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|   | RA 030 v2 18/6/20 | **MODEL RISK ASSESSMENT****RECORDING FORM** |  |

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| Location or address Orrets Meadow School - Special school  | Date assessmentundertaken 23/5/20 | Assessment undertaken by : Jeanne Fairbrother , AND C Duncan |
| Activity or situation Extending provision to more SEND pupils  | Reviewdate : as required  | Signature:  |

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| 1) Hazard  | 2) Who can be harmed and how?  | 3) What controls exist to reduce the risk? Have you followed the hierarchy of controls (eliminate, substitute etc) | Risk Score ConsequenceX Likelihood | 4) Any further action;This should be included in the action plan on overleaf |
| **Overview*** **This risk assessment is to assist schools think about all the main hazards on their sites when reopening their schools after lockdown**
* **As events unfold and change it will require modification and review.**
* **New BAME section**

COVID-19 has made changes we could not expect, and we did not plan for. When lockdown restrictions are eased normal life as we knew it will not resume, we must think about operating in the ‘new normal’. But we must assess the risks to our staff, pupils and everyone who comes onto our site and make plans to manage these risks.The following is a list of topics you will need to consider as you start to think about reopening your school, even if on a limited basis. Schools will need to recommission all systems before re-opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment**The advice within this document is primarily taken from:** [**https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-d-list-of-things-to-consider-acquiring**](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-d-list-of-things-to-consider-acquiring)**The following links contain more information on each of these sections****Social Distancing:**[**https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings#which-children-can-continue-to-attend-education-and-childcare-settings**](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings#which-children-can-continue-to-attend-education-and-childcare-settings)**Cleaning in an educational setting:**[**https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19**](https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19)**Guidance on shielding and those defined on medical grounds as extremely vulnerable.** [**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) |
| **Communication -**to staff, parents, pupils and all parties on site**Staff shortages****a)** Illness due to covid 19 related (short term absence ) Illness due to an unrelated health issue Other Covid health categories i.e. staff who unlikely to be able to attend work in the medium to long termi.e. Shielded employee / live in household with shielded person/employee who is clinically vulnerable**b)** Staff who wish to remain at home due to childcare responsibilities**c)** Staff who wish to remain at home due to having another person in their household who is ‘clinically vulnerable’         NB *not extremely clinically vulnerable – shielded)***d)**  Staff who state that they are not attending school on the advice of their union**e) Staff member wishing to return to work who falls within the ‘high risk’ category but has not been issued with a shielding letter.** | Staff, pupils, parents, visitors everyone.Staff and Pupils | * Follow PHE guidance for schools <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>
* Clear communication sent to parents and pupils – parents of pupils attending have had a phone call from HT outlining expectations for pupil attending.
* Regular briefings to slt then teams - talk to staff about the plans (for example, safety measures, medication and staggered arrival and departure times).
* Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance))
* tell parents that if their child needs to be accompanied to the setting, only one parent should attend – informed in telephone call
* tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact – one way system down the path to the school door and 2m spots marked out on path for adults to wait on for child.
* 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) – markers on path.
* ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Guidance will shortly be published on safe travel.
* discuss with cleaner, caretaker and staff the additional cleaning requirements.
* communicate early with contractors and suppliers that will need to prepare to support your plans e.g., cleaning, catering, food supplies, hygiene suppliers

