



# Daven Primary School

## Covid19 Lockdown Risk Assessment (January 2021)

### THIS IS A WORKING DOCUMENT



## COVID-19: Operational risk assessment for primary school reopening

Please note: this risk assessment should be undertaken in conjunction with the guidance on school reopening issued by the Department for Education.

<b>Assessment conducted by:</b>	Sally Whitehead	<b>Job title:</b>	Head Teacher	<b>Covered by this assessment</b>	Staff, pupils, contractors, visitors, volunteers
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<b>Date of assessment:</b>	07.01.2021	<b>Review interval:</b>	Weekly	<b>Date of next review:</b>	22.1.2021
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Related documents	
<b>Trust/Local Authority documents:</b>	<b>Government guidance:</b> <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a> <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a> <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications</a> <a href="https://www.gov.uk/government/publications/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education</a>

### Risk matrix

Risk rating High (H), Medium (M), Low (L)	Likelihood of occurrence		
	Probable	Possible	Remote
<b>Major:</b> Causes major physical injury, harm or ill-health.	H	H	M



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Likely impact	Severe: Causes physical injury or illness requiring first aid.	H	M	L	
	Minor: Causes physical or emotional discomfort.	M	L	L	
Areas for concern	Risk rating prior to action (H/M/L)	Control measures	In place? (Yes/No)	Additional measures / comments	Residual risk rating (H/M/L)
<b>1. Establishing a systematic process for full opening in primary schools</b>					
<b>1.1 Organisation of 'bubbles' in full class groupings</b>					
<b>Unintended mixing between classes will increase the risk of the virus spreading</b>		<ul style="list-style-type: none"> <li>There is full compliance with the DfE system control measures set out in the latest government guidance.</li> <li>Each class remains within its designated room/space and predominantly stays within this area.</li> <li>Any facilities used by more than one class are cleaned and disinfected after use and before use by a new group.</li> <li>Schemes of work are reviewed to minimise the need for bubbles to use specialist facilities one after the other.</li> <li>Pupils observe hygiene guidance and wash hands frequently.</li> <li>Teachers moving between groups comply with social distancing and hygiene guidance.</li> <li>Timetable and arrangements for each class to avoid contact between discrete classes when moving outside their designated space (e.g. when moving to specialist rooms; at break times; on arrival or leaving).</li> <li>When pupils are withdrawn for small group work (e.g. SEND pupils) social distancing guidelines are fully observed.</li> <li>Drop off and pick up routes to reduce parents and pupils mixing</li> </ul>		<ul style="list-style-type: none"> <li>Playtime zones used</li> <li>Each new bubble (year group) to be kept apart from the other bubbles in the playgrounds. AD to make sure that playground markings are sufficient to provide an obvious play area and a buffer area in between each bubble.</li> <li>Staff on duty to remind all children to maintain 2m distance from each other where possible. Each bubble must be kept apart.</li> <li>Staff must also socially distance from children in other bubbles.</li> <li>No football to be played by any bubble.</li> <li>Toilets times allocated to bubbles</li> <li>Any child requiring toilet outside of their allocated time has toilet cleaned prior to use</li> <li>Corridors marked with directional arrows to facilitate social distancing</li> </ul>	M
<b>1.2 Organisation of teaching spaces</b>					



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Teaching pupils in full classes will increase the risk of the virus spreading		<ul style="list-style-type: none"> <li>There is full compliance with the DfE system control measures set out in the latest government guidance.</li> <li>Pupils observe hygiene guidance and wash hands frequently.</li> <li>Good respiratory hygiene is ensured by promoting the 'catch it, bin it, kill it' approach.</li> <li>Face coverings are worn in line with current government guidance.</li> <li>Enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents introduced.</li> <li>Contact between individuals minimised and social distancing maintained wherever possible.</li> <li>Staff maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults maintain a 1 metres+ distance from each other, and from children.</li> <li>Staff ensure 1m distance is maintained at all times.</li> <li>Pupils are seated side by side and facing forwards, rather than face to face or side on from year 2 upwards.</li> <li>Unnecessary furniture is moved out of classrooms to make more space.</li> </ul>		<ul style="list-style-type: none"> <li>Bubbles kept to maximum 10</li> <li>Distance between pupils</li> <li>Cleaning equipment available in each teaching space</li> <li>Desks facing forward where possible – 2 to a desk</li> <li>Channels for the teacher to be created behind the desks for teachers to move.</li> <li>An area at the front of each classroom marked out where children are discouraged from entering for teacher safety. Teachers to review this area and inform AD immediately if they would like this area increasing.</li> <li>Windows and doors to be open in all classrooms for ventilation. Windows to be open for a minimum of 10 minutes in every hour in each occupied classroom.</li> </ul>	M
The use of shared spaces and specialist classrooms increases the risk of infection between bubbles		<ul style="list-style-type: none"> <li>Larger spaces and specialist classrooms are used by one discrete class at a time.</li> <li>Large and specialist spaces are cleaned and disinfected thoroughly before and after use (all staff members to be responsible for the area that they are entering AND leaving)</li> <li>Wherever possible 30 minutes is left between one bubble leaving a shared space and cleaning taking place to enable any airborne particles to settle prior to cleaning.</li> <li>Large gatherings prohibited.</li> <li>If two or more class bubbles come together in a shared space they are kept separate and strict social distancing guidance of more than 2m at all times is observed.</li> <li>Design layout and arrangements are in place to enable social distancing where possible.</li> </ul>		<ul style="list-style-type: none"> <li>Playground zones used so bubbles are kept separate</li> <li>Breaks timetables so that bubbles are not accessing outside spaces at the same time</li> </ul>	L



