**Classroom Risk Assessment**

**Who can be harmed: staff, pupils, visitors, volunteers, students on work experience, trespassers**

**Completed by:** Laura Pagden **Date: Updated 2nd November 2020**

**Circulated to:** Governing Body and Staff of Colgate Primary School

**Accessible to:** Parents and Carers of Pupils of Colgate Primary School

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| **Hazards relating to this task: ‘The Risk’** | **Control measures** | **Date put in place** | **Likelihood of risk occurring**  **(1= unlikely to occur)** | **Consequence**  **rating**  **(1= low risk consequence)** | **Score**  **Low/Moderate/High risk (Likelihood x consequence)**  **5 – Lowest Risk**  **25 – Highest Risk** |
|  | All children will have their temperature taken before entering the classroom.  All adults in the classroom will have their temperature taken in the morning before the children arrive. (Including visitors.)  All parents and staff will be reminded of the COVID symptoms and reminded to keep children at home/stay at home if they display any symptoms until they have taken a test. |  |  |  |  |
| Children, staff and other adults unable to maintain social distancing measures. | Classroom has been re/arranged to ensure children are not facing each other. Children are to have their own place; children are to remain in these seats as much as possible.  Additional learning areas such as the library have been re-arranged so children are not facing each other. Member of staff in that lesson will clean tables before and after use to ensure cleaning between bubbles.  Posters/displays in class to remind and make children aware.  Children are to be dropped off at the back gate between 8:30 and 8:40. If children should arrive early they need to line up to the left of the gate in a socially distanced queue. Parents will not be entering the playground or school site. Children can be dropped off and enter straight away without queueing if they arrive between 8:30 and 8:40. Children are to have their temperatures taken before entering the classroom.  Assemblies held to communicate new measures with pupils, class assemblies will also take place to explain the measures and regularly go over important messages and any changes.  Children are reminded throughout the day of the routes in and out of the classroom and to different places that they must travel to in the school, including out of bounds areas.  Children are reminded they need to use the outside route when the hall is in use to go to the toilet and to walk away from apple and maple class. Children are reminded of the importance of walking the long way round at lunchtime as other bubbles may be in the hall.  Plan for staggered play time and lunch times discussed and agreed with pupils and staff.  Floor markings in place reminding children of 2-meter rule where applicable.  Staggered start and finish times have been communicated to parents and carers via email.  Regular school staff meetings held and open lines of communication to discuss the social distancing measures in place.  Out of bounds areas and details regarding expected social distancing measures referenced within Colgate School Code of Conduct. | September 2020  Updated November 2020 | 4 | 5 | 20. Moderate to High Risk |
| Children unsure of ways to enter and exit the classroom | Classroom entry and exit routes have been determined, shared and appropriate signage in place. Staff have walked routes to determine risk. Class discussions regularly to reinforce routes to staff and children. New classroom rules and expectations referenced within Colgate School Code of Conduct.  Children will have the importance of not mixing our KS1 and KS2 bubbles together explained. Children will understand how a bubble works.  Cedar Class have a daily assembly where discussions about ways of entering and exiting areas in the school will be reinforced through discussions. | September 2020  Updated November 2020 | 3 | 5 | 15 - Moderate Risk |
| Children sharing resources and potential contamination. | Appropriate resources are available within all classrooms e.g. IT, age specific resources.  Sharing of equipment, resources and stationery between pupils will be discouraged but cannot be eliminated entirely within bubble groups. Children will have their own pack of key equipment that they are to keep on their desk.  We will ensure that ipads are not mixed with KS1 bubble. Children will hand sanitise before using the ipads and computers. An adult will place ipads on charge and keep our ipads away from any other bubbles/classes.  Each bubble to have their own playground and PE equipment. Children to wash hands before and after playtime, lunchtime and PE. The children will also wash hands before leaving school.  Equipment, resources and stationary stored within the bubble group classroom. These resources are not shared outside of the bubble group. | September 2020  Updated November 2020 | 4 | 5 | 20 – Moderate to High Risk |
| Soft furnishings in the classroom being used by children. | Some soft furnishing have now been placed back in the classroom, to support the children’s emotional well-being. These have been kept to a minimum and have limited children using them. | September 2020  Updated November 2020 | 1 | 5 | 5 – Low Risk |
