**Classroom Risk Assessment**

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

**Completed by:** Alison Wilson and Iqra Zamir **Date: 1/11/20**

**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** |
| Children, staff and other adults unable to maintain social distancing measures. | Classroom has been re/arranged to allow as much space between individuals as practical. Tables are placed in rows and children face the front.  Posters/displays in class to remind and make children aware.  Plan in place for staggered start and finish times with designated entrance/exit.  Willow children to meet at the Dragon pub and walk down with the teacher. Each child to have their own high vis jacket.  Oak Class to meet outside the large playground gates.  All children will go straight to class.  One child at a time to go to the toilet and children will be allowed to go to the toilet during lesson time to help stagger this.  Teachers to communicate new measures with pupils.  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. Bunting used to define ‘out of bounds’ areas.  Plan for staggered play time and lunch times discussed and agreed with pupils and staff.  Floor markings in place reminding children of 2 metre 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.  Staggered use of cloakroom.  Assemblies to be in separate bubble groups. Children to spread out and classes to have a gap between. | 3/9/20 | 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. New classroom rules and expectations referenced within Colgate School Code of Conduct. | 3/9/20 | 3 | 5 | 15 - Moderate Risk |
| Children sharing resources and potential contamination. | Appropriate resources are available within all classrooms e.g. IT, age specific resources.  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 cleaned between users.  Each child has their own marked out workstation with stationery.  Each keystage bubble to have their own playground and PE equipment. Children to sanitise or wash hands before and after playtime and PE.  Equipment, resources and stationary stored within the bubble group classroom. These resources are not shared outside of the bubble group.  Bubble groups in other classrooms maintain their own unshared resources.  Any resources that do have to be shared from another bubble, on the odd occasion, are sanitised before and after use or left for at least 72hrs before returned. | 3/9/20 | 4 | 5 | 20 – Moderate to High Risk |
| Soft furnishings in the classroom being used by children. | Resources which are not easily washable or wipeable have been be removed.  These resources are stored away from children - an area out of bounds to pupils. Out of bounds areas referenced within Colgate School Code of Conduct. | 3/9/20 | 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 sanitise or wash hands regularly and sanitise hands when entering class.  Children and adults to wash hands before and after playtime and PE.  Anti-Viral spray readily available and used to clean resources and equipment regularly.  2 wash stations in class with soap and hand sanitiser.  Children to have set seats and pupils reminded not to swap desks/chairs.  Pupils made aware that they should leave personal resources at school to lower the risk of contamination.  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 not leave the classroom.  Any equipment that must be shared to be cleaned between users.  Children to wash their hands before and after leaving the toilet. Sanitation Stations are placed throughout the school.  Class to have a reading book return box for any reading books that have been take home. Books will be wiped and not be replaced on the shelf for at least 3 days. | 3/9/20 | 4 | 5 | 20 – Moderate to High Risk |
| A child comes into school with COVID-19. | Children and adults to have their temperature taken every morning.  Parents are to keep children home and get them tested if they have any COVID symptom (persistent cough, high temperature, loss of sense of smell).  If a child develops any symptoms during the school day, they will be isolated and parents called to take them home. | 3/9/20 | 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 within the classroom.  Sanitiser at the entrance to classroom.  Washing facilities situated outside the toilets.  Washing with water to be done before lunchtime and home time. Hand sanitizer to be used at other times. | 3/9/20 | 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. | 3/9/20 | 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.  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 | 3/9/20 | 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. | 3/9/20 | 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 | 3/9/20 | 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.  Ensure open lines of communication with parents. | 3/9/20 | 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. | 3/9/20 | 4 | 5 |  |

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| Review date | Changes/Comments |
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