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<b>1.3 Staffing</b>					
Due to COVID-19, the number of staff who are available is lower than that required to teach classes in school		<ul style="list-style-type: none"> <li>There is full compliance with the DfE system control measures set out in the latest government guidance.</li> <li>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</li> <li>Open door policy for staff to discuss mental health concerns</li> <li>Responsibility for updating school of health conditions lies with the individual staff member</li> <li>The updated guidance and expectations for those who are shielding and those who are clinically vulnerable or clinically extremely vulnerable is communicated to relevant staff and discussions held regarding return to work.</li> <li>For vulnerable staff and pupils, concerns are discussed, procedures explained and risk assessments offered.</li> <li>A pregnancy risk assessment is in place for any known pregnant staff.</li> <li>If the risk assessment raises any significant issues for pregnant staff who are not in the third trimester then the full range of options will be considered including working from home earlier than 28 weeks.</li> <li>Dialogue is held with Professional Associations/Trade Unions on the school's approach to staff returning to work.</li> </ul>		<ul style="list-style-type: none"> <li>No pregnant staff in school</li> <li>No CEV staff in school</li> <li>V staff members have a RA and it is their responsibility to update school on any changes to their condition</li> </ul>	L
<b>1.4 The school day</b>					
The start and end of the school day create risks of contact between discrete class bubbles		<ul style="list-style-type: none"> <li>Start and departure time windows are extended.</li> <li>The number of entrances and exits to be used is maximised.</li> <li>Different entrances/exits are used for different groups.</li> <li>Staff and pupils are briefed, and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> </ul>		<ul style="list-style-type: none"> <li>Routes for pick up and drop off agreed with staff and parents</li> <li>Routes blocked where social distancing is impossible and alternative routes established</li> </ul>	M



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<b>1.5 Planning movement around the school</b>					
<b>Movement around the school risks contact between discrete class group bubbles</b>		<ul style="list-style-type: none"> <li>Class group 'bubbles' remain in their home bases for most of their learning.</li> <li>Timetabling avoids more than one class group in circulation at any one time in the same part of the building.</li> <li>Staff moving between class groups observe social distancing and hygiene procedures at all times.</li> <li>One-way systems are in place where possible.</li> <li>Appropriate signage is in place to clarify circulation routes.</li> <li>Pinch points and bottle necks are identified and managed accordingly.</li> <li>Appropriate duty rota and levels of supervision are in place.</li> </ul>		<ul style="list-style-type: none"> <li>External doors used where possible</li> <li>Lunchtimes organised to restrict all bubbles moving at the same time</li> <li>Staff members restricting numbers of children using the toilet at the same time to avoid large numbers of children using corridors</li> </ul>	M
<b>1.6 Curriculum organisation</b>					
<b>Remote Learning</b>		<ul style="list-style-type: none"> <li>See remote learning policy</li> </ul>		<ul style="list-style-type: none"> <li>Remote learning in place and devices allocated</li> </ul>	L
<b>Some learning activities (for example singing, wind and brass playing and some sports) pose increased risks of spreading COVID-19 infection</b>		<ul style="list-style-type: none"> <li>Learning activities for which there is a greater risk of infection are identified and relevant staff informed.</li> <li>Following discussion and consideration with subject leaders, limitations are placed on when and where these activities can take place and timetables and plans are amended accordingly.</li> <li>Enrichment activities are reviewed and revised accordingly.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	L
<b>The school does not make optimal use of the disapplication and modifications of the EYFS curriculum which are in place during the COVID-19 pandemic</b>		<ul style="list-style-type: none"> <li>The EYFS Co-ordinator and team review the latest guidance on disapplication and modification of the EYFS curriculum.</li> <li>A plan is agreed by SLT which sets out how the school will make best use of the provisions in the guidance during the COVID-19 crisis.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	L



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<b>The resumption of non-overnight school visits poses risks to infection control</b>		<ul style="list-style-type: none"> <li>All school visits are considered on a case by case basis.</li> <li>A comprehensive risk assessment, factoring in COVID-19 related risks, is undertaken for each visit.</li> <li>Measures are taken to ensure that discrete class group bubbles do not mix on school visits.</li> </ul>		<ul style="list-style-type: none"> <li>No school visits during lockdown</li> </ul>	L
<b>1.7 Staff workspaces</b>					
<b>Staff rooms and offices do not allow for observation of social distancing guidelines</b>		<ul style="list-style-type: none"> <li>Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing.</li> <li>Staff have been briefed on the use of these rooms, which may need to be more limited than is normal.</li> </ul>		<ul style="list-style-type: none"> <li>Max 4 people in staffroom</li> <li>Max 2 people at counter in staffroom</li> <li>No mixing of bubble staff</li> <li>Stem hub, rainbow room and meeting room used as additional spaces for sitting in during staff breaks.</li> <li>No mixing of staff from different bubbles while on breaks</li> <li>Staff encouraged to stay in their classroom for break times.</li> </ul>	M
<b>1.8 Managing the school lifecycle</b>					
<b>Pupils moving on to the next phase in their education do not feel prepared for the transition</b>		<ul style="list-style-type: none"> <li>Regular communications with the parents of incoming pupils are in place, including letters, newsletters and online broadcasts.</li> <li>Virtual tours of the school are available for parents and pupils.</li> <li>Online induction days for pupils and parents are planned.</li> </ul>		<ul style="list-style-type: none"> <li>N/A at this time</li> </ul>	L
<b>1.9 Governance and policy</b>					
<b>Governors are not fully informed or involved in making key decisions about reopening</b>		<ul style="list-style-type: none"> <li>Online meetings are held regularly with governors.</li> <li>Governing bodies are involved in key decisions on reopening.</li> <li>Governors are briefed regularly on the latest government guidance and its implications for the school and the Chair of Governors is kept fully informed.</li> </ul>		<ul style="list-style-type: none"> <li>Regular updates from MAT to SLT in all schools</li> <li>Regular LAB updates via phone or Zoom</li> <li>LAB meetings held via Zoom</li> </ul>	L