| Touching surfaces that are potentially contaminated | Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.  Children and adults to wash hands regularly and sanitise hands when entering class.  Children and adults to wash hands before and after playtime, lunchtime and PE.  Children are to use hand sanitiser before entering assembly.  Anti-Viral spray readily available and used to clean shared room between uses of different bubbles.  There are two wash stations by the classroom door class with soap and hand sanitiser. There is also a further wash station set up at the classroom sink.  Children will be reminded of handwashing process regularly and how to wash hands thoroughly. This message regularly repeated to children throughout the school week.  Pupils made aware that they should only bring essential equipment to school, such as school bag, pencil case and reading book.  Importance of handwashing reiterated to children and referenced within Colgate School Code of Conduct.  Teacher to model and regularly encourage hand washing.  Children to have their own pack of stationery that will be named.  Children to wash their hands before and after leaving the toilet.  Sanitation Stations are placed throughout the school for children to use once they have touched the toilet door.  Children are not to go to Office to collect own cold packs or milk.  Children are to hand sanitise before and after choosing books from the library.  Children are to leave book at the front of the classroom in a quarantine box if this is a book they have taken home to read. These will be placed back in the library after three days.  Children are not to be touching each other’s school bags, water bottles are to remain on their own desk. | September 2020  Updated November 2020 | 4 | 5 | 20 – Moderate to High Risk |
| Difficulty accessing hand washing facilities | Regular hand washing provision in place.  Soap and fresh water provided regularly throughout the day. Two stations set out outside the classroom, children are to line up in groups to wash their hands. There is an additional hand washing station within the classroom.  Sanitiser at the entrance to classroom.  Washing facilities situated outside the toilets. | September 2020  Updated November 2020 | 2 | 5 | 10 – Low to Moderate Risk |
| Staff anxiety | Maintain open communication with all staff. Staff to deploy ‘emotional intelligence’ to assess and recognise colleague’s behaviour and emotions and report unusual or behaviour which may be deemed ‘out of character’.  Regular staff meetings held to highlight any concerns or current issues.  A network between staff and colleagues to ensure open lines of communication. | September 2020  Updated November 2020 | 4 | 5 | 20 – Moderate to High Risk |
| Pupil anxiety about returning to school | Plan transition support and activities. Explain and show child how the school/class will be safe and the measures staff will be taking to ensure their safety. We will cover this regularly in class assemblies.  Reporting systems in place so that staff can share any form of concern quickly. Be alert to changes in behaviours.  Shared information with pupils and their families prior to the return to school.  Use of CPOMs for communications regarding children’s needs  Use appropriate resources and staff (ELSA) to reassure child about the safety measures in place for their return to school – can be carried out on a 1:1 basis, maintaining social distancing measures where possible.  A plan in place for children who find it difficult to separate from their parents at the start of the day. Spoken to these individual parents and discussed ways to minimise this being a concern.  Photos of new classroom layout uploaded to seesaw in advance of return to school, to ensure children can see new layout before arrival. | September 2020  Updated November 2020 | 4 | 5 | 20 – Moderate to High Risk |
| Anxieties from staff and children escalate rather than reduce over time. | Ensuring all measures are regularly reviewed to ensure wellbeing of the school community/class is sustained. Alert appropriate bodies of support and guidance proactively rather than reactively. Use of CPOMs for communications regarding children’s needs  Open lines of communication between all members of the school community. Regular emails to parents. Networking between staff members.  Sharing of information between staff regarding pupils.  Daily assemblies discussing any changes in the news the children may have heard and how that can affect how we feel. Ensure children understand what is happening fully and all children have had a chance to express their feelings. | September 2020  Updated November 2020 | 3 | 5 | 15 – Moderate Risk |
| Pupils/staff suffering bereavement | Use of CPOMs for communications regarding children’s needs  Systems in place to ensure staff are made aware at the earliest opportunity.  Use online resources such as Winston’s Wish, ensure that staff supporting the child have additional information needed and support from SLT and others that can provide the support needed for the pupil.  Open lines of communication for the family. | September 2020  Updated November 2020 | 4 | 5 | 20 – Moderate to High Risk |
| Children with EHCPs and vulnerable children. | Discuss changes in child’s wellbeing with parents before their return to school.  Individual phone calls to take place when needed.  Appropriate transition activities provided and will continue through autumn term one.  Take advice from specialist teams where necessary.  Ensure open lines of communication with parents. | September 2020  Updated November 2020 | 3 | 5 | 15 – Moderate Risk |
| Individuals who will need to access positive touch as a form of reassurance or to exhibit prosocial behaviours. | Ensure the team are aware of this and planning is in place.  Communication with parents and children before they arrive in school via Seesaw, email telephone.  Assemblies to take place. 1:1 support in place for the child. | September 2020  Updated November 2020 | 4 | 5 |  |
| Lack of ventilation in classroom areas. | The windows are to be opened at 8:15 to ensure the classroom has fresh air continually flowing through the classroom.  Outside door is to be kept open as much as possible.  At playtime and lunchtime outside door is opened to ensure ventilation in the classroom. | Updated November 2020 | 4 | 5 | 20 – Moderate to High Risk |

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| Review date | Changes/Comments |
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