

## CORONAVIRUS REOPENING RISK ASSESSMENT & PROCEDURE

<b>Location / Site</b>	Insert location and site where activity taking place
<b>NOADSWOOD SCHOOL, NORTH ROAD, DIBDEN PURLIEU, SO45 4ZF</b>	
<b>Activity / Procedure</b>	Insert name/type of activity or procedure being assessed
<b>USE OF THE S BLOCK FOR SEN PUPILS (CLASSROOMS S12 AND TOILET FACILITIES)</b>	
<b>Assessment date</b>	Insert date when assessment is being carried out
<b>3/6/20</b>	
<b>Assessment serial number</b>	Insert local serial/identification number for future reference
<b>2020 – CV - 001</b>	

<b>Identify people at risk</b>	YES or NO
<b>Employees</b>	<b>YES</b>
<b>Students</b>	<b>YES</b>
<b>Visitors</b>	<b>YES</b>
<b>Contractors</b>	<b>YES</b>

Government guidance states for schools states:

“The safety of students and staff is our utmost priority.”

“The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”

“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.”

Government guidance for parents concerning re-opening of schools states:

“We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more students and young people return.**”

“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to students, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

Consideration of the pupils’ mental health and well being

<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Lack of social distancing in the classroom</b> resulting in direct transmission of the virus	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Reduce the number of students in the classroom to enable social distancing (<b>no more than 15</b>) school estimate 5 students in the first instance, with 2 LSA's</li> <li>2. <b>Remove excess furniture to increase space if space to do so</b> – storage in the Drama Studio</li> <li>3. Students keep to their desks when in the room, desk to be identified with student names</li> <li>4. Social distancing charter created for and with the students – (Include instructions how to line up, use of toilet, moving around the classroom etc)</li> <li>5. Charter re-visited and modelled, and linked to school behaviour system – praise for adherence and removal from a provision appropriately with restorative work for reassurance of future compliance</li> <li>6. Students isolated if cannot adhere to charter and spoken to re the need for social distancing</li> <li>7. Lessons planned for individual work (not pairings or group work)</li> <li>8. Feedback – using large whiteboard and visualizer and interactive whiteboard not close interaction</li> <li>9. Mark out an area for the LSA's – 2m distancing at front of room</li> <li>10. <b>Students to use same desk if returning next day</b></li> <li>11. <b>LSA's are assigned to these students and stay with these students throughout the session (and on sub-sequent days)</b></li> <li>12. <b>Students stay in the classroom for the session and not mix with other groups</b></li> <li>13. Bags and coats kept under students' tables</li> </ol>	

<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Lack of social distancing using toilets and poor hygiene</b> resulting in direct and indirect transmission of the virus	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Toilet signing board used and only one student permitted to go to toilet at a time</li> <li>2. Toilets to be cleaned after every use. Alert site team by radio on 5<sup>th</sup> June. From 12<sup>th</sup> June email designated staff member on duty to alert them that a pupil is going to be visiting the loo. Designated staff member to radio janitor.</li> <li>3. S Block toilets to be numbered 1 and 2</li> <li>4. Allocated toilets for different groups of students throughout the school, to prevent cross bubble contamination</li> <li>5. Hand gel used after toilet use as well as washing hands</li> <li>6. Extra Signs in toilet re washing hands</li> <li>7. Wedges for the toilet external toilet doors if not fire doors.</li> <li>8. Extra soap ordered to ensure we do not run out</li> </ol>	

<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Lack of social distancing waiting to enter classroom</b> resulting in direct transmission of the virus	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Students to go directly to their allocated classroom upon entering site</li> <li>2. Students are not permitted to access any area other than their dedicated classroom</li> <li>3. Markers outside the classrooms / S Block for the students to wait – more than 2 metres apart as more than one person <ul style="list-style-type: none"> <li>- S12 students to line up outside the rear entrance on the drama mound</li> </ul> </li> <li>4. Allocated gate for students to arrive and leave from</li> <li>5. Pupils will be offered a visor to wear upon arriving at S Block. They may wear this and not their own PPE. They may choose not to use it. If accepting a visor they should keep it and bring it each time they come to school.</li> <li>6. Instructions shared re social distancing between families in the morning with parents and students</li> <li>7. Signage for parents and students displayed outside the classroom</li> <li>8. LSA's to be on duty to supervise access and egress</li> </ol>	