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<b>1.10 Policy review</b>					
Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour, attendance and other policies are no longer fit for purpose in the current circumstances		<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on full reopening and its implications for the school. This applies particularly to guidance and policies on attendance and behaviour from September.</li> <li>Staff, pupils, parents and governors have been briefed accordingly.</li> </ul>		<ul style="list-style-type: none"> <li>All policies and addendums reviewed and updated</li> </ul>	L
<b>1.11 Communication strategy</b>					
Key stakeholders are not fully informed about the plans for reopening and their implications		<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place:               <ul style="list-style-type: none"> <li>Staff</li> <li>Pupils</li> <li>Parents</li> <li>Governors/Trustees</li> <li>Local authority</li> <li>Regional Schools Commissioner</li> <li>Professional associations</li> <li>Other partners</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>All staff using Arbor to communicate with parents</li> <li>No internal face to face meetings during lockdown</li> <li>Restrictions to messages coming through the office to limit the amount of paper messages</li> <li>Interval communication of staff via email or WhattsApp</li> <li>Weekly Zoom meeting between SLT and other CECP schools</li> <li>Staff mobile phones to be kept turned off or on silent and out of sight of children AT ALL TIMES and only used for communication with other staff in exceptional circumstances (E.g. teacher isolated form others, red triangle situation etc.)</li> </ul>	L
An unforeseen lockdown situation prevents effective communication with pupils, parents and staff regarding		<ul style="list-style-type: none"> <li>Contingency plans are in place, including arrangements for home/remote learning, pastoral care and safeguarding.</li> <li>A communication strategy for pupils, parents and staff in the event of an unforeseen lockdown is in place, building on the experience of the school closure period.</li> </ul>		<ul style="list-style-type: none"> <li>Staff, LAB and parents fully informed via email and text</li> </ul>	L



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contingency arrangements		<ul style="list-style-type: none"> <li>Information about remote learning – including the school's policy and arrangements, are available on the school website.</li> <li>Contact records for pupils, parents and staff are kept up to date.</li> </ul>			
<b>1.12 Pupil attendance</b>					
Pupil attendance is lower than expected due to parental concerns about pupils' safety from infection		<ul style="list-style-type: none"> <li>Communications with parents reassure them about the safety of full reopening under the latest government guidance.</li> <li>Dialogue is held with parents who have concerns.</li> </ul>		<ul style="list-style-type: none"> <li>During lockdown numbers kept to a minimum for safety</li> </ul>	L
<b>1.13 Staff induction and CPD</b>					
Staff are not trained in new procedures, leading to risks to health		<ul style="list-style-type: none"> <li>A revised staff handbook is issued to all staff prior to reopening.</li> <li>Induction and CPD programmes are in operation for all staff prior to reopening, and include:               <ul style="list-style-type: none"> <li>The DfE system control measures set out in the latest government guidance</li> <li>Organisational arrangements (i.e. class groups operating as 'bubbles')</li> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>RA updated and put on website and emailed to all current staff</li> <li>RA added to staff induction list</li> </ul>	L
New staff are not aware of policies and procedures prior to starting at the school when it reopens		<ul style="list-style-type: none"> <li>Induction programmes are in place for all new staff – either online or in-school – prior to them starting.</li> <li>The revised staff handbook is issued to all new staff prior to them starting.</li> </ul>		<ul style="list-style-type: none"> <li>RA on school website</li> <li>RA added to staff induction</li> </ul>	L





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Staff are not equipped or trained to deliver remote learning		<ul style="list-style-type: none"> <li>All staff are inducted in the use of Zoom.</li> <li>All staff receive appropriate training on Zoom to enable them to deliver lessons that ensure pupils learning at home and at school follow the school's curriculum plans.</li> <li>All staff have the correct equipment to enable online teaching in their classroom and from their own home.</li> </ul>		<ul style="list-style-type: none"> <li>Staff training 04.01.2021 and 05.01.2021</li> </ul>	L
<b>1.14 Free school meals</b>					
Pupils eligible for free school meals do not receive them due to discontinuity during the school closure period		<ul style="list-style-type: none"> <li>A member of the school's administrative team is tasked with ensuring that the list of pupils eligible for free school meals is accurate and up to date and that pupils receive free meals when in school.</li> </ul>		<ul style="list-style-type: none"> <li>Vouchers for FSM used (Wonde for until 15.01.21 then Edenred)</li> <li>Vouchers from Wonde used for UIFSM</li> </ul>	L
<b>1.15 Risk assessments</b>					
Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance.		<ul style="list-style-type: none"> <li>Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to staff covering:               <ul style="list-style-type: none"> <li>Different areas of the school</li> <li>When pupils enter and leave school</li> <li>During movement around school</li> <li>During break and lunch times</li> <li>Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used</li> <li>School trips and visits</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>RA updated weekly during lockdown</li> </ul>	L
<b>1.16 Responding to cases of COVID-19 and local lockdowns</b>					