Rota system in place so bring in staff from other teams on the rota and outreach teachers are on standby if required.Staff pupil ratio is continuously monitored and rota changed according to pupil numbers. Eg.Staff come in more frequently.Staff with shielding letter (extremely vulnerable) are not expected to attend OM until it is safe to do so and their shielding letter time frame ends – clinically very vulnerable.Staff who are clinically vulnerable eg. Have asthma, are not expected to return to work this term by the HT as there are enough staff on the rota to look after the children attending. They are expected to work from home. It is expected they will return to work in September and follow government guidelines set out at the time.Remind staff that as a key worker they can reasonably be expected to come into work as they have a protected school place in their children’s school. Re-assure staff that the phased opening of the school will only happen when the steps outlined in the Council statement have been met – special schools are extending numbers only to current offer of childcare.Remind staff that as a key worker they can reasonably be expected to come into work as they have a protected school place in their children’s school.*If a child, young person or****a member of staff lives with someone who is clinically vulnerable****(but not clinically extremely vulnerable - shielding), including those who are pregnant,****they can attend their education or childcare setting****.”*<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>Reassure staff that the phased opening of the school will only happen when the steps outlined in the Council statement have been me – special schools are extending numbers only to current offer of childcare.Remind staff that as a key worker they can reasonably be expected to come into work, as they have a protected school place in their children’s school. Re-assure staff that the phased opening of the school will only happen when the steps outlined in the Council statement have been met – special schools are extending numbers only to current offer of childcare.If the staff member can work for home this should be considered to minimise risk. Complete the M34 Part one document and ensure this is regularly reviewed. Include all individual controls to manage risk for the employee. If the controls added for the employee do not appropriately manage the risk, then the employee should not return to work but can still work from home. Complete a risk assessment for the returning member of staff, agree with them the risks and what can be put in place to minimise the risk – member of staff to sign RA.If staff member wishes to return Social distancing should be ensured. Consider amending job role to enable the employee to maintain social distancing more easilyConsider access to rest areas, toilets etc to minimise contact with others where possibleConsider any additional PPE requirements that may be suitable for the employee such as face visors, masks, sanitisers – this will depend on job roleConsider if the role can be done at different times when there are less or no children on the premises.Consider the working location. Can the employee be placed in a different office or area that is allocated just to them?Consider cleaning and sanitation to ensure shared areas are kept clean. It would be advisable to have a trail of communication, Including the M34 part 1 that confirms the strict conditions set within the M34 part 1 document.  | 2X3=62x2=42x2=42x2=42x2=43x3=9 |  |
| **Infection control** | Staff, pupils, parents, visitors everyone. | * Tell children, parents, carers or any visitors, such as suppliers, not to visit the education or childcare setting if they are displaying any symptoms of coronavirus (COVID-19)
* minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools, or colleges
* cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
* If parent phones school to say child is unwell request they take the child’s temperature as this is a sign of Covid19 and advise they get them tested and inform us of the result.
* ensuring good respiratory hygiene - promote the ‘catch it, bin it, kill it’ approach
* minimising contact and mixing by altering, as much as possible, the environment (such as hall layout, extending into the outreach room if required) and timetables (such as staggered break times if large number of pupils)
* Infrared thermometers have been purchased to do spot checks of pupil temperatures as they arrive in school.
* Sanitising stations bought and placed near entrance door and playground door – pupils and staff to use on entrance to school to sanitise hands.
* ensure that sufficient handwashing facilities are available in toilets.
* ensure that all adults and children:
	+ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the [guidance on hand cleaning](https://www.gov.uk/guidance/coronavirus-covid-19-information-for-the-public)
	+ clean their hands-on arrival at the setting, before and after eating, and after sneezing or coughing
	+ are encouraged not to touch their mouth, eyes and nose
	+ use a tissue or elbow to cough or sneeze and place in bin. (‘catch it, bin it, kill it’) Regularly sanitize all the frequently touched surfaces around the bin.
	+ ensure there is additional toilet roll to use as tissues if child does not have own.
	+ provide disinfectant, cleaning wipes, disposable gloves and paper towels in case someone coughs or sneezes onto surfaces.
	+ Each member of staff has been given a reusable face mask they can wear if they choose to – posters on how to put mask/gloves on and take off are on walls/doors.
* ensure that help is available for children and young people who have trouble cleaning their hands independently
* consider how to encourage young children to learn and practise these habits through games, songs and repetition
* ensure that bins for tissues are emptied throughout the day
* where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units – do not use the air conditioning units.
* prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation
* Ensure there is a proportionate amount of supplies of soap, anti-bacterial gel and cleaning products on site.
* water fountain – TA fills up a jug water in the morning and disposable plastic cups are used. Each cup is named. Water fountain is out of use the rest of the day to pupils. Staff must use their own water bottle and are responsible for it being washed.
* there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.
* Parents advised to wash pupils clothing daily where possible.
* Parents requested to ensure pupils change clothes daily
* Contact points and frequently touched surfaces
	+ clean frequently touched surfaces often using standard products, such as detergents and bleach
	+ Surfaces – paper /cloth/carpet - virus lasts less time
	+ Shiny hard surfaces or laminated surfaces e.g books virus lasts for days
	+ Review /stop what goes home
	+ If an item comes into school and is required due to anxiety then it must remain with the child all day and only be touched by that child. When no longer needed put in child’s bag.
	+ Library books – stop going home
	+ Contact points- taps, pens, backs of chairs, light switches, door handles, scissors, equipment, toys -highly used areas – wiped down regularly each day.
	+ satisfactory cleaning regime in place to decontaminate such objects
	+ Consider/encourage pupil engagement and teach to wipe down own surfaces and equipment toys.
	+ Try to not let pupils share items eg. Wash paintbrush after each child uses it.
	+ Inform Parents of the above
	+ Playground wooden equipment can safely be used without cleaning due to wind, rain and sun shining on it – Dr Matt Butler reports – wash hands when come back inside the from the playground.
	+ Playground toys eg lefty righties, table tennis – wipe down at end of each day.

