

**Dobwalls Primary School - Risk Assessment for Sep 20 Full Return - Coronavirus COVID-19**

|  |   |                 |            |                               |   |
|--|---|-----------------|------------|-------------------------------|---|
| Assessor's Name  | Kathryn Pipe  | Assessment Date | 14.07.2020 | Escalate to DCA Risk Register | Y |
| Reviewed dates<br>RA shared with staff and Govs as part of the ongoing review process. | <b>(amendments since previous version in yellow highlight)</b>  |                 |            |                               |   |
|  | 23.07.2020  | 25.09.2020      | 23.10.20   | 27.11.20                      |   |
|  | 04.09.2020  | 02.10.2020      | 06.11.20   | 04.12.20                      |   |
|  | 11.09.2020  | 09.10.2020      | 13.11.20   | 11.12.20                      |   |
|  | 18.09.2020  | 16.10.2020      | 20.11.20   | 18.12.20                      |   |
|  | 01.01.2021: The Tier for Cornwall is <a href="#">Tier 3: Very High alert</a> .<br>A particularly virulent new strain of the virus is circulating nationally, calling for a <b>reinvigorated effort to adhere to all of the mitigation measures</b> .  |                 |            |                               |   |
|  | 09.01.2021<br>National Lockdown 3. Following national guidelines, the only children attending school are those of critical Workers with agreed timetables and vulnerable pupils. The number of staff on site is being kept to a minimum. EYFS/KS1 maintained as separate bubble classes with extra precautions in place where facilities and staffing are shared. Each bubble being kept to a maximum of 50% capacity. KS2 children maintained in separate class bubble with all children at a distance of 1.5m with front facing seats. All other children to remain with their families at home with lessons provided remotely. |                 |            |                               |   |
|  | 15.01.2021  | 22.01.2021      | 29.01.2021 | 05.02.2021                    |   |
|  | 12.02.2021  | 26.02.2021      | 05.03.2021 | 12.03.2021                    |   |
|  | 19.03.2021  | 26.03.2021      |            |                               |   |
| 12.04.2021<br>National first step of easing took place on April 12 <sup>th</sup> .     |   |                 |            |                               |   |
| 17.04.2021   | 22.04.2021  | 30.04.2021      | 07.05.2021 |                               |   |
| 14.05.2021   | 21.05.2021  | 04.06.2021      | 10.06.2021 |                               |   |
| 18.06.2021   | 25.06.2021  |                 |            |                               |   |