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<b>The school is unsure how to respond when there are suspected or confirmed cases of COVID-19 amongst pupils or staff</b>		<ul style="list-style-type: none"> <li>There is full compliance with the DfE system control measures set out in the latest government guidance.</li> <li>Class group 'bubbles' are kept discrete at all times.</li> <li>The school engages swiftly with NHS Test and Trace if cases are suspected.</li> <li>The Toolkit for confirmed COVID-19 cases in school, including the Action Plan, is followed for all confirmed cases.</li> <li>Advice is sought from the Trust/Local Authority/Public Health Teams and appropriate action is taken. Close contacts are identified and asked to self-isolate.</li> <li>Arrangements are in place for home and remote learning for pupils who are required to self-isolate.</li> </ul>		<ul style="list-style-type: none"> <li>Full guidance from DfE, PHE and CE is followed</li> <li>Telephone numbers of key support are listed in office and SLT</li> <li>All staff to complete a 'Close Contact' information sheet each day to ensure that decisions about staff who are at risk of infection can be traced after any positive test result (These have been emailed out to all staff. Paper copies can be obtained from the school office)</li> <li>Staff to make a copy of these available to SW EVERY EVENING through using one drive , email or sending a photo via text.</li> </ul>	L
<b>The school is unprepared for a local lockdown should the rate of infection rise in the area</b>		<ul style="list-style-type: none"> <li>There is full compliance with the DfE system control measures set out in the latest government guidance.</li> <li>A contingency plan is in place should a local lockdown be announced and staff are briefed on its contents.</li> <li>Systems put in place during the school closure period (e.g., home/online learning, pastoral systems, safeguarding systems) are ready to be reactivated.</li> <li>Lessons learnt during the school closure period are applied to the contingency plan.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	L
<b>2. Investing in health and safety arrangements and safety equipment to limit the spread of COVID-19</b>					
<b>2.1 Public Health England system control measures</b>					



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<p><b>Lack of a comprehensive plan to implement PHE system control measures increases the risk of infection in the school</b></p>		<ul style="list-style-type: none"> <li>• Current government guidance is being applied, and specifically the DfE system of control measures set out in the latest government guidance are in place as follows:</li> </ul> <ol style="list-style-type: none"> <li>1. <b>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b></li> </ol> <p>The information below is included in the school's reopening plan. This information is issued at staff and pupil briefings and in letters home to parents:</p> <ul style="list-style-type: none"> <li>• Anyone with symptoms must remain at home and self-isolate for 10 days if they test positive. Anyone in their household needs to self-isolate for 10 days (including siblings).</li> <li>• Any pupil or staff member needs to go home immediately if they have symptoms. They should take a test as soon as possible.</li> <li>• A child with symptoms awaiting collection needs to be isolated and kept at a distance of 2m from the supervising staff member, ideally in a well-ventilated place. PPE is required if this distance cannot be maintained or there is a risk of contaminated bodily fluids.</li> <li>• If the child uses the bathroom, it must be thoroughly disinfected before use by anyone else.</li> <li>• Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with disinfectant after they have left to reduce the risk of passing the infection on to other people.</li> <li>• Routinely taking the temperature of pupils is not recommended by Public Health England as this is an unreliable method for identifying coronavirus (COVID-19).</li> </ul> <p>In addition:</p>		<ul style="list-style-type: none"> <li>• Windows are to be opened for at least 10 minutes every hour for ventilation</li> <li>• All parents to wear masks on site (unless medically exempt)</li> <li>• All staff wear sites when not in the classroom</li> <li>• Lidded bins available for respiratory hygiene</li> <li>• Each area has cleaning equipment</li> <li>• Extra cleaning of touch points</li> <li>• Staff distance themselves from each other at all times</li> <li>• Enough space and spare classrooms for staff to be able to distance</li> </ul>	<p>M</p>



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		<ul style="list-style-type: none"> <li>• Staff are reminded that they have received training on infection control that gives them a good understanding of how the spread of coronavirus occurs and can be mitigated.</li> <li>• Infection control training is arranged for new staff.</li> </ul> <p><b>2. Face Coverings</b></p> <ul style="list-style-type: none"> <li>• Current government guidance regarding the wearing of face masks is followed</li> <li>• All adults wear a mask or face covering in communal areas (such as corridors and halls)</li> <li>• Face coverings are worn by adults when travelling on school buses and public transport.</li> </ul> <p><b>3. Clean hands thoroughly more often than usual</b></p> <ul style="list-style-type: none"> <li>• Handwashing / sanitising is scheduled into the school day. It takes place as a minimum: when pupils, staff or visitors enter the school; at break; before and after lunch; before leaving school; whenever the toilet is used.</li> <li>• Bubbles are assigned specific toilets.</li> <li>• A tick sheet/ board is maintained when handwashing has taken place for a bubble, as a visual reminder.</li> <li>• Handwashing routines are re-taught to pupils using suitable video.</li> <li>• Checks are scheduled during the day on stocks of hand sanitiser, soap and paper towels. Steps are taken to ensure that there is sufficient supply in school.</li> </ul> <p><b>4. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</b></p> <ul style="list-style-type: none"> <li>• Posters are downloaded/made/bought that remind pupils and staff about the approach and the importance of handwashing and are displayed around the school, particularly by washbasins/ toilets and at entry/exit points.</li> <li>• The location of bins around the school is checked, and more are ordered if necessary.</li> </ul>			



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		<ul style="list-style-type: none"> <li>• A schedule for bins to be emptied / disinfected is in place and is adhered to.</li> <li>• Pupils using public transport are reminded of the need to wear face coverings/masks.</li> <li>• A stock of masks is maintained and made available for staff who can't socially distance (for use if they are required to provide first aid / intimate care to pupils with COVID-19 symptoms) and for pupils who do not have a mask for use on public transport.</li> </ul> <p><b>5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents</b></p> <ul style="list-style-type: none"> <li>• The school's site manager ensures delivery of the induction package to cleaning staff so they fully understand their role in preventing the spread of coronavirus.</li> <li>• The cleaning schedule is reviewed and if necessary additional staff hours are provided to ensure that DfE listed criteria are met.</li> <li>• Stock checks and stock control are maintained</li> </ul> <p><b>6. Minimise contact between individuals and maintain social distancing wherever possible</b></p> <ul style="list-style-type: none"> <li>• Arrangements are in place to limit the number of contacts between pupils and staff.</li> <li>• Bubbles are used to keep groups separate.</li> <li>• Individuals are encouraged to maintain social distancing where possible.</li> <li>• Staff are kept consistent with each bubble as far as possible.</li> <li>• In class, furniture is arranged so that children are facing forwards and sitting side by side.</li> <li>• Any furniture that is surplus to requirements is removed.</li> <li>• As far as possible, children are taught not to touch each other or staff. This will involve re-learning about play time.</li> <li>• A 2m distance between the bubbles is maintained when 2 or 3 classes bubbles (from the same year group) are together in the same space.</li> </ul>			