<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Lack of social distancing when leaving the classroom / school premises</b> resulting in direct transmission of the virus	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Allocated gate for students to arrive and leave from</li> <li>2. Stagger departure from S Block</li> <li>3. LSA's to escort the students from the S Block off site, more than 2m apart</li> <li>4. Students are to leave site immediately following the completion of their session, following only the agreed route to the allocated access gate</li> </ol>	

<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Lack of social distancing when eating lunch</b> resulting in direct transmission of the virus	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. As the sessions are short 45 minutes duration, there will be no requirement for separate break or lunch facilities</li> <li>2. Food is not to be brought to the session</li> <li>3. Students to bring their own, labelled bottle of water, and store on their allocated desk, and take away with them when they leave</li> <li>4. If the bottle needs refilling during the session, LSA to do so, having used wipes to clean the bottle before and after</li> <li>5. Students are not permitted to use the external water fountain</li> </ol>	

<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Lack of social distancing in the corridors</b> resulting in direct transmission of the virus	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Students staying in their classroom and accessing outside from classroom door</li> <li>2. One child going to toilet at one time via Star Trekking request – teacher will inform Star Trekking who will collect and escort to a specific student toilet, which is cleaned after every use</li> <li>3. Agree instructions with students concerning going and returning to toilet</li> <li>4. Ensure all doors with hold open facilities are held open during the period of occupation – entrance doors, fire doors, classroom doors</li> <li>5. Where doors are unable to be held open, regular touchpoint cleaning to be undertaken by LSA or Janitor</li> <li>6. Fire doors are not to be held open by means of any device other than an approved hold open device</li> </ol>	

<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Contact of shared resources</b> resulting in indirect transmission of the virus	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Students asked to bring in own stationary (or have packs of stationary labelled with their name on)</li> <li>2. Exams pencil cases to be used for students without resources – labelled for that student only</li> <li>3. Additional pencil cases and contents to be purchased to ensure good stock levels</li> <li>4. Tubs of resources for individuals if needed, allocated to individual students wherever possible</li> <li>5. Resources washed in Milton each night and left to dry if not same person using them the next day</li> <li>6. Tables, door handles and other surfaces cleaned with Milton every night</li> <li>7. Lessons planned so resources are individual and not shared – or on white board</li> <li>8. Resources on tables ready for lesson and not distributed within the lesson</li> <li>9. Plastic packets (zippy) bags used for individual resources</li> <li>10. Students encouraged to wash hands / use hand gel before lessons and after each lesson</li> <li>11. Lap tops to be cleaned each day after use before overnight charging</li> <li>12. LSA's to ensure lap tops are charged overnight</li> </ol>	

<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Emotional distress of the students</b>	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Students to have 2 metre social distancing LSA support in the first instance</li> <li>2. Small numbers of students to support their emotional need</li> <li>3. Reduced time in school to ensure transition is successful from home to school <ul style="list-style-type: none"> <li>- One 45 minute session per day, 11am start, small group of 5 students each day (one day for SEN, another for vulnerable in the first instance)</li> </ul> </li> <li>4. 2 metre social distancing ELSA provision available for students who are distressed</li> </ol>	
<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Emotional distress of the staff – including anxiety</b>	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Inclusion in risk assessment process – input into hazard identification and control measures</li> <li>2. Online coaching for any staff who requests it</li> <li>3. Staff meeting – virtually – to discuss concerns and shared control measures</li> <li>4. Sharing of support helplines – ESL, Ray West, HCC, PCC, SCC and others etc</li> <li>5. At least one SLT member of staff on site every day for staff to share concerns with</li> <li>6. Risk assessments reviewed daily for first 3 days, after week one, weekly and then fortnightly after that – this is flexible</li> </ol>	
<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of spreading virus due to close contact with students – 1:1 and restraint resulting in direct transmission of the virus</b>	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Seek expert guidance from special schools re support for students with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments</li> <li>2. Masks to be purchased, issued, used as required by close contact staff – preferably FFP2/N95 and utilise instructions from PHE re cleaning – issued to affected staff in specific Yr groups</li> <li>3. Extra disposable aprons ordered</li> <li>4. Extra gloves ordered</li> <li>5. Some visors available needed</li> </ol> <p>Pls note the Government guidance states “Wearing face coverings or face masks is not recommended”</p>	