| Description of process, activity or task to be risk assessed |   |
|--|---|
| Describe the location where the activities are taking place  | Dobwalls Primary School is a school for children of mixed ability and part of the SMART Academy Trust. It currently educates 204 pupils aged 4-11, with up to 25 staff plus visitors that come and go throughout the school day. The site comprises an original and extended main building. There are extensive playing fields and green space. |
| Describe the activities being performed                      | <ul style="list-style-type: none"> <li>• place of work</li> <li>• education</li> <li>• dining</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• emergency response</li> <li>• safeguarding of vulnerable groups</li> <li>• travel to and from school</li> </ul>   |
| <p>Describe the equipment and/or substances being used</p>                                 | <p>Substance: Coronavirus COVID-19 (risk and control measures apply to all types of respiratory viruses, but focus of this assessment is on the novel COVID-19 strain, for which information remains limited, thus immunisation and treatment pathways have yet to be identified, resulting in a specific and increased risk compared with established strains of coronaviruses).</p> <p>Equipment: PPE, educational resources, IT and comms, machinery, kitchen appliances, hand tools, water fountains, vehicles, cutlery and utensils</p>   |
| <p>Describe the people involved in these activities (and others who might be affected)</p> | <p>Young people and children (<b>YPC</b>), including: School children (aged 4-11); visiting children (aged 5-18); visiting children and young people (aged 0-18); unborn child</p> <p><a href="#">Pregnant woman (PW)</a> - pregnant A or YPC under 28 weeks' gestation and with no known <a href="#">underlying health conditions</a></p> <p><a href="#">Pregnant vulnerable woman (PVW)</a> - pregnant A or YPC from 28 weeks' gestation, or with <a href="#">underlying health conditions</a> such as heart or lung disease at any gestation</p> <p>Adults (<b>A</b>), including: directly employed staff; contracted staff; volunteers; visiting adults</p> <p><a href="#">Clinically vulnerable</a>, with a pre-existing medical condition (<b>CVA or CVYPC</b>), including: A or YPC with a pre-existing condition that would potentially put them at elevated impact having contracted COVID-19 (includes expectant mothers)</p> <p>A or YPC from a black, Asian or minority ethnic (<b>BAME</b>) ethnicity group (<b>BAME or BAMEYPC</b>)</p> <p><a href="#">Clinically extremely vulnerable</a>, with chronic pre-existing medical condition (<b>CEVA or CEVYPC</b>), including: A or YPC with a chronic pre-existing condition that would potentially put them at critical impact having contracted COVID-19</p> <p>Living with a <a href="#">clinically vulnerable</a> person (<b>LWCV</b>), including: A or YPC who shares a household bubble with a person that has a pre-existing condition that would potentially put them at elevated impact having contracted COVID-19, should the A or YPC contract the virus in school</p> <p>Living with someone from a BAME ethnicity group (<b>LWBAME</b>), including: A or YPC who shares a household bubble with someone from a BAME ethnicity group that would potentially put them at elevated impact having contracted COVID-19, should the A or YPC contract the virus in school</p> <p>Living with a <a href="#">clinically extremely vulnerable</a> person (<b>LWCEV</b>), including: A or YPC who shares a household bubble with a person that has a chronic pre-existing condition that would potentially put them at critical impact having contracted COVID-19, should the A or YPC contract the virus in school</p> <p>Living with <a href="#">adult 60 or over (LWA60+)</a>, including: A or YPC who shares a household bubble with a person that is aged 60 or over that would potentially put them at elevated impact having contracted COVID-19, should the A or YPC contract the virus in school</p> |

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| Description of hazard and hazardous event |  | Who might be harmed?     | What risk controls are currently in place?  | Current risk rating* |   |   | Are further controls needed?   | Date to be completed by | Residual risk rating* |   |   |
|---|--|--------------------------|---|----------------------|---|---|--|-------------------------|-----------------------|---|---|
|   |  |                          |   | L                    | C | R |  |                         | L                     | C | R |
| Location                                  | Contraction of COVID-19 - transmission of COVID-19 through contact with surfaces (indirect transmission) | PVW                      | Work or learn from home   | 1                    | 5 | 5 |  |                         | 1                     | 5 | 5 |
|   |  | PW                       | Undertake personalised risk assessment with line manager, following guidance by <a href="#">Royal College of Obstetrics and Gynaecology</a> | 1                    | 5 | 5 | PW and line manager to read guidance by <a href="#">Royal College of Obstetrics and Gynaecology</a> and <a href="#">sign up for updates</a>  |                         | 1                     | 5 | 5 |
|   |  | CEVYPC<br>CEVA           | Must work from home if NHS letter received  | 1                    | 5 | 5 | Ensure adhere strictly to social distancing and all other risk mitigation protocols. Allocate to least-populated spaces/least-contact roles. Agreement made in writing between head and staff member. Regular and ongoing check ins. |                         | 1                     | 5 | 5 |
|   |  | YPC<br>A<br>CVA<br>CVYPC | ALL Children are expected to be in school as Government guidance states.  | 1                    | 5 | 5 |  |                         | 1                     | 5 | 5 |

