

NIS CV 19 Risk Assessment - Sept 2020

Full opening for all pupils from September 2020

Some individual pupils and staff members may need to be individual risk assessed and these risk assessments are held separately.

Latest Government Guidance (updated 5th November2020):

[Guidance for full opening: schools - GOV.UK](#)

[Education and childcare settings: New National Restrictions from 5 November 2020](#)

Staff and parent guidance documents:

[NIS School Opening September 2020](#)

[NIS letter to parents September 2020 opening](#)

[COVID 19: Planning for tiered local and national restrictions at Norton Infant School](#)

Risk Ratings before controls in place

Task/Activities	Hazards & Risk Identified	Person at risk	Initial Risk Rating
1. Ensure staff are fit and well to work	<ul style="list-style-type: none">• Staff attending work with COVID-19 symptoms• Virus transmission between different staff members• Virus transmission between staff and pupils• Virus transmission between staff and parents• Virus transmission between staff and others• Contamination of work surfaces, equipment and other contact areas• Staff not following current guidance regarding testing• School not engaging with the NHS Test and Trace process	Employee Young Person Child Public Other site users	High

	<ul style="list-style-type: none"> No contingency plan in place to deal with a case of self-isolation of multiple pupils or staff or local outbreaks 		
2. Maintaining social distancing where practicable help prevent the spread of the virus	<ul style="list-style-type: none"> Not achieving social distancing in the workplace Virus transmission between different staff members Virus transmission between different pupils Virus transmission between staff and pupils Virus transmission between staff and parents Virus transmission between staff and others Too many staff in the workplace rendering social distancing not practicable (in cases of local outbreaks) Too many pupils in the school rendering social distancing not practicable (in cases of local outbreaks) Not minimising contact between individuals and maintain social distancing wherever possible 	Employee Young Person Child Public Other site users	High
3. Infection Protection & Control (from direct & indirect transmission)	<ul style="list-style-type: none"> Staff attending work with COVID-19 symptom Virus transmission between different staff members Virus transmission between different pupils Virus transmission between staff and pupils Virus transmission between staff and parents Virus transmission between staff and others Contamination of work surfaces, equipment and other contact areas Agreed protocol for responding to suspected case of coronavirus not followed <ul style="list-style-type: none"> Not following current Public Health England (PHE) advice School not engaging with the NHS Test and Trace process Not introducing enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach Not wearing personal protective equipment (PPE), where necessary 	Employee Young Person Child Public Other site users	High

	<ul style="list-style-type: none"> No contingency plan in place to deal with a case of self-isolation of multiple pupils or staff or local outbreaks 		
4. When open and operating throughout the day	<ul style="list-style-type: none"> Mixing of groups including pupils and staff Cleaning and hygiene not maintained Sharing resources Transport arrangements not adjusted Fire risk assessment and fire emergency escape plan no longer relevant due to changes implemented Building services e.g. gas, electrical, legionella, lifts and pressure systems inspection and testing out of date. Health and safety local checks not re-started. Low numbers of children attending means staff rota is in place not 1 teacher/TA allocated to 1 group as per DfE guidance Parents not informing school of their attendance requirements impacting on staffing timetable Parents/carers not adhering to protective steps e.g. more than one parent attending, not using allocated drop off points and routes, gathering in doors/entrances or unauthorised entering of site Not introducing enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach 	Employee Young Person Child Public Other site users	High
5. Health and safety compliance checks recommissioned	<ul style="list-style-type: none"> Fire risk assessment and fire emergency escape plan no longer relevant due to changes implemented Building services e.g. gas, electrical, legionella, lifts and pressure systems inspection and testing out of date. Health and safety local checks not re-started. 	Employee Young Person Child Public Other site users	High
6. Secure Covid-19 and wider risk assessments updated	<ul style="list-style-type: none"> Secure Covid-19 risk assessment not revisited and updated in-line with the full opening of schools 		

	<ul style="list-style-type: none"> Wider risk assessments not reviewed and updated in-line with the full opening of schools – not considered the need for relevant revised controls 		
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Risk Ratings with controls in place

Hazard No.	Existing Controls	Further Controls	By Whom	Completion Date	Final Risk Rating
1	<p>To treat everyone in the workplace equally Be mindful of particular needs of different groups of workers or individuals taking into account particular responsibilities towards disabled workers and those who are new or expectant mothers.</p> <p>Understand and take into account the particular circumstances of those with protected characteristics.</p> <p>Involve and communicate appropriately with workers whose protected characteristics might either expose them to a different degree of risk, or might make any steps thought about; inappropriate or challenging for them.</p> <p>Consider whether any particular measures or adjustments; taking into account duties under the equalities legislation need to be put in place. Make reasonable adjustments to avoid disabled workers being put at a disadvantage, and assess the health and safety risks for new and expectant mothers.</p> <p>Make sure that steps taken do not have an unjustifiable negative impact on some groups</p>	<p>Seek staff details and background to ensure all can be treated fairly and equitably</p> <p>Staff consultations have taken place.</p> <p>Briefings have been regularly planned into the schools calendar.</p> <p>Individual risk assessments have been carried out where applicable taking into account individual needs and adjustments.</p> <p>Staff consultation and staff voice have been</p>	<p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p>