Remember if any controls cannot be achieved completely, regular hand washing must be encouraged before and after activities | 2X3=6 | Home school protocol sent home to parents – 1/6/20 |
| **Social distancing** | Staff, pupils, parents, visitors everyone. | Social distancing with very young children and pupils with send including ASD will be harder to maintain. **Staff should implement the above measures as far as they are able**, whilst ensuring children are kept safe and well cared for within their settings.**Reduce mixing within education or childcare setting by:*** reducing numbers of pupils to a maximum of 12 pupils within a defined area of the hall, IT suite and outreach room, keeping pupils in one ‘bubble’ with the same team on the rota who stay together all-day including play and lunch. Going to the toilet.
* Stagger the number of children outside on the playground if they are struggling to socially distance.
* Ensure staff are placed around the playground to remind children to socially distance,
* Do not use cloakrooms -use a defined place within the area for coats/bags
* Each pupil has equipment where possible. Try not to share equipment without cleaning.
* Teachers to try and maintain social distancing keep out of pupils’ sneeze/breathe/cough zone
* Avoid face to face contact with young pupils, stand up, above and behind,
* Minimise touching frequently touched surfaces and contact points
* Older pupils- try to maintain 2 m social distancing.
* Signage reminding about 2m social distancing
* Staggering break if necessary to ensure that any corridors used have a limited number of pupils using them at any time
* lunch breaks - children and young people should clean their hands beforehand and enter the outreach room to eat their lunch. Children will be spaced out accordingly. If not enough space to do this safely then some will eat their dinner in the hall. Outside eating will be preferable, spaced out.
* ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time, supervised stand apart 2 m to wash hands – circles on the floor to visually support them with social distancing.
* some children and young people may need additional support to follow these measures (visual posters will be around school, lots of verbal reminders and social stories could be used to support them in understanding how to follow rules).

**Use outside space:*** for exercise and breaks
* for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff
	+ Playground wooden equipment can safely be used without cleaning due to wind, rain and sun shining on it – Dr Matt Butler reports – wash hands when come back inside the from the playground.
	+ Playground toys eg lefty righties, table tennis – wipe down at end of each day.
* Read [COVID-19: cleaning of non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)

**For shared rooms:*** use hall, outreach room and playground for lunch and exercise at capacity to enable students to socially distance. follow the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)
* stagger the use of staff rooms and offices to limit occupancy – encourage staff to sit outside and eat their dinner if weather permits.
* Maintain social distancing
* cleaning materials available to wipe down surfaces after use. Staff are responsible for keeping the kitchen clean and tidy – encouraged to bring in a packed lunch from home and school have offered to give them a packed lunch each day for free.

**Reduce the use of shared resources:*** by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff
* by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently
* practical activities can go ahead as equipment is only being used by children in childcare and can be cleaned regularly throughout the day.
* schools, parents and young people following the government guidance on how to travel safely.
* Children on transport are following LA risk assessment and due to social distancing only one or two children are on the minibus at a time.

