**Classroom Risk Assessment- Apple Class**

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

**Completed by:** Lucy Champion and Hayley Burton **Date:** May 2020 (updated September 2020)

**Circulated to:** Staff and Governing Body 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 | Details of how achieved (Evidence required) | **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** |
| Children and staff unable to maintain social distancing measures | Classroom has been re/arranged to allow as much space between individuals as practical.  Posters/displays in class to remind and make children aware.  Children are spoken to and are aware of the routes in and out of the classroom and to different places that they must travel to in the school.  Plan in place for staggered play time and lunch times.  Plan in place for staggered start and finish times. | May 2020 | Furniture has been repositioned to create more open spaces.  Posters displayed in the classroom (handwashing).  Video and photos of Apple Class shared on tapestry to show the changes to the classroom and how we enter/exit (prior to return). This will be revisited with the children upon their return.  Timetables to show different timings and arrangements.  Children will stay in their bubbles with their adults for lunch and play times. They will be spaced around a large table for lunch time.  They will arrive and exit through their allocated door in the main building during their start and finish time slot.  Assemblies held to communicate new measures with pupils.  Bunting used to define ‘out of bounds’ areas.  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.  Classroom staff should endeavour to maintain a two metre distance between each other.  Staff will stagger their own lunch and break times on a ‘one at a time’ basis. | 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 and appropriate signage in place. | May 2020 | The children will be met at their allocated gate by an adult and will enter the playground one at a time. They will then walk over to the green gate in the Apple outside area where they will be met by a second adult. The children will then wash their hands before entering the classroom and putting their belongings in their named tray or on their named peg. Y1 children will use the section of the cloakroom nearest to Apple Class to hang up their coats and PE bags. They will not access the rest of the cloakroom.  At the end of the day, they will wash their hands, collect their belongings and walk to their gate with both Apple Class adults. They will then be called one at a time to go home with their parent, who will be waiting outside the gate.  The children will be shown which door they will use to enter/exit the classroom. This door will be kept open. The main classroom door will be kept shut (with cloakroom access only for Y1) and there will be a sign on the door as a reminder. | 3 | 5 | 15 – Moderate Risk |
| Sharing resources and potential contamination. | Resources are distributed and kept within bubble groups.  Sharing of equipment, resources and stationery between pupils will be discouraged but cannot be eliminated entirely within bubble groups. Equipment, resources and surfaces will be cleaned between users. | May 2020 | Each bubble will have their own allocation of iPads. These will be cleaned with anti-bac wipes after each use. Children will be asked to wash their hands before and after use.  Each child will have their own named pot of playdough. They will not be able to share or mix their pots. A reduced number of playdough plastic equipment will be available and this will be cleaned at the end of every day.  The home reading books will be split into a set for the classroom and a set for taking home. Front covers will be wiped over with anti-bac wipes after each use. Children will be asked to wash their hands before and after use. Home reading books will be stored away for 3 days after being returned and will be wiped down with anti-bac wipes before being returned to circulation.  The water tray will have warm soapy water in. There will be limited plastic equipment available and this will be cleaned at the end of the day. The water will be changed at lunchtime and sooner if needed.  Other resources will be cleaned at the end of each day or sooner if required. Tables and chairs will be wiped down at lunchtime and at the end of the day and in between if needed.  Staff to have their own selection of stationary. If it becomes necessary to share an item, it should be cleaned between users. | 4 | 5 | 20 - Moderate to High Risk |
| Children sharing resources and potential contamination. | Resources that are not able to be cleaned appropriately will be removed. | May 2020 | The sandpit cannot be cleaned so it will remain covered up and taken out of use.  Other wooden toys such as wooden blocks, jigsaw puzzles and train sets have also been removed. | 5 | 5 | 25 - High Risk |
| Soft furnishings and other equipment in the classroom, that cannot be cleaned easily, being used by children. | Resources which are not easily washable or wipeable have been be removed. | May 2020 | Cushions and puppets removed from the reading area.  Role play costumes have been washed and removed.  Wooden toys such as blocks, train track and maths equipment have been removed.  The sand pit will remain covered and out of use. | 4 | 5 | 20 – Moderate to High Risk |
| Remembering to wash hands effectively. | 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. | May 2020 | The children will be reminded regularly about handwashing and how to do it effectively. Adults will teach them different songs to help them wash their hands for the correct amount of time.  They will be shown the Twinkl Early Years PowerPoint about the importance of handwashing and germs.  There will be posters in the toilets and round the classroom.  We will play handwashing songs on the iPads to help children wash their hands for at least 20 seconds.  Staff to wash hands regularly.  Staff should actively and positively promote handwashing by modelling to the children, staff washing their own hands. | 4 | 5 | 20 – Moderate to High Risk |
| Touching surfaces that are potentially contaminated | Regular cleaning at intervals in the day with cleaning products that remove viruses.  Children and staff to wash hands regularly and sanitise hands when entering/exiting class.  Teacher to model and regularly encourage hand washing.  Any equipment that must be shared needs to be cleaned thoroughly between users and after each use. | May 2020 | Equipment will be cleaned thoroughly at the end of the day and in between if needed. Tables and chairs will be wiped down at lunchtime and at the end of the day and in between if needed.  The children will be reminded regularly about handwashing and how to do it effectively. Adults will model this and teach them different songs to help them wash their hands for the correct amount of time. We will play handwashing songs on the iPads to help children wash their hands for at least 20 seconds.  The children will use the animal mats/spots to help space them out on the carpet or when sitting outside.  The children will not be allowed to touch the interactive whiteboard- adults only. | 4 | 5 | 20 - Moderate to High Risk |