	<p>compared to others, for example those with caring responsibilities or those with religious commitments.</p> <p>Provide support for workers around mental health and wellbeing. This could include guidance or telephone support.</p> <p>Staff should not attend work if they are self-isolating including any member of their household.</p> <p>Staff will follow the latest Public Health England (PHE) guidance.</p> <p>Staff will self-isolate if they start showing symptoms of COVID-19 including any members of their household.</p> <p>Staff are asked on arrival each working day if they are fit and well.</p> <p>Information posters are displayed in strategic locations to encourage staff, pupils, parents and others to follow current guidelines. Staff and pupils to utilise testing facilities when exhibiting symptoms.</p> <p>Cleaning frequently touched surfaces often using standard products, such as detergents etc.</p>	<p>gathered and responded to.</p> <p>Vulnerable staff have been deployed to more suitable roles which limit the risk of exposure Staff are made aware of process</p> <p>Engage with the NHS Test and Trace process</p> <p>Staff are made aware of process</p> <p>Staff are made aware of process</p> <p>Displayed and shared throughout school and through Google.</p> <p>Additional cleaning of surfaces in all classrooms/public access areas ie kitchen staff room. Additional cleaning of outdoor touch points on frequently used equipment e.g. outdoor climbing frame.</p>	<p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p>
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		<p>Extra cleaning between nursery morning and afternoon sessions.</p> <p>Rotation of hard resources e.g. lego, construction toys to allow for cleaning or 72 hours between uses.</p> <p>Rota and timetable for reading books to allow 72 hours between return to school and put on bookshelf/sent home,</p>			
2	<p>Refresh your risk assessments and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures</p> <p>Pupils will remain in bubbles whilst in school and be taught/supported by the same member of staff or group of staff where possible. There will be no mixing between groups at any point whilst in school.</p> <p>Organise classrooms and other learning environments</p>	<p>RA's amended when guidance is updated or local lockdowns happen. Minimise contact between individuals and maintain social distancing wherever possible</p> <p>See NIS September return letter to parents for detail on class bubbles and group sizes. NIS September opening</p>	<p>H & S Trust/Head</p> <p>Head</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>L</p> <p>L</p>

	<p>maintaining space between seats and desks where possible.</p> <p>Decide which lessons or activities will be delivered.</p> <p>Lessons or classroom activities that can take place outdoors are encouraged.</p> <p>Use the timetable and selection of classroom or other learning environments to reduce movement around the school or building.</p> <p>Stagger assembly groups.</p> <p>Stagger break times (including lunch), so that all children are not moving around the school at the same time. Stagger drop-off and collection times. Plan parents' drop-off and pick-up protocols that minimise adult-to-adult contact.</p> <p>Consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing.</p> <p>Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it</p>	<p>presentation</p> <p>NIS September opening presentation</p> <p>NIS September opening presentation</p> <p>Minimise contact between individuals , particularly adults and maintain social distancing wherever possible</p> <p>No assemblies in the hall</p> <p>Year group bubbles Staggered drop off and pick up times - NIS September opening presentation & Welcome back Sept 2020 letter.docx</p> <p>Lunchtimes reorganised - Reception in the hall, KS1 in classrooms</p> <p>Bubbles. Desks and seating organised to minimise sitting face to face</p> <p>Limited equipment not shared between bubbles.</p>	<p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p>
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	<p>simultaneously.</p> <p>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).</p> <p>Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Read the Coronavirus (COVID-19): safer travel guidance for passengers</p> <p>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.</p> <p>Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend.</p> <p>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).</p> <p>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).</p> <p>Ask parents/carers and visitors to wear a face covering when entering the school site</p>	<p>Any items not deemed necessary removed</p> <p>Opening Sept 2020 letter.docx</p> <p>Opening Sept 2020 letter.docx, and visitor protocols in place</p> <p>Opening Sept 2020 letter.docx,</p> <p>Drop of times and pick up protocols shared with parents in a letter Opening Sept 2020 letter.docx</p> <p>Opening Sept 2020 letter.docx</p> <p>COVID19: Update letter to parents Nov 2020</p>	<p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p>
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	<p>Also think about engaging parents and children in education resources such as e-bug and PHE schools resources</p> <p>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.</p> <p>Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, and hygiene suppliers.</p> <p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</p> <p>Wrap around care to continue if it can be done safely</p>	<p>Website resources</p> <p>Staff updated prior to summer holidays and through briefings, whatsapp group, emails and regular face to face meetings NIS School Opening September 2020</p> <p>Catering and cleaning plans in place and regularly reviewed.</p> <p>Regularly reviewed with cleaners</p> <p>Provided by external agency who have done their own Risk Assessment - keep families and bubbles together as much as they can.</p>	<p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>L</p> <p>L</p> <p>L</p> <p>L</p>
3	<p>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.</p>	<p>Protocols shared with staff and parents</p>	<p>Head</p>	<p>Ongoing</p>	<p>L</p>

