the resources can be cleaned after use, the class teacher can carefully introduce a resource.</p> <p>Children should wear shoes/trainers that are appropriate for exercise. Shoelaces should only be worn if the child can independently do them up (adults will not be able to assist)</p> <p>Marking to be added to floor to help scaffold social distancing in classrooms, corridors.</p> <p>IPads and laptops to be wiped down after use by cleaning staff.</p>			
3.8 SEND interventions				
	<p>Staff wash hands before and after working with a pupil</p> <p>A space is identified for the intervention to take place, and set up with two separate desks placed a suitable distance apart</p> <p>All equipment needed for the child is set up in the space before the start of the session</p> <p>Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom)</p> <p>The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way</p> <p>The intervention is provided at a distance</p> <p>After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil</p> <p>The school plans for staff providing specialist interventions to work across a given year group and (if necessary) only one other year group, to reduce potential contacts.</p> <p>Group interventions will be in small groups from one class only, children will not be grouped from different</p>			

	bubbles.			
3.9 Staffroom				
	To be used only to make tea/ coffee using a mug or cup brought in from home. [No shared cups/ crockery/ fabric resources] Staff can sit in their hub teams. Max. 4 people. Additional hubs to be created in library.			
3.10 Library				
	Initially closed for children. Rota will be put in place in first half term and a cleaning protocol will be added			
3.11 Assemblies				
	Assemblies will take place via Zoom with children accessing them in their classrooms. 3 x assemblies per week: SLT/ Music/ Star. Parents of children receiving star certificate can be given Zoom meeting details and can attend virtually.			
4. STAFF				
4.1 Who can attend?				
	Only staff who are healthy, not exhibiting symptoms and do not need to self-isolate can attend school The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Staff need to contact SLT if they have an individual concern relating specifically to their situation. NOTE: Individual risk assessments for vulnerable/ extremely vulnerable need to be completed. Access form here			

4.2 Visitors

Only essential visitors [deliveries non-contact/ Chefs in Schools deliveries aware of access protocol].

No visitor permitted in the office or in the school building. Staff can meet visitor outside.

If from an external agency [EP, SALT, Music specialist] they use the walk way to access and sign in/ use sanitizer as other members of staff would. PPE would be offered to these if required.

4.3 Staffing

This RA and all NHS and Gov.uk guidance to be followed at all times regarding isolation, distancing and hygiene.

A survey of staff has been carried out [1 July 2020] and has helped to inform reassurances the school might be able to give if concerns are raised. These were beyond the Government guidance and be particular to Grasmere.

A clear timetable or rota will be put in place for the half term.

Potential conduct issue if staff are seen to breach safety expectations, for example not respecting social distancing measures or setting example to children.

Staffing numbers required for entire eligible cohort have been determined including support staff such as facilities, IT, midday and office/admin staff.

Approach to staff absence reporting and recording in place.

Risk assessments in place for those staff who were previously working from home due to shielding, (clinically vulnerable and/or living with someone in these groups), and appropriate arrangements for mitigating risk are identified.

Plans to respond to increased sickness levels are in place.

Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than

	daily basis to minimise contacts.			
4.4 Staff training				
	<p>RA/ PPE/ Home learning training given in September INSET days [3/4 September]</p> <p>Regular weekly meetings to reflect and evaluate practice will be in place.</p> <p>Staff meetings to continue through Zoom/ MS teams</p> <p>Twice weekly briefings to continue via Zoom.</p>			
4.5 DSL/ First aid/ SLT				
	<p>A DSL and First Aider will be onsite at all times.</p> <p>A member of SLT will be onsite at all times</p>		<p>Where possible</p> <p>Yes</p>	
4.6 Staff living with vulnerable adults or who are clinically vulnerable themselves, pregnant or co morbid [with Dr certificate] or clinically extremely vulnerable.				
	<p>The Clinically Vulnerable (and those that live with them), and those who are high risk on the Vulnerabilities Risk Assessment can still attend work and will have an up to date individual risk assessments to ensure that any measures in place are still appropriate.</p> <p>The Clinically Extremely Vulnerable workers are strongly advised to work from home from 5th November. If they cannot work from home, they are not to attend work for the period of these restrictions. If these employees are not working from home, they will remain on full pay and this should be recorded as special paid leave (self isolating).</p>			
4.7 Transport to school				