See <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings> | 2X3=62x3=62x3=6 |  |
| **Clinically vulnerable pupils -** [classed as clinically extremely vulnerable due to pre-existing medical conditions](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) | Staff, pupils, parents, visitors everyone. | * Follow instructions to stay at home during isolation period.
* school to maintain contact
* School to supply materials suitable for continuing education or meaningful work at home.
* School to consider remote teaching option.
* School to monitor PHE/HMG updates
* Teacher/Staff member / pupil to maintain contact with GP or specialist
 | 1X1 =2 |  |
| **Shielded and clinically extremely vulnerable adults** Clinically extremely vulnerable individuals are advised not to work outside the home. Advised by clinician or by letter | Staff, pupils, parents, visitors everyone. | * Identified staff rigorously follow shielding measures in order to keep themselves safe.
* Staff in this position are advised not to attend work. Read [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) for more advice.
* Staff with shielding letter (extremely vulnerable) are not expected to attend OM until it is safe to do so and their shielding letter time frame ends – clinically very vulnerable.
 | 1x1=2 |  |
| **Clinically vulnerable adults**  who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [Staying at home and away from others (social distancing) guidance](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people) | Staff, pupils, parents, visitors everyone. | * Staff to take extra care in observing social distancing and should work from home where possible. e.g. support remote education, carry out lesson planning or other roles which can be done from home.
* If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so.
* Carry out individual risk assessments for this category of staff if they must spend time within 2 metres of other people and discuss with them whether this involves an acceptable level of risk
* Staff who are clinically vulnerable eg. Have asthma, are not expected to return to work this term by the HT as there are enough staff on the rota to look after the children attending. They are expected to work from home. It is expected they will return to work in September and follow government guidelines set out at the time.
 | 2X3=6 |  |
| **New and/or expectant mothers –** deemed clinically vulnerableincluded in [Staying at home and away from others (social distancing) guidance](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people) | Staff, pupils, parents, visitors everyone. | * None at OM as far as HT is aware.
* If clinically vulnerable individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so.
* Carry out individual risk assessments for this category of staff if they have to spend time within 2 metres of other people and discuss with them whether this involves an acceptable level of risk
* Follow guidance from GP and mid-wife.
* Maintain high standards of hygiene
* Inform line manager if circumstances change
 | 1x3=3 |  |
| **Home to school transport** |  | * LA provide transport for the majority of OM pupils – Transport section have RA for their team.
* LA should ensure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus.
* Ensure as practically possible that transport providers follow hygiene rules and try to keep distance from their passengers
* Transport take appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts
* local authorities or transport providers could consider the following:
	+ guidance or training for school transport colleagues
	+ substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers
	+ cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out
* communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times.)
 | 2x3=6 |  |
| **Cleaning** | Staff, pupils, parents, visitors everyone. | * Clean and disinfect all areas and surfaces daily and if necessary, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas
* Follow PHE guidance on cleaning will mean increased cleaning of all hard surfaces - tables, chairs and handrails more frequently throughout the day.
* Advice is to use any product that dissolves lipids this includes general cleaning products –wipes, Fairy Liquid, Dettol
* KEY point -Do not have to kill the virus in school but need to remove it into a wet cloth and rinse down sink.
* Always WIPE/ MOP all surfaces including floors with detergent and warm water to remove virus off the surface and wash down the sink
* Do not buff dry floors or dry wipe surfaces ALWAYS wet surfaces first then wipe down and wash cloths/dispose
* Encourage pupils to clean – to teach them about safety.
* Defined area using in school - cleaners can carry out regular, enhanced clean once daily as long as the above is adhered to .
* If suspected case of Covid 19 follow the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)
* Toys, fabrics, soft furnishings will have to be washed or replaced more frequently
* Sanitizer stations located by the main entrance and the playground entrance.
* Regular cleaning of toilets and supply of hand soap
* Clean and disinfect regularly touched objects and hard surfaces more often than usual using your standard cleaning products
* Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal
* Items used for lessons in all subjects will have to be subject to wiping down. Eg iPads, laptops, mice, workstations, tools, toys, learning objects.
* Teach and encourage pupils to importance of cleaning such items.
* Posters in toilets to remind pupils to wash their hands.
* Staff and cleaner to wipe light switches and other hard surfaces in the defined area being used.
* Staff provided with appropriate PPE - gloves, disposable aprons, masks and face shield if they require them. Poster on how to put them on properly and take them off on walls.
 | 2x3=6 |  |
| **Contractors on site** | Staff, pupils, parents, visitors everyone. | * Communication - explain to contractors your concerns and come up with workable solutions
* Request risk assessments form contractors which include their social distancing protocols.
* Zero tolerance with contractors found to be not following PHE social distancing guidelines.
 | 2x3=6 |  |
| **PPE requirements**Staff teaching well pupil/children with no Covid19 symptoms working in cohorts | Staff, pupils, parents, visitors everyone. | * DfE states there is no requirement for face coverings/masks etc **except**

***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 metres 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*.** <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>* Hand washing with soap and hot water for 20 secs minimum
* 2m social distancing maintained as far as possible
* Facial shields, masks, gloves, aprons are available to all staff if they require them.
 | 2x3=6 |  |
| **PPE requirements**Staff carrying out activities within 2m of children with no possible/confirmed Covid19 where there is a risk of coming into contact with body fluids of the child /service user: * Pupil/other displaying Covid 19 symptoms
* one-to-one within the shielded group
* washing
* toileting /nappy changing
* first aid provision (see below)
* pupils being sick
* any restraint of challenging pupils
 | Staff, pupils, parents, visitors everyone. | * Risk assessments carried out 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 or if requiring staff to provide care closer than 2m – face shields available to staff.
* Staff provided with:
	+ disposable gloves
	+ disposable plastic apron
	+ **Plastic face mask – same as those supplied to NHS - sessional use of a fluid repellent (type II R) surgical mask with or without eye protection is also recommended if the individual pupil risk assessment identifies likelihood of an additional splash risk (e.g. a spitting child),**
* Masks should be well fitted
* Ensure staff know how to safely don and remove PPE - posters on wall, JF powerpoint sent to all staff and school website, Govt video, Matt Butler video on face masks.
* Aprons must be discarded in clinical waste – face masks and shields bought are reusable but fabric face mas must be washed daily if used/face mask wiped down with detergent after use.
* Hand washing with soap and hot water for 20 secs minimum INCLUDE washing forearms if exposed.