	<p>Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</p>	<p>Pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is practiced throughout school.</p>	Head	Ongoing	L
	<p>Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</p>	<p>NIS follows good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. All classes and public areas have bins and tissues available</p>	Head	Ongoing	L
	<p>Cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</p>	<p>Enhanced cleaning, including cleaning frequently touched surfaces often</p>	Head	Ongoing	L
	<p>Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times.</p>	<p>Hall only used for physical exercise by classes for PE sessions and lunchtimes for Reception children.</p>	Head	Ongoing	L
4	<p>Ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days.</p>	<p>Students will stay in bubbles each day in school with no mixing between bubbles</p>	Head	Ongoing	L

	<p>Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff.</p> <p>Follow the COVID-19: cleaning of non-healthcare settings guidance for cleaning.</p> <p>Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments.</p> <p>Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</p> <p>Ensure that all adults and children:</p> <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'). <p>Ensure that help is available for children and young</p>	<p><u>Staffing September 2020</u>. Staff are encouraged to challenge others and to raise with heads if they see any issues.</p> <p>Enhanced cleaning</p> <p>All bubbles have access to handwashing facilities and hand sanitiser dispensers. Staff have access to all too.</p> <p>Enhanced cleaning throughout the day</p> <p>Hand washing protocols in place throughout the day as well as continuous education to students. Staff reminded of protocols</p> <p>These students have been identified and</p>	<p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p>
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	<p>people who have trouble cleaning their hands independently.</p> <p>Consider how to encourage young children to learn and practise these habits through games, songs and repetition.</p> <p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</p> <p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>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.</p> <p>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> <p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> • Accessing rooms directly from outside where possible. • One-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors. • Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time. 	<p>plans in place for helping them.</p> <p>Educate through class and reminders</p> <p>Opening of windows in classrooms when possible</p> <p>Done where possible</p> <p>Ensure good supply of soap, sanitiser and cleaning products to ensure we don't run out</p> <p>Shared with staff and parents</p> <p>Where possible rooms are accessed from outside, lunches/breaks/start/end times are staggered and one way systems are in place. Bubbles have allocated toilets that will not be used at the same time as other bubbles.</p>	<p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p> <p>L</p>
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	<ul style="list-style-type: none"> Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms. Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time. Noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules). <p>Use outside space:</p> <ul style="list-style-type: none"> For exercise and breaks For outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff Although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. <p>For shared rooms:</p> <ul style="list-style-type: none"> Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) 	<p>Staggered breaks and PE sessions keeping bubbles from mixing. Outside lessons where possible</p> <p>The hall is the only shared area which will be cleaned between uses and not shared by different bubbles at the same time.</p>	<p>Head</p> <p>Head</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>L</p> <p>L</p>
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	<p>possible, follow hygiene rules and try to keep distance from their passengers.</p> <p>Taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example, when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts.</p> <p>Local authorities or transport providers could consider the following:</p> <ul style="list-style-type: none"> • Guidance or training for school transport colleagues • Substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers • Cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out • Communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) 	<p>Students will be transported in bubbles so social distancing is not needed between students. Sanitiser available for any transport out of school</p> <p>Few students arrive via bus to school but encourage parents/students/staff to follow current guidance on using public transport</p>	<p>Head</p> <p>Head</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>L</p> <p>L</p>
5	<p>Ensure all health and safety compliance checks have been undertaken before opening to include all statutory testing (see below) and all local site checks.</p> <ul style="list-style-type: none"> • Fire safety systems & Risk Assessment • Gas services • Electrical services • Asbestos services 	<p>Ensure all weekly/monthly testing is continued and any other statutory maintenance/testing is completed as and when needed.</p>	<p>H & S Trust Lead/Head</p>	<p>Ongoing</p>	<p>L</p>

	<ul style="list-style-type: none"> ● Hot & cold water services (legionella) ● Lifting equipment (Inc. platform and passenger lifts where appropriate) ● Pressure vessels and systems. 	This Risk Assessment will be updated when new guidance is released.			
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ASSESSED BY: A Tunney 15/09/2020, Reviewed 9 Nov 2020 ATU
APPROVED BY: Michelle Jones 15/09/2020
REVIEW DATE: As and when guidance changes