



in association with [NRCSE](#)

Name of school:

Covid-19 Risk assessment 2020

This Risk Assessment and Planning document should be carried out with reference to Government guidance and existing Health and Safety Guidance. The aim of the document is to minimise the potential risks of Covid-19 and ensure that the health, safety, social and educational needs of children, families and staff are met as far is possible during this next recovery phase.

The following principles underpin all planning and actions:

- Children's needs are paramount;
- Staff physical and emotional well-being must be considered at all stages of planning and implementation;
- Ensuring effective infection protection and control and preventing the spread of coronavirus -e.g. dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces);
- Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges;
- Cleaning hands more often than usual;
- Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach;
- Cleaning frequently touched surfaces often using standard products, such as detergents and bleach;
- Maintaining social distancing and minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times).

Date of risk assessment:	Name of assessor:
Activity being assessed [<i>can be used for delivering activities remotely, for one off outdoor activities or in preparation for reopening school premises</i>]	
Authorised by:	Number of children:

[replace with own school details including company no. / charity no. if registered]

Date/period of activity:	Number of adults on site (paid and volunteers):
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Consider the following areas of risk and recommendations	Existing controls in place (note your usual procedures and/or what checks have been carried out by the owner/landlord/ premises manager since 23 March 2020)	Additional controls and actions required (note here what checks you need to do to ensure your provision is safe)	By whom?	By when?	Date action completed
<p>Existing Health & Safety compliance and building considerations</p> <p>Ensure H&S compliance checks have been carried out. This is particularly important if the premises have been closed to children and adults for any period of time since 23 March 2020.</p>	<p>Premises-wide cleaning plan</p>				
<p>Staffing</p> <p>Assess availability and wellbeing of all staff including those with underlying health conditions, family considerations, staff who are subject to shielding or are in a household where someone is shielding.</p> <p>Assess transport arrangements for all staff and parking arrangements as required</p> <p>Assess staff expectations and anxieties</p>					

<p>Availability of alternative (DBS checked) staff to cover self-isolation should this occur once teaching has started up</p>					
<p>Review pupil wellbeing</p> <p>Assess pupils who may be worried about returning and/or who have been in challenging home circumstances or experienced bereavement during the pandemic</p> <p>Risk assessment for individual pupils who need specific care which cannot be delivered whilst ensuring social distancing</p>					
<p>Class group and size configuration</p> <p>Configure class groups in no more than 15 (at the moment 5 + outdoors for out-of-school settings) pupils per plus one teacher and one TA if needed.</p> <p>Each group should be a consistent group and that group stays away from all other people and groups.</p>					
<p>Timetable</p> <p>Which lessons or activities will be delivered?</p> <p>Which lessons or activities could</p>					

<p>take place remotely? outdoors?</p> <p>Use the timetable and selections of room or other learning environment to reduce movement around the building.</p> <p>Stagger break times so that all children are not moving around the building at the same time.</p>					
<p>Classroom/learning environment layout</p> <p>Classrooms to allow children and adults to be socially distanced</p> <p>Groups to be allocated to one room and each child to be allocated desk space and seat</p>	<p>All classrooms have windows that provide adequate ventilation</p> <p>Accessing rooms directly from outside where possible and where corridors are used a divider is placed down the middle of the corridor to keep groups apart as they move through the setting</p> <p>All classrooms have sufficient tables and chairs set out to allow for maximum space, where possible 2m distance</p> <p>All classrooms and areas clear or unnecessary items/resources/soft furnishings/toys etc.</p>				
<p>Breaks</p> <p>If class groups take staggered breaks between lessons play/break area can be shared as long as different groups do not mix (and especially do not play sports or games together) and there is adequate cleaning between groups following the</p>	<p>Breaktimes and lunchtime staggered to allow groups to access playgrounds/space separately.</p> <p>Children to bring own packed lunch/snack and to eat outdoors or in their own classroom.</p>				