| Access to hand washing facilities | Regular hand washing provision in place.  Soap and fresh water provided regularly throughout the day.  Sanitiser at the entrance to classroom  Warm soapy water in the water tray | May 2020 | The children will be reminded regularly about handwashing and how to do it effectively. Adults will model this and teach them different songs to help them wash their hands for the correct amount of time. We will play handwashing songs on the iPads to help children wash their hands for at least 20 seconds.  Hand sanitiser will be used when entering/leaving the classroom. There is a new hand sanitiser near the door to the outside area.  The water tray will also have soap and warm water in for playing. This will be changed at lunchtime and sooner if needed. | 4 | 5 | 20 – Moderate to High 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’. | May 2020 | Regular staff meetings held to highlight any concerns or current issues.  A network between staff and colleagues to ensure open lines of communication. | 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.  Reporting systems in place so that staff can share any form of concern quickly. Be alert to changes in behaviours | May 2020 | Share a video of the classroom and photos of resources with the children before they return (via Tapestry). Inform them of the changes and how we will be keeping them safe.  Use the ELSA resources with the class.  Ensure the Apple Class Team are comfortable with the measures in place. Have regular discussions to ensure the risks are being managed effectively and update accordingly.  Keep parents informed of any children’s anxiety through telephone conversations or emails.  Provide quiet areas and spaces for children that need them.  Circle Time/PSHE activities/stories to discuss feelings, anxiety and their lockdown experiences.  Monitor behaviour of the children. Share any concerns with parents and RW/EF. Record any concerns on CPOMS as necessary.  Refer children to SB for learning mentor sessions where possible.  Ensure the Apple Class Team are carefully monitoring the behaviour of the pupils and passing on any concerns as necessary. | 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. | May 2020 | Monitor behaviour of the children. Share any concerns with parents and RW/EF. Record any concerns on CPOMS as necessary.  Refer children to SB for learning mentor sessions where possible.  Ensure the Apple Class Team are carefully monitoring the behaviour of the pupils and passing on any concerns as necessary.  Ensure the Apple Class Team are comfortable with the measures in place. Have regular discussions to ensure the risks are being managed effectively and update accordingly. Have regular discussions with the staff and ensure everyone is receiving the support they need.  Make sure that each team member has a break from the bubble to have lunch, make a hot drink etc. | 3 | 5 | 15 – Moderate Risk |
| Bereavement support for staff and pupils | Use online resources e.g. 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. | May 2020 | Ensure staff know which child/ren need/s extra support.  Learning Mentor time with SB where possible.  Reading stories related to bereavement to help them understand. | 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. Take advice from specialist teams where necessary. | May 2020 | Telephone conversations with the appropriate parents to discuss ways to support the child with settling back in.  Share how the classroom will look using a video/photos via Tapestry.  Ensure open lines of communication with parents.  Separate Individual risk assessments for vulnerable children. | 3 | 5 | 15 – Moderate Risk |
| Consider approach to social distancing for 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. | May 2020 | Ensure children are aware of distancing where possible.  Use a social story and appropriate ELSA resources to explain.  Communication with parents and children before they arrive in school via Tapestry, email or telephone.  Assemblies to take place. 1:1 support in place for the child. | 3 | 5 | 15 – Moderate Risk |
| A child may become unwell and start to display symptoms of Covid 19. | Staff will be looking out for children that appear to be unwell e.g. tearful, loss of appetite, more tired than usual, feeling hot or shivery, nausea or diarrhoea. They will also look out for children displaying symptoms of Covid 19 (a high temperature, a new continuous cough or a loss of smell/taste). | Sept 2020 | If a child informs an adult that they feel unwell or if a staff member feels that a child may be becoming unwell or displaying any symptoms, they will be taken to the office. Parents will be informed and asked to collect the child as soon as possible. Pupils will not be able to return to school until a negative Covid 19 test has been obtained (if displaying a high temperature, a new continuous cough or a loss of smell/taste). | 5 | 5 | 25 - High Risk |
| A child may come to school with a temperature that they/the parents are unaware of. | Staff will check each child’s temperature upon arrival at school. | Sept 2020 | A forehead thermometer will be used to check each child’s temperature as they enter through the playground gate. If a child is displaying a high temperature, they will need to return home and obtain a negative Covid 19 test result before returning to school. | 5 | 5 | 25 - High Risk |
| ADDITIONAL HAZARDS BELOW |  | | | |  |  |
| Snack time | Risk of children touching the fruit and spreading germs. | June 2020 | Adults to wear gloves and hand out the fruit at snack time. Children to sit apart (outside where possible) to eat their fruit. Pupils can bring in their own snacks from home. | 4 | 5 | 20 – Moderate to High Risk |
| Classroom bin | The classroom bin does not have a lid on it.  Tissues and other rubbish may have germs on. | May 2020 | Ensure the bin is changed regularly. | 4 | 5 | 20 – Moderate to High Risk |

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| Review Date | Comments/Changes |
| September 2020 | Home reading books to be stored away for three days upon their return before being added back into circulation (see above)  Reading record books will not be used to communicate between home and school- Tapestry will be used instead.  Children will have their temperature taken before entering the playground each morning (see above)  If a child becomes unwell and displays any symptoms, they will immediately be taken to the office (see above) |
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