	<p>Walking and cycling encouraged. Cycle shelter free for staff bikes</p> <p>If staff rely on public transport, they need to discuss their individual circumstance with SLT to form an individual travel plan</p>		<p>Staff have emailed SLT to discuss this</p>	
4.8 Catering Staff				
	<p>FSM provision from chefs in schools to remain in place</p> <p>All catering staff to be briefed on expectations for lunch, especially on expectations of social distancing and cleanliness in the kitchen as per RA and Chefs in Schools guidelines.</p>			
4.9 In the event of staff shortage				
	<p>The school will only use supply if absolutely necessary but will in the first instance look creatively and safely at a solution [including the use of SLT to cover].</p>			
4.10 Mental and physical staff wellbeing				
	<p>Testing information for all staff to be shared widely, placed on briefing notes and signage in staff room.</p> <p>To aid staff communication, briefing notes to continue</p> <p>Staff workload expectations (including for leaders) need to be fair and manageable as do measures to check on staff wellbeing (also including for leaders).</p> <p>SLT to regularly check in on staff workload and how they are coping. Compassion and understanding will underline this approach.</p> <p>Education Support: https://www.educationsupport.org.uk/ Tel: 08000 562 561</p>			<p>H</p>

5. Safeguarding/ Pupil Wellbeing				
5.1 Identification of Vulnerable Children				

<p>Consideration given to any child who may need support with their return to school and consultation has been undertaken with the family and other agencies involved.</p> <p>Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.</p> <p>Updated Safeguarding Policy in place.</p> <p>Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable child to return to school</p> <p>Opportunities for staff to informally chat to all returning children about their experience of lock down and paperwork completed to give a clear baseline. This should be followed up in a check in basis or children should be referred to DSLs if there are concerns raised.</p> <p>Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers.</p> <p>Assess possible support available for vulnerable and/or disadvantaged children and 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>School is part of WAMHS project and can access weekly First Steps worker on site</p> <p>Wellbeing Wednesdays are embedded to ensure there is a focus on wellbeing every week across the school.</p> <p>The current VC check in system and spreadsheet will still be completed weekly with check ins from class teachers and DSLs for all children not accessing the phased reopening.</p> <p>Plans are in place to meet the learning needs of the children who are outside of the main cohorts attending school.</p> <p>Pastoral and SEND support is deployed wherever possible to support prioritised pupils.</p>			
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5.2 Bereavement

Establish what wider support services are available through LA to secure services for additional support and early help where possible.

5.3 Behaviour Policy

The current behaviour policy might need to be adapted but staff will use their professional judgement in the initial period of reopening as they determine the children's emotional baseline.

To be checked by
Governors

6. CHILDREN AND PARENTS

6.1 Communication with Parents

Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection [see above]).

Website: continue to place key information/ letters on website and text parents to alert them.

Letter sent with
detailed information
sent regarding
September 15th July
2020

6.2 Attendance

All children are expected in school as usual unless they have exceptional circumstances [are extremely clinically vulnerable for example].

Any COVID related absences is marked in register by X

Attendance is no longer optional from September 2020

6.3 Parent Wellbeing and Support

<p>Educational Psychology Service: 020 8820 7519 on Wednesdays between 10am -12.30pm and 2pm – 4.30pm</p> <p>Anna Freud National Centre for Children and Families: Supporting Staff Wellbeing:</p> <p>https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-in-schools/</p> <p>Mentally Healthy Schools:</p> <p>https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/</p> <p>Mind:</p> <p>https://www.mind.org.uk/</p>			
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