<p>Covid-19 cleaning of non-healthcare settings guidance</p> <p>Toilets rearranged to suit groupings. Toilets not to be shared between class groups. Where possible one child enters toilets area at a time.</p>	<p>Child friendly posters for hand washing and guides on hand washing and hygiene</p>				
<p>Stagger the use of staffroom/offices if you have these spaces to limit occupancy and allow social distancing</p>					
<p>Outdoor spaces</p> <p>Maximise the use of outdoor spaces if you have access to these for outdoor education, exercise and breaks</p>					
<p>Start and end of day</p> <p>Stagger drop-off and collection times</p> <p>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact</p>					
<p>Travel arrangements</p> <p>Consider how children and adults arrive at the setting to reduce any unnecessary travel on public transport.</p> <p>Read the Coronavirus (COVID-19): safer travel guidance for</p>					

passengers					
<p>Communicating your plans and supporting individuals</p> <p>Children, parents and carers</p> <ul style="list-style-type: none"> tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) 	<ul style="list-style-type: none"> Parents to inform the school is anyone in the house is displaying symptoms Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) 				
Children	<ul style="list-style-type: none"> Use age appropriate materials to explain and maintain social distancing Support pupils who are worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) 				

	<ul style="list-style-type: none"> • Promote understanding of the different experiences for our children and young people during lockdown • Consider how pupils with specific needs are reintegrated • Deliver activities that focus on relationships – adult/pupil, pupil/pupil 				
Staff	<ul style="list-style-type: none"> • Communicate frequently • Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful • Consider the support needs of staff and put in place interventions to support everybody’s mental health 				
Cleaning and hygiene	<ul style="list-style-type: none"> • Review the arrangements for routine maintenance of the premises - follow the COVID-19: cleaning of non-healthcare settings guidance • Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments • Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, 	<p>Mainstream schools have put in place</p> <ul style="list-style-type: none"> • Sink and soap in every classroom and paper towels. Hand sanitiser in all classrooms. • Hand sanitiser in all office spaces and antibacterial wipes • Anti-bacterial wipes/spray and cleaning materials in all rooms stored away from pupils • Handwashing signs in all 			

	<p>doors, sinks, toilets, light switches, bannisters, more regularly than normal</p> <ul style="list-style-type: none"> ● Ensure that all adults and children: <ul style="list-style-type: none"> ➢ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning ➢ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing ➢ are encouraged not to touch their mouth, eyes and nose ➢ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') ● Ensure that help is available for children and young people who have trouble cleaning their hands independently ● Consider how to encourage young children to learn and practise these habits through games, songs and repetition ● Ensure that bins for tissues are emptied throughout the day ● Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units ● Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid 	<p>classrooms and toilets with hand washing advice through songs</p> <ul style="list-style-type: none"> ● Signage and posters not touching face/catch it bin it kill it and on lanyards for children with specific needs ● Lidded bins in all classrooms and rooms where required with spare bin bags. Bins regularly emptied throughout the day and bin double bagged. ● All classrooms supplied with tissues ● Children and staff wash hands for at least 20 secs at beginning of day on entry, at frequent intervals through the day ● Drinking fountains will be taped off. ● All classes provided with disinfectant spray and paper towel/cloth <p>Will supplementary schools be able to ensure adequate supplies?</p>			
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	<p>ventilation</p> <ul style="list-style-type: none"> • Get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed • There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting 				
<p>Resources Limit the use of shared resources</p>	<ul style="list-style-type: none"> • By limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • By seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently • Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts 	<p>Mainstream schools are being told</p> <ul style="list-style-type: none"> • No school bags/book bags to be brought into school • No resources to leave or enter the classroom (pencil cases/books/daily resources in individual trays) • Reception – resources spray cleaned and disinfected after use at regular intervals <p>What is possible in supplementary school setting?</p>			
<p>Individual care if anyone becomes ill</p>	<ul style="list-style-type: none"> • If anyone becomes unwell with a new, continuous cough or a high temperature in an 				

	<p>education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.</p> <ul style="list-style-type: none"> • If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. • PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). • In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent 				
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	<p>care centre or a hospital.</p> <ul style="list-style-type: none"> • If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance. 				
<p>Personal Protective Equipment PPE</p>	<ul style="list-style-type: none"> • Check availability and supply of PPE. The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases 				

	<p>including:</p> <ul style="list-style-type: none"> • Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way • If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. 				
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