**Nappy changing – no children currently attending require nappy changing*** Approach nappy changing from side or out of line of pupil or from head end.
* Position to be adopted nearer pupil’s head
* Wipe away from you
* Ensure nappy changing areas are well ventilated.
* Considerations include a screen between member of staff and child OR if not possible visors/face shield as above.

**Pupils who spit – no children currently spit or are noted for doing so*** Provide plastic face mask as used by nhs which covers eyes, nose and mouth.

**Restraint – no children currently attending have had team teach since attending OM*** Challenging behaviour RA will be carried out on any child at risk of requiring team teach and their placement in school decided on the risk involved with current provision set up.
* If a situation arose requiring team teach then face mask should be worn if possible (each staff has been given one to wear in situations where they need to go within 2m of the child).
* Normal team teach procedures would be followed.
* If child is spiting or biting then a plastic face shield will be placed on the adults holding the child by the third assisting member of staff.
* Parents would be informed as normal practice and a discussion had on the risks posed and whether the placement should continue under the restrictions in place at the moment.
 | 2x3=62x2=42x2=42x2=4 | **Eye Protection & Masks** *The need for a mask and eye protection should be assessed by the member of staff prior to the task being carried out and can be worn on a sessional basis.*Training in donning and removing PPE if required by staff.<https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov> |
| **Staff providing first aid**  | Staff, pupils, parents, visitors everyone. | * Follow updated first aid guidance - where possible maintain 2m distance and assess ability to assist a conscious casualty with minor ailments or illnesses at 2 m separation i.e can casualty help themselves, run wound under water, apply plaster.
* If not possible to keep 2m separation, the following PPE must be worn. Wash hands prior to donning:
	+ Apron
	+ Gloves
	+ Fluid Resistant (IIR) surgical mask – plastic face mask available by first aid box
* Eye protection should be worn if there is risk of exposure to blood and bodily fluids or if available – plastic face mask available covers eyes.
* Ensure staff know how to safely don and remove PPE
* Must be wiped down properly after use with detergent.
* Hand washing with soap and hot water for 20 secs minimum INCLUDE washing forearms if exposed.

**CPR guidance:*** **Do not listen or feel for** breathing by placing your ear and cheek close to the patient’s mouth.
* If in any doubt about confirming cardiac arrest start chest compressions until help arrives.
* **Call ambulance**. If COVID 19 is suspected, tell them when you call 999.
* If risk of infection place a cloth/towel over the victims mouth and nose and attempt compression only CPR and early defibrillation until the ambulance arrives

See: <https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov> | 2x3=6 | Training in donning and removing PPE <https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov> |
| **Medical isolation room** | Staff, pupils, parents, visitors everyone. | * Deputy room will be the isolation room. This can be ventilated and is away from other used rooms – open window and has a glass window to observe child. If child is anxious and upset then full PPE gear is to be worn on entrance to the room.
* Infrared no contact thermometer to be used to take temperature.
* PPE stock should be available to all staff should they need to escort pupils to this area.
* Remove all non-essential items in the medical room.
* Child will sit on chair separated away from all other furniture.
* After child leaves all furniture to be thoroughly cleaned.
 | 2x3=6 |  |
| **Working at height** | Staff, pupils, parents, visitors everyone. | * Site manager/ caretakers should have checked all ladders on site.
* If replacing items that have not been used since lockdown think about working at height safely. Use a set of steps NOT a chair or table.
* Check all ladders and step ladders on site prior to use. Record in the site ladder register
 | 2x3=6 | All staff have completed safe use of ladders cpd – June 20 |
| **DSE** | Staff, pupils, parents, visitors everyone. | * Remind everyone to review their workstations after the long absence.
* Make sure set up correctly. Adjust chairs, monitor heights all to suit the individual.
* All staff should carry out the Display Screen Self-Assessment on return to school.
* If some staff are still home-working check with them that there are no issues with their set-up at home.
 | 2x2=4 |  |
| **Emergency procedures & lockdown** | Staff, pupils, parents, visitors everyone. | * Review the school emergency management plan to include COVID 19 response.
* Review your site-specific fire evacuation plan with the whole team. Does it need any changes? If so make them and share with your team.
* Ensure all children are informed of the fire evacuation plan within the first few days and are again reminded as new pupils join.
 | 2x2=4 |  |
| **Catering & kitchens**  | Staff, pupils, parents, visitors everyone. | * Lunch to be eaten within the defined area so children are socially distanced. Encourage them to eat outside if weather permits.
* Clean and disinfect all areas and surfaces daily and if necessary, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas.
* Deep clean the kitchen daily before food preparation - Julie
* Recommission all catering equipment. Check servicing and PAT testing
 | 2X2= 4 |  |
| **First Aid provision** | Staff, pupils, parents, visitors everyone. | * Check adequate first aid provision on site – first aider in each team on rota.
* Experienced first aiders are on the rota – if feel advice is needed phone 111 – NHS.
* Serious accidents- contact HS advisors for assistance, take photographs, keep damaged equipment, cordon off areas. Take witness statements.
* All staff onsite have done Paediatric first aid certificate online – May 2020.
* See CPR Guidance above
 | 1X2 = 2 |  |
| **Fire systems****Increased fire risk due to doors being propped open to increase air circulation and reduce touching of doors**  | Staff, pupils, parents, visitors everyone.Staff and pupils | * Hall, Ict and outreach area have easy access to playground and have several routes to the outside if main access to playground was blocked. Staff are aware of all exits around school and routes to playground/outside through classrooms.
* Fire evacuation plans discussed with teams to ensure everyone knows their roles and responsibilities.
* Communicate with staff any changes to emergency procedures that have been made and make sure that they have understood them. It is not a requirement to maintain 2 metres social distancing in the event of an emergency or unplanned sounding of the fire alarm, however it should be maintained at the muster point, if possible.
* Consider the needs of staff/pupils who require assistance in an emergency and ensure the resources are available to carry this out.
* Remind all staff of their responsibility not to increase the risk of fire in the workplace: by keeping combustible materials to the minimal, turning off electrical equipment when not in use and at the end of the day.
* Review daily as new pupils join school.
* Fire alarm and emergency lighting has been serviced in this period according to guidance.
* Shawn checks it weekly
* Emergency lighting has been tested monthly
* Consider social distancing on evacuation and at assembly point in the playground.
* Consider the needs of staff/pupils who require assistance in an emergency and ensure the resources are available to carry this out.
* All staff carried out fire awareness cpd – May 2020 – see records