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		<ul style="list-style-type: none"> <li>• Staggered start and finish times, staggered break times and staggered lunch times are implemented.</li> <li>• Children are taught in age appropriate ways about coronavirus, how it is spread and how they can play their part in keeping everyone safe.</li> <li>• For each class/bubble, basic equipment (such as pen/ pencil/ eraser/ ruler) that pupils routinely need is collated and kept in separate bags. These are made available to any pupil who does not have their own equipment. Each pupil keeps this bag of equipment for their own use.</li> <li>• Resources are boxed, including library books, that are needed for particular classes, to avoid pupils using shared areas such as the school library.</li> </ul> <p><b>7. Where necessary, wear appropriate personal protective equipment (PPE)</b></p> <ul style="list-style-type: none"> <li>• The school continues to maintain and monitor stocks of PPE and has access to supplier lists.</li> <li>• Staff are supplied with PPE when supervising a pupil who has symptoms of COVID-19 (if 2m social distancing cannot be ensured) and for the provision of routine intimate care to pupils that involves the use of PPE.</li> <li>• Gloves and aprons are provided for cleaning staff.</li> <li>• Face masks are worn by staff when cleaning visible bodily fluids from suspected COVID-19 case.</li> <li>• Stocks of PPE are regularly monitored and replenished</li> <li>• Staff referred to the trust PPE guidance document</li> </ul> <p><b>8. Keeping Occupied spaces well ventilated</b></p> <p><b>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</b></p> <ul style="list-style-type: none"> <li>• Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a</li> </ul>			



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		<p>throughput of air. Classrooms with windows that open at the top and bottom should ensure that both are open to draw warm air out at the top and cold air in at the bottom. This will aid in circulation of fresh air.</p> <ul style="list-style-type: none"> <li>Natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> <li>Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</li> </ul> <p><b>9. Engage with the NHS Test and Trace process</b></p> <ul style="list-style-type: none"> <li>School leaders understand the complexity of the arrangements for testing and self-isolation and ensure that staff and parents are fully aware of them. Special advice sheets are prepared in the event that a child is sent home with symptoms, for the parents of that child and other members of the bubble.</li> <li>Staff induction for return to school includes information about the NHS Test and Trace process.</li> </ul> <p><b>10. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</b></p> <ul style="list-style-type: none"> <li>The contact details for local Public Health England team and local authority health and safety team are readily to hand.</li> <li>In line with current guidance, a clear process is in place to notify the appropriate authorities of any cases that test positive (e.g., the Trust, the Local Authority, the DfE/Local Health Protection Team as required).</li> <li>A spreadsheet is maintained to record all staff and pupils who are self-isolating who have tested positive. These spreadsheets are kept up to date.</li> <li>Use is made of any template letters provided by Public Health England / local authority as directed locally.</li> <li>Toolkit for confirmed COVID-19 cases in school including the Action Plan is followed for all confirmed cases.</li> </ul>			



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		<ul style="list-style-type: none"> <li>Support and advice are sought from the Trust for any queries/complex cases. Further advice is sought from the Local Authority/DfE/PHE as required.</li> </ul> <p><b>11. Contain any outbreak by following local health protection team advice</b></p> <ul style="list-style-type: none"> <li>Advice provided by the local health protection team is acted on immediately.</li> <li>Good working relationships are established and maintained enabling rapid communication with local authorities and local Public Health England.</li> </ul>			
<b>2.2 Cleaning</b>					
Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required		<ul style="list-style-type: none"> <li>A return-to-work plan for cleaning staff (including any deep cleans) is agreed with contracting agencies prior to opening.</li> <li>An enhanced cleaning plan is agreed and implemented which minimises the spread of infection.</li> <li>Working hours for cleaning staff are increased.</li> </ul>		<ul style="list-style-type: none"> <li>Extra cleaning routine in place including touch points</li> </ul>	L
<b>2.3 Hygiene and handwashing</b>					
Inadequate supplies of soap and hand sanitiser mean that pupils and staff do not wash their hands with sufficient frequency		<ul style="list-style-type: none"> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day.</li> </ul>		<ul style="list-style-type: none"> <li>Site manager and office staff monitor, distribute and log supplies used.</li> </ul>	L
Pupils forget to wash their hands regularly and frequently		<ul style="list-style-type: none"> <li>Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently.</li> <li>Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently.</li> </ul>		<ul style="list-style-type: none"> <li>All staff responsible for ensuring posters/ instructions in their teaching space are kept up to date</li> <li>All staff to report any loss of posters/ instructions in shared</li> </ul>	M





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		<ul style="list-style-type: none"> <li>School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis.</li> </ul>		areas where washing hands is required.	
<b>2.4 Clothing/fabric</b>					
<b>Not wearing clean clothes each day may increase the risk of the virus spreading</b>		<ul style="list-style-type: none"> <li>Policies are agreed prior to the school opening on the wearing of uniforms by pupils and business dress by staff to minimise risks.</li> <li>Expectations and guidance are communicated to parents.</li> </ul>		<ul style="list-style-type: none"> <li>During lock down all children to attend school in own clothes. Children must wear a different set of clothes each day</li> <li>During lockdown staff can wear smart wear jeans/ leggings etc. if desired due to amount of washing and the need to wear warmer clothes due to windows open for ventilation.</li> </ul>	M
<b>The use of fabric chairs may increase the risk of the virus spreading</b>		<ul style="list-style-type: none"> <li>Fabric chairs are taken out of use where possible.</li> <li>Where that is not possible, chairs are limited to single person use.</li> </ul>		<ul style="list-style-type: none"> <li>Individual staff to be responsible for ensuring any furniture is removed where necessary and stored safely.</li> <li>Staff in classrooms to monitor the use of any fabric chairs left in the classrooms to ensure only one person is using the chair throughout the day.</li> </ul>	L
<b>2.5 Testing and managing symptoms</b>					
<b>NHS Test and Trace is not used effectively to help manage infection control amongst pupils and staff, maximise staffing levels and support staff wellbeing</b>		<ul style="list-style-type: none"> <li>Guidance on engaging with the NHS Test and Trace process has been explained to staff as part of induction.</li> <li>Staff, parents and pupils are clear that they should <u>book a test</u> if they are displaying symptoms.</li> <li>Staff, parents and pupils are clear that they should provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	L