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|  |  | CEVA<br>CEVYPC<br>BAME<br>BAMEYPC<br>LWCV | ALL Staff are required to be on site. CEV expected to be on site unless they are fully able to work from home.  | 1 | 5 | 5  | CEV to be in ventilated spaces, outside where possible, use of face masks, maintain distance from children and staff where possible  |  | 1 | 5 | 5  |
|  |  | LWCEV<br>LWBAME<br>LWA60+                 | Volunteers – in line with Government advice, volunteers can access school to be agreed with SLT.  | 1 | 5 | 5  | Volunteers to be in the same class bubble and regular commitment. Visitor questions on arrival. Stringent handwashing. 1 volunteer max in a class at a time. Encourage voluntary home testing twice weekly.  |  | 1 | 5 | 5  |
|  |  |   | Enforcement of strict cleaning protocols in line with government guidance for daily cleaning of internal surfaces with general cleaning products, including at increased frequency during the school day, with a particular focus on communal touch-points and after each use of communal areas | 2 | 5 | 10 | Government cleaning guidance <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a><br><br>Use of fogger in communal areas daily in the morning: hall exit, ramp, library, front entrance, staff room and staff toilets, Y3/4 practical area and Y2 practical area. | Implement any changes in advice from DfE, Public Health England, NHS, or other authoritative source<br><a href="#">(current advice, including for a confirmed case, is here)</a> | 2 | 5 | 10 |
|  |  |   | Periodic (termly) deep cleaning of internal surfaces with general cleaning products in line with government guidance.   | 2 | 5 | 10 |  |  | 2 | 5 | 10 |
|  |  |   | Periodic (termly) cleaning of external glass surfaces with general cleaning products  | 1 | 5 | 5  | Soft furnishings weekly.<br>EYFS class soft furnishings weekly.  |  | 1 | 5 | 5  |

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|  |  |  | Cleaning wipes available to children and staff, so they can clean their own desk or equipment before use (optional). PPE equipment available in all classrooms. | 1 | 5 | 5  | Staff to clean toilets of bubbles twice a day.  |  | 1 | 5 | 5  |
|  |  |  | School uniform (and work clothing) should be worn to and from school, but removed immediately on return home. All items should be washed at least once a week   | 1 | 1 | 5  |   |  | 1 | 1 | 5  |
|  |  |  | Children to come to school in their PE kit on PE days to remove transmission risks associated with changing in school.  | 1 | 5 | 5  | Black tracksuit bottoms or leggings to be encouraged as part of PE kit.   |  | 1 | 5 | 5  |
|  |  |  | Staff employed at more than one school.   | 2 | 5 | 10 | Ask for copies of risk assessments for other organisations to ensure risks is being managed<br>Negotiate with other schools to ensure days attended at school minimise mid-week transitions between schools.<br>Ensure stringent hygiene at all times, corresponding to the most stringent of the different school measures<br>Maximise use of outdoor learning.<br>Ensure the classroom can be ventilated for air changes. |  | 2 | 5 | 10 |

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|            |  |                |  |   |   |   | Classroom fogged daily in this situation.   |  |   |   |   |
|            |  |                | Work from home in cases in which appropriate work in school is not feasible and not it is detrimental to the provision of education (to be arranged through SLT) | 1 | 5 | 5 |   |  | 1 | 5 | 5 |
|            |  | CEVYPC<br>CEVA | Must work from home  | 1 | 5 | 5 | If a child is required to remain at home – class teacher to remain in contact weekly by telephone as well as providing remote learning. Parent has free access to email and class dojo for communication. Choice of work collected, sent or print own.      |  | 1 | 5 | 5 |
| Activities | Contraction of COVID-19 - transmission of COVID-19 through contact with people (direct transmission) | PVW            | Work or learn from home when in national lockdown.   | 1 | 5 | 5 | In national lockdown, only children of <a href="#">critical workers</a> and those deemed vulnerable by the school are to attend. Staff not required to deliver or support the safe provision of education should work from home (to be arranged through SLT |  | 1 | 5 | 5 |
|            |  | PW             | Undertake personalised risk assessment with line manager, following guidance by <a href="#">Royal College of Obstetrics and Gynaecology</a>                      | 1 | 5 | 5 | PW and line manager to read guidance by <a href="#">Royal College of Obstetrics and Gynaecology</a> and <a href="#">sign up for updates</a>   |  | 1 | 5 | 5 |

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|  |  | CEVYPC<br>CEVA        | Obtain medical advice<br>Shield at home where advice dictates and undertake home learning/work from home<br>Return to school if advice dictates and adhere to control measures. | 1 | 5 | 5  | Ensure adhere strictly to social distancing protocols.<br>