If wedges are to be used, there must be a robust procedure to ensure that these are all removed in the event of the fire alarm sounding and at the end of every day.  | 2x3=63x3=9 | All staff have completed Fire awareness cpd – June 20 |
| **Legionella**  | Staff, pupils, parents, visitors everyone. Staff, pupils, parents, visitors everyone. | * Water tests have continued to happen throughout lockdown as normal.
* Taps, shower and toilet running/flushed. Remember 2 mins. Record this has happened in water log book – shawn runs showers and taps weekly as usual.
* Monthly water checks take place.
 | 2x3=6 |  |
| **HS Checks** | Staff, pupils, parents, visitors everyone. | * Enough staff know how to check the fire alarm and set and reset in an emergency – all leads are aware
* Continue testing alarm - shawn
* All staff must carry out pre-use visual checks of their areas, playground, equipment as formal checks may not take place.
* Caretaker if available carries out daily visual whole site checks
 | 2x2=4 |  |
| **Equipment**  | Staff, pupils, parents, visitors everyone. | * Think about areas of the school that have not been used for some weeks and the tables, chairs and other equipment in these areas – whole school deep cleaned ready for when full reopen.
* Staff should check the hall, ict room and outreach room and playground each day to ensure all is in good condition and safe for children to use.
 | 2x2=4 | See Form F10 Checklist for classrooms |
| **Manual handling** | Staff, pupils, parents, visitors everyone. | * Remind staff to take care when moving and handling equipment back to its normal areas/location – CPD package – June 2020
 | 2x3=6 | All staff have completed safe use of ladders cpd – June 20 |
| **Security – Opening and locking up procedures**  | Staff, pupils, parents, visitors everyone. | * Adequate numbers of key holders familiar with how to open/lock up. Set and re-set the alarm – team leads
* Secure reception
* Keys easily accessible to unlock school gates in the event of evacuation away from the premises.
 | 2x2=4 |  |
| **Heating** | Staff, pupils, parents, visitors everyone. | * Adequate numbers of staff familiar with boiler and heating systems
* Boilers set to come on automatically
* Telephone numbers of Boiler engineer for emergencies
 | 2x2=4 |  |
| **Air conditioning systems that do not introduce fresh air but recycle air within a room as being able to spread the COVID-19 Virus.**  | Staff, pupils and visitors, because the use of split air conditioning system that only circulates room air and does not introduce fresh air | * All leads messaged to inform teams not to use air conditioning in the hall or outreach room.
* Taken out of use
* Sign displayed – DO NOT use
* Isolated externally at the main supply