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		<ul style="list-style-type: none"> <li>Staff, parents and pupils are clear that they should <u>self-isolate</u> if they have been in close contact with someone who tests positive for coronavirus (COVID-19) or if someone they live with develops coronavirus (COVID-19) symptoms.</li> <li>Post-testing support is available for staff through the school's health provider.</li> </ul>			
<b>Transmissions due to asymptomatic cases, especially of the new variants, put pupils and staff at risk and could result in some transmissions in schools going undetected</b>		<ul style="list-style-type: none"> <li>In-school testing is provided in line with current government guidance. <i>(Scientific evidence indicates that lateral flow testing recognises new variants of Covid-19)</i></li> <li>Any testing arrangements carried out in school are in line with government guidance and are covered by an appropriate risk assessment, with additional control measures in place as required.</li> <li>A separate risk assessment for COVID-19 testing in schools is in place to cover testing arrangements (refer to the Trust 'COVID-19 Risk Assessment: School Based Asymptomatic Testing' for further details).</li> </ul>		<ul style="list-style-type: none"> <li>Testing not taking place as of 7.1.21</li> </ul>	M
<b>Staff, pupils and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19</b>		<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>		<ul style="list-style-type: none"> <li>Website</li> <li>Email</li> </ul>	L
<b>Staff, pupils and parents are not aware of the school's procedures should there be a confirmed case of COVID-19 in the school</b>		<ul style="list-style-type: none"> <li>Staff, pupils and parents have received clear communications informing them of current government guidance on confirmed cases of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and pupils as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>		<ul style="list-style-type: none"> <li>Letter formats done</li> <li>Email and text system used</li> </ul>	L
<b>2.6 First Aid/Designated Safeguarding Leads</b>					



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<b>The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk</b>		<ul style="list-style-type: none"> <li>• First Aid certificates extended for three months.</li> <li>• A programme for training additional staff is in place.</li> <li>• Collaborative arrangements for sharing staff with other schools in the locality have been agreed.</li> </ul>		<ul style="list-style-type: none"> <li>• Each bubble has a first aider</li> </ul>	L
<b>2.7 Medical rooms</b>					
<b>Medical rooms are not adequately equipped or configured to maintain infection control</b>		<ul style="list-style-type: none"> <li>• Social distancing provisions are in place for medical rooms.</li> <li>• Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>• Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>		<ul style="list-style-type: none"> <li>• Calm down room used</li> </ul>	L
<b>2.8 Communication with parents</b>					
<b>Parents and carers are not fully informed of the health and safety requirements for the reopening of the school</b>		<ul style="list-style-type: none"> <li>• As part of the overall communications strategy referenced in 1.11, parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>• A specific communication on the requirements for school attendance from September is issued and followed up with discussion where necessary.</li> <li>• A COVID-19 section on the school website is created and updated.</li> <li>• Parent and pupil handbooks are created and updated.</li> </ul>		<ul style="list-style-type: none"> <li>• Regular emails</li> <li>• Website</li> </ul>	L
<b>Parents and carers may not fully understand their responsibilities should a child show symptom of COVID-19</b>		<ul style="list-style-type: none"> <li>• Key messages in line with government guidance are reinforced on a weekly basis via email, text and the school's website.</li> </ul>		<ul style="list-style-type: none"> <li>• Regular reminders sent to parents</li> </ul>	M



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<b>2.9 Personal Protective Equipment (PPE)</b>					
<b>Provision of PPE for staff where required is not in line with government guidelines</b>		<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>Those staff required to wear PPE (e.g. staff supervising pupils with symptoms where 2m distancing cannot be maintained, and cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> </ul>		<ul style="list-style-type: none"> <li>PPE restocked regularly</li> <li>PHE video on correct donning and doffing procedure for PPE shared with staff.</li> </ul>	L
<b>3. Adopting the new organisational model of discrete class group 'bubbles'</b>					
<b>3.1 Pupil behaviour</b>					



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<b>Pupils' behaviour on return to school does not comply with the new guidance on operating within discrete class group 'bubbles'</b>		<ul style="list-style-type: none"> <li>• Clear messaging to pupils on the importance and reasons for operating in class group 'bubbles' and on social distancing at other times is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings.</li> <li>• Staff continue to model social distancing consistently.</li> <li>• The movement of pupils around the school is minimised.</li> <li>• Large gatherings are avoided.</li> <li>• Break times and lunch times are structured to avoid different class groups coming in to contact with each other and are closely supervised.</li> <li>• The school's behaviour policy has been revised to include compliance with the new arrangements and this has been communicated to staff, pupils and parents.</li> <li>• Senior leaders monitor areas where there are breaches of the discrete class group 'bubble' model and arrangements are reviewed.</li> <li>• Messages to parents reinforce the importance of adhering to the new arrangements.</li> <li>• Wilful disobeying of rules relating to staying within class groups and following hygiene procedures will be sanctioned appropriately and proportionately, by exclusion where necessary.</li> </ul>		<ul style="list-style-type: none"> <li>• Behaviour addendum used</li> <li>• Limited numbers</li> <li>• Parents have agreed to new home/ school agreement</li> </ul>	L
<b>3.2 Classrooms and teaching spaces</b>					
<b>The size and configuration of classrooms and teaching spaces does not allow teachers to comply with social distancing measures</b>		<ul style="list-style-type: none"> <li>• All classrooms have been assessed and configured to allow for teachers to maintain 2 metres social distancing with pupils' desks facing the front in rows from year 3 upward.</li> <li>• All furniture not in use has been removed from classrooms and teaching spaces.</li> <li>• Arrangements are reviewed regularly.</li> </ul>		<ul style="list-style-type: none"> <li>• Limited pupil numbers to 10 in each bubble</li> </ul>	L