<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of spreading virus due to poor hygiene</b> resulting in indirect transmission of the virus	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Hand gel dispenser outside of classroom</li> <li>2. Hand gel order in large quantities</li> <li>3. Extra soap dispensers and re-fills in S12</li> <li>4. Hand washing bowls in S12</li> <li>5. Students handwash or hand gel on entry to school, leaving school, using the toilet and any time they cough or sneeze</li> <li>6. Washing hands posters replaced in all washing areas</li> <li>7. Reminders how to wash hands properly – videos and posters</li> <li>8. Procedure agreed for students to wash hands so thorough hand washing</li> </ol>	

<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of spreading virus due to close proximity during a First Aid incident</b> resulting in indirect transmission of the virus	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Planned route through the school to be agreed for escort from S Block to medical room (temporarily A14)</li> <li>2. Depending on the nature of the First Aid requirement : <ul style="list-style-type: none"> <li>- If student able to walk independently, LSA to escort student to Medical Room / Welfare Assistant – adhering to 2m distancing</li> <li>- If student is unable to walk independently, Welfare Assistant to be contacted via the two way radio and asked to collect the student using a wheelchair</li> </ul> </li> <li>3. Welfare Assistant to be kitted out in full PPE if 2M distance cannot be maintained.</li> <li>4. Welfare Assistant to administer First Aid as per standard First Aid and Medical Room processes</li> <li>5. Janitor to clean wheelchair, equipment and Medical Room after use</li> <li>6. Welfare Assistant to be provided with cleaning products and materials</li> </ol>	

<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of infection due to lack of cleaning</b> resulting in indirect transmission of the virus	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. All surfaces, handles, toilets and shared equipment will be cleaned each day using the appropriate virucidal cleaning products, disinfectant or Milton solutions</li> <li>2. PPE will be worn by all cleaning staff</li> <li>3. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission</li> <li>4. Soft furnishings and soft / cloth toys will be removed from use in classrooms (labelled and stored in the Drama Studio)</li> <li>5. Deep cleaning of the S Block to take place prior to re-opening</li> <li>6. Toilet facilities (toilets, sinks, push pads / pull handles, touchpoints) to be cleaned after use, LSA's to liaise with Janitor accordingly</li> <li>7. Classroom, toilets and corridors to be cleaned daily after use in S block</li> <li>8. Cleaning products and materials to be made available to LSA's</li> </ol>	

<b>Identify hazard</b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of illness of vulnerable staff and family members</b> through direct and indirect transmission of the virus	
<b>Control measures</b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> <li>1. Staff are allowed to wear PPE when in school if they wish (using their own or Noadswood supplied if requested)</li> <li>2. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute</li> <li>3. Separate risk assessments for staff in paras 1 and 2 above</li> </ol>	

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<b>OVERALL level of risk</b>	Consider level of risk following use of control measures HIGHLIGHT the appropriate assessment of risk	
<b>NOT REDUCED THE OVERALL RISK</b>	<b>REDUCED THE OVERALL RISK TO SOME DEGREE</b>	<b>CONSIDERABLY REDUCED THE RISK</b>
<b>Assessor's comments</b>	Insert comments relevant to findings as appropriate	

<b>Name of assessor</b>	<b>Signature of assessor</b>	<b>Date</b>
Carys McKinney		3/6/20

<b>Headteacher's comments</b>	Insert comments relevant to assessment as appropriate

<b>Name of headteacher</b>	<b>Signature of headteacher</b>	<b>Date</b>

<b>Risk assessment review 1</b>	
<b>Date</b>	After day one
<b>CHANGES TO CONTROLS MEASURES AND OR HAZARDS</b>	
<b>Who was involved in the Review</b>	

Signature of those involved in the Review
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<b>Risk assessment review 2</b>	
<b>Date</b>	After day 2
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

<b>Risk assessment review 3</b>	
<b>Date</b>	After day 3
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

<b>Risk assessment review 4</b>	
<b>Date</b>	After first week
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

<b>Risk assessment review 5</b>	
<b>Date</b>	After second week
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

<b>Risk assessment review 6</b>	
<b>Date</b>	After third week (and weekly thereafter for next four weeks)
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

<b>Risk assessment review 7</b>	
<b>Date</b>	Fortnightly
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

<b>Risk assessment review 8</b>
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<b>Date</b>	Fortnightly
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	