  | 1X1=1 | Contact your FM provider to isolate |
| **Medication** | Staff, pupils, parents, visitors everyone. | * Ensure trained staff available to administer medicines and records maintained – first aiders – good communication to be kept if changes to a child medication
* Plenty of staff are first aid trained and suitable to dispense medication if staff sickness.
* Clear procedures for giving medication and good record keeping.
* Secure medicines storage
* Inhalers and epipen easily available to pupils for inside and outdoor activities.
 | 2x2=4 |  |
| **One to one support**  | Staff, pupils, parents, visitors everyone. | * No child currently attending OM requires one to one.
* Where this cannot be achieved for pupils – parents/carers to be advised to keep child at home.
* For staff – either modify activities and/or location or advise to stay at home.
 | 2x3=6 |  |
| **Visitors to school-** essential visitors from external agencies visiting pupils at the school (eg educational psychologists, child and adult mental health services (CAMHS), behavioural support, advisory teachers etc)? | Staff, pupils, parents, visitors everyone. | * External visitors limited during school hours – if do then strict social distancing to take place.
* Parents should only enter school building if necessary and only one at time
* Clear guidelines on entry to school about the procedures in place – social distancing to be kept at all times.
* Spare PPE available if necessary
* Identified area to meet parents to allow for social distancing – deputy room
* All furniture and door handles to be wiped down after the meeting.
 |  |  |
| **School trips** | Staff, pupils, parents, visitors everyone. | * Cancelled at present until further advice from PHE & DfE.
 | 1x1=1 |  |
| **Anxiety and stress returning to work post lockdown**Employee’s & pupils returning to school with potential stress / anxiety caused by return to school post CIVID-19 lockdown and associated contact | Staff, pupils, parents, visitors everyone. | * Counselling service available including bereavement
* Review individual staff /pupil risk assessments and monitor
* Regular one-to ones with staff via different whatsapp groups to note if joining in group chats.
* Leads to note how staff are when in school and if concerned raise with HT.
* HT to phone non attending staff as well being check.
* Reasonable adjustments if required.
 | 2x3=6 | Staff are completing bereavement cpd and psychological first aid Cpd – June 20. |
| **BAME** staff & pupilsEvidence from the Office for National Statistics shows a greater impact of Covid-19 on Black communities with a disproportionate number of deaths being recorded.  | Staff, pupils, parents, visitors everyone. | * Assess the risks to BAME staff and pupils in your establishment.- **we have no current BAME staff or pupils attending school.**
 | 1x3 =3 |  |
| **Playground equipment and activities**  | Staff, pupils, parents, visitors everyone. | * Playground wooden equipment can safely be used without cleaning due to wind, rain and sun shining on it – Dr Matt Butler reports – wash hands when come back inside the from the playground.
* Playground toys eg lefty righties, table tennis – wipe down at end of each day.
* Read [COVID-19: cleaning of non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)
* Play equipment put out must have a visual check before pupils are allowed onto it.
* Review playground equipment – playground check carried out 13th March 20
* Remind pupils of playground rules
* Revisit playground risks staff who are supervising
* Staff to focus on risks in the playground as they supervise and minimise them.
* Remind staff must walk playground and look at fences, benches, equipment bins etc prior to pupils going out and again look around as pupils are on the playground.
 | 2x3=6 |  |
| **Day to day activities**  | Staff, pupils, parents, visitors everyone. | **Daily routine*** From June - Up to a maximum of 12 pupils with 3 teams of staff with 6/7 in each team which include a first aider, DSL and a member of SLT. Ratio of 1 adult to 2 pupils.
* Area used is confined to largest areas in school which connect – hall, ICT room and outreach room – access to toilets and playground off the hall.
* Pupils are aged 5-11 and have ASD, Speech and language, SEMH in the form of anxiety and ADHD as their main needs.
* Children enter the school after social distancing down the path which has been divided and 2m markers placed and use antibacterial gel on entrance. Corridor is split in two and 2m markers.
* Joe Wicks/ Cosmic yoga in the hall – spaced out with a teacher leading.
* Children access structured educational activities in the morning, including English and maths bitesize, bug club and mathletics.
* Children access different pshe and well being activities in the afternoon in the hall at different table stations – children are allowed a maximum of 2 pupils on each table – 2m distance – activities change daily – adult supervises at a distance and regularly washes resources and tries to not encourage any sharing of resources.
* Activities include painting, modelling, painting, drawing, quizzes, scavenger hunts, lego packs, loom bands, topic themed work, reading, yoga, dancing, videos, wii, computer games, home learning activities, outdoor play etc
* Children are encouraged to wash their hands at regular intervals throughout the day, but definitely before going out play, on entry back in from the playground, before and after lunch and before they go home. They are reminded of the correct hand washing routine.
* Children can access computters, wii and ipads in the ict room – computers, keyboards, ipads and wii are wiped down regularly.
* Water is available throughout the day in a disposable named cup – binned at end of day.
* Lunch is eaten together, socially distanced in the outreach room and hall if need be. Encouraged to eat outside spread out if possible.
* Regular playtimes and sensory breaks throughout the day, supervised by staff and children are encouraged to socially distance – this can be difficult.
* Staff look out for transport arriving and picking up and send children out one at a time to the escort who waits at the end of the path.
* Parents picking up or dropping off wait at a distance from each other and at 2m distance away from main door. – Signs and markers on the floor inform all parents and visitors to the door of this information.
* End of the day – all equipment and surfaces used are wiped down by team ready for next day.
* Cleaner arrives after staff and cleans floor, doors, empties bins, clean toilets etc and locks up.
* Caretaker opens school before any staff on site, carries out checks and cleans staff areas.
 | 2x3=6 |  |
| Social distancing | Staff, pupils, parents, visitors everyone. | * SEND pupils will find it extremely difficult to understand social distancing so they will need constant reminders and visuals.
* Staff will need to proactive in keeping social distances themselves.
* Vulnerable staff will be encouraged not return to school until September 2020. However, if they insist then they must ensure they keep social distancing at all times themselves and inform HT if they feel they need more support to keep it in school.
 | 3x3=93x3=93x3=9 |  |