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<b>3.3 Shared spaces</b>					
The use of shared spaces (e.g. hall, dining room) risks different class group bubbles mixing		<ul style="list-style-type: none"> <li>Class group bubbles are kept at least 2 metres apart if occupying the same shared space (i.e. the hall at lunch time) .</li> <li>Shared spaces are cleaned after use.</li> </ul>		<ul style="list-style-type: none"> <li>Rainbow room not in use during lockdown</li> </ul>	L
<b>3.4 Movement in corridors</b>					
The discrete class group 'bubble' arrangements are breached when pupils circulate in corridors		<ul style="list-style-type: none"> <li>Class group 'bubble' arrangements are in place</li> <li>The use of shared learning spaces is timetabled to avoid different bubbles groups coming in to contact with each other.</li> <li>One-way systems are in operation where feasible.</li> <li>Corridors are divided where feasible.</li> <li>Circulation routes are clearly marked with appropriate signage</li> <li>Any pinch points/bottle necks are identified and managed accordingly.</li> <li>Appropriate supervision levels are in place.</li> </ul>		<ul style="list-style-type: none"> <li>Use of external areas is timetabled to avoid bubbles mixing</li> <li>Staff to monitor</li> </ul>	M
<b>3.5 Break times</b>					
Class groups may mix at break times		<ul style="list-style-type: none"> <li>Pupils are kept within their assigned 'bubbles' during social times.</li> <li>External areas are designated for different groups.</li> <li>Pupils are reminded about staying in their assigned 'bubbles' as break times begin.</li> <li>Appropriate signage is in place around the school and in key areas.</li> <li>Supervision levels have been enhanced.</li> </ul>		<ul style="list-style-type: none"> <li>Playground zones/ times used</li> </ul>	L
<b>3.6 Lunch times</b>					
Class groups may mix at lunch times		<ul style="list-style-type: none"> <li>Lunch times are staggered.</li> <li>Pupils are reminded about staying in their assigned bubbles as lunch times begin.</li> <li>Pupils wash their hands before and after eating.</li> <li>Dining areas are cleaned before and after each class group has used them.</li> </ul>		<ul style="list-style-type: none"> <li>Playground zones/ times used</li> </ul>	L



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		<ul style="list-style-type: none"> <li>Floor markings are used to manage queues and enable social distancing.</li> <li>Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, pupils eating in classrooms or other spaces.</li> <li>Pupils eat lunch with others in their bubble.</li> <li>Guidance has been issued to parents and pupils on packed lunches</li> </ul>			
<b>3.7 Toilets</b>					
<b>Queues for toilets and handwashing risk non-compliance with social distancing measures between pupils from different discrete class group 'bubbles'</b>		<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established</li> <li>Floor markings are in place to enable social distancing.</li> <li>Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues. This can be achieved by pupils from a specified bubble visiting the toilets at set times.</li> <li>The toilets are cleaned frequently.</li> <li>Monitoring ensures a constant supply of soap and paper towels.</li> <li>Bins are emptied regularly.</li> <li>Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.</li> </ul>		<ul style="list-style-type: none"> <li>Cubicles allocated to bubbles</li> <li>Less risk due to low numbers</li> </ul>	M
<b>3.8 Medical Rooms</b>					
<b>The configuration of medical rooms may compromise social distancing measures</b>		<ul style="list-style-type: none"> <li>Social distancing provisions are in place for medical areas.</li> <li>Additional rooms are designated for pupils with suspected COVID-19 whilst collection is arranged.</li> <li>Procedures are in place for medical rooms/ areas to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> </ul>		<ul style="list-style-type: none"> <li>Table outside rainbow room used for first aid</li> <li>Calm down room used for suspected case</li> </ul>	L
<b>3.9 Reception area</b>					



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Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines		<ul style="list-style-type: none"> <li>Social distancing points are clearly set out, using floor markings, continuing outside where necessary.</li> <li>Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk).</li> <li>Non-essential deliveries and visitors to school are minimised.</li> <li>Arrangements are in place for segregation of visitors.</li> </ul>		<ul style="list-style-type: none"> <li>Zones cordoned off</li> <li>Plenty of space between desks</li> <li>Staff to wear masks when moving around</li> </ul>	M
<b>3.10 Arrival and departure from school</b>					
Pupils and parents congregate at exits and entrances, making social distancing measures difficult to apply and risking pupils from different class groups mixing		<ul style="list-style-type: none"> <li>The use of available entrances and exits is maximised.</li> <li>Social distancing guidelines are reinforced at entrances and exits through signage and floor/ground markings, including external drop-off and pick-up points.</li> <li>Weekly messages to parents stress the need for social distancing at arrival and departure times.</li> </ul>		<ul style="list-style-type: none"> <li>Routes working well (07.1.21)</li> <li>Low risk due to low numbers</li> <li>Social distancing message emailed to parents</li> </ul>	L
<b>3.11 Staff areas</b>					
The configuration of staff rooms and offices makes compliance with social distancing measures problematic		<ul style="list-style-type: none"> <li>Reconfiguration of staff rooms and offices has been undertaken prior to the school opening to allow for social distancing between staff.</li> <li>Staff are briefed about the limitations to use of staff rooms.</li> </ul>		<ul style="list-style-type: none"> <li>School is large enough for all staff to be able to safely distance</li> </ul>	M
<b>4. Continuing enhanced protection for children and staff with underlying health conditions</b>					
<b>4.1 Pupils with underlying health issues</b>					
Pupils who are clinically vulnerable or clinically extremely vulnerable do		<ul style="list-style-type: none"> <li>Parents of pupils with underlying health conditions have been provided with updated guidance and discussions have been held with them on a case by case basis regarding attendance at school from September.</li> </ul>		<ul style="list-style-type: none"> <li>No CEV staff or pupils on site</li> </ul>	L