|  |  |
| --- | --- |
| Maintaining Catch it, bin it, kill itMaintaining frequent hand washingProvision of handwashing facilities in the workplace.  | * the availability of soap and hot water in every toilet (and if possible, in classrooms)
* the location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment
* the location of lidded bins in classrooms and in other key locations around the site for the disposal of tissues and any other waste, their double bagging and emptying
* ensuring you have a good supply of disposable tissues to implement the ‘catch it, bin it, kill it’ approach in each classroom and enough to top up regularly
* Ensuring paper towels for hand drying are available or hand dryers are functioning correctly.
 |
| Resources to consider. | * posters (for example, to encourage consistency on hygiene and keeping to own group)
* <https://ebug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus>
* soap for sinks, and where there is no sink nearby, hand sanitiser in rooms/learning environments
* disposable paper towels
* cleaning products (standard products such as detergent and bleach)
* sanitising wipes for wiping some equipment
* tape for cordoning off areas and marking floor.
 |

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| --- | --- |
|  **Risk Rating** |  **Action Required** |
|  **17 - 25** | **Unacceptable** – stop activity and make immediate improvements |
|  **10 – 16** | **Tolerable** – but look to improve within specified timescale |
|  **5 – 9** | **Adequate** – but look to improve at review |
|  **1 – 4**  | **Acceptable** – no further action but ensure controls are maintained |



(1) List hazards ***something with the potential to cause harm*** here

(2) List groups of people who are especially at risk from the significant hazards which you have identified

1. List existing controls here or note where the information may be found. Then try to quantify the level of risk ***the likelihood of harm arising*** that remains when the existing controls are in place based on the number of persons affected, how often they are exposed to the hazard and the severity of any consequence*.* Use this column to list the controls that you might take and develop all or some of that list into a workable action plan. Have regard for the level of risk, the cost of any action and the benefit you expect to gain. Agree the action plan with your team leader and make a note of it overleaf. If it is agreed that no further action is to be taken this too should be noted.

**Likelihood: Consequence**:

5 – Very likely 5 – Catastrophic

4 – Likely 4 – Major

3 – Fairly likely 3 – Moderate

2 – Unlikely 2 – Minor

1 – Very unlikely 1 – Insignificant

5) **ACTION PLAN**

|  |  |  |
| --- | --- | --- |
| Action required: | Responsible person | Completion date |
| * Review the school emergency management plan to include COVID 19 response.
* Place a divider down the middle of the entrance corridor and path to school to promote social distancing.
* Purchase bleach and more antibacterial sprays
* Signpost parents and children to education resources such as ebug and phe schools.
* Home school protocol to go to each family of pupils attending school.
* CPD for safe use of ladders, manual handling, pyschological first aid.

**Please use this space to identify issues for which you may require council support:*** Transport – how are the children going to come in to school if there is an increase in numbers?
 | * CD
* CD
* AG
* CD
* CD
* ALL STAFF
 | * 1st June 20
* 1st June 20
* 1st June 20
* 1st June 2020
* 8th June 2020
* June 2020
 |
|  |  |  |
| Action plan agreed with (signature) Date |  |  |

**Key contacts**

|  |  |
| --- | --- |
|  | **Link/Lead for schools** |
| **Risk Assessment/Health and Safety** | Lorraine Adamson (Lorraineadamson@wirral.gov.uk) |
| **PPE** | Anna Jones (annajones@wirral.gov.uk) |
| **Workforce implications** | Sue Blevins (sueblevins@wirral.gov.uk) |
| **Public Health/Infection Control considerations and guidance** | Jane Harvey (janeharvey@wirral.gov.uk) |
| **Asset Management considerations (buildings)** | Mike Woosey (Mikewoosey@wirral.gov.uk) |
| **Communications Plan (workforce/Public)** | Sam Jenkins (samjenkins@wirral.gov.uk) |
| **Emotional support for pupils** | Health and schools Team  |