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not attend school even though it is deemed safe to do so		<ul style="list-style-type: none"> <li>Parents have been asked to make the school aware of pupils' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>The school, and parents are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance.</li> <li>The register of pupils with underlying health conditions is regularly updated.</li> <li>For clinically extremely vulnerable and clinically vulnerable pupils, concerns are discussed, procedures explained and risk assessments offered.</li> <li>No pupil who is clinically extremely vulnerable should attend school if they live in a tier 4 area.</li> </ul>			
<b>4.2 Staff with underlying health issues</b>					
Staff who are clinically vulnerable or clinically extremely vulnerable do not return to work even though it is deemed safe to do so		<ul style="list-style-type: none"> <li>Staff with underlying health issues have been provided with updated guidance and discussions have been held with them regarding returning to work.</li> <li>All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated.</li> <li>Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable as set out in the latest government guidance.</li> <li>Extremely clinically vulnerable staff remain at home in any school which is in a tier 4 area.</li> <li>For clinically extremely vulnerable and clinically vulnerable staff, concerns are discussed, procedures explained and risk assessments offered /reviewed.</li> <li>Current government guidance is being applied.</li> </ul>		<ul style="list-style-type: none"> <li>No CEV staff in school at this point (07.1.21)</li> </ul>	L



# Daven Primary School

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<b>5. Enhancing mental health support for pupils and staff</b>					
<b>5.1 Mental health concerns – pupils</b>					
<b>Pupils' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>		<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support pupils with mental health issues.</li> <li>There is access to designated staff for all pupils who wish to talk to someone about wellbeing/mental health.</li> <li>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings).</li> <li>Resources/websites to support the mental health of pupils are provided.</li> </ul>		<ul style="list-style-type: none"> <li>Availability of mental health lead</li> <li>Well-being and counselling sessions continued via video call</li> <li>Dedicated area on website</li> </ul>	M
<b>5.2 Mental health concerns – staff</b>					
<b>The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general</b>		<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff have been signposted to useful websites and resources.</li> </ul>		<ul style="list-style-type: none"> <li>SAS support available</li> <li>Check in with SLT available</li> <li>Open door policy</li> <li>Emails signposting to useful resources</li> </ul>	M
<b>5.3 Bereavement support</b>					
<b>Pupils and staff are grieving because of loss of friends or family</b>		<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary.</li> </ul>		<ul style="list-style-type: none"> <li>Support available</li> </ul>	M



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<b>6. Operational issues</b>					
<b>6.1 Review of fire procedures</b>					
Fire procedures are not appropriate to cover new arrangements		<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required, due to:               <ul style="list-style-type: none"> <li>Pupils operating in discrete year class group 'bubbles'</li> <li>Staff not moving between discrete class group 'bubbles'</li> </ul> </li> <li>Staff and pupils have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> </ul>		<ul style="list-style-type: none"> <li>Reviewed half termly</li> </ul>	L
Fire evacuation drills - unable to apply social distancing effectively between discrete class group 'bubbles'		<ul style="list-style-type: none"> <li>Plans for fire evacuation drills are in place which take account of the new arrangements and apply social distancing where necessary.</li> </ul>		<ul style="list-style-type: none"> <li>Working well due to available space and routes and limited number of children</li> </ul>	L
<b>6.2 Managing premises on reopening after lengthy closure</b>					
All systems may not be operational		<ul style="list-style-type: none"> <li>Government guidance is being implemented where appropriate.</li> <li>All systems have been recommissioned.</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	L
Statutory compliance has not been completed due to the availability of contractors during lockdown		<ul style="list-style-type: none"> <li>All statutory compliance is up to date.</li> <li>Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged.</li> <li>Statutory compliance information is available on Total Risk Manager. The Estates toolkit checklist and guidance are in place.</li> </ul>		<ul style="list-style-type: none"> <li>Use of Safety Shield compliance centre</li> </ul>	L
<b>6.3 Contractors working on the school site</b>					



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<b>Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control</b>		<ul style="list-style-type: none"> <li>Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue.</li> <li>Due diligence is carried out prior to any contractors attending site, and methods statements and risk assessments are obtained and reviewed.</li> <li>Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times.</li> <li>Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/pupils are kept apart.</li> <li>Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed.</li> <li>In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction).</li> </ul>		<ul style="list-style-type: none"> <li>Only essential contractors on site</li> </ul>	L
<b>7. Finance</b>					
<b>7.1 Costs of the school's response to COVID-19</b>					
<b>The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties</b>		<ul style="list-style-type: none"> <li>Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in has been produced.</li> <li>LA or trust finance team has been consulted to identify potential savings in order to work towards a balanced budget.</li> <li>Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review.</li> <li>Additional sources of income are under exploration.</li> <li>The school's projected financial position has been shared with governors and LA or trust.</li> </ul>		<ul style="list-style-type: none"> <li>See risk register (CFO)</li> </ul>	M



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<b>8. Governance</b>					
<b>8.1 Oversight of the governing body</b>					
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements.		<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The Head Teacher's verbal report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>		•	L
<b>9. Additional site-specific issues and risks (add as they become apparent)</b>					
<b>Settings to add any site-specific issues/arrangements here and ensure mitigation strategies are in place to address them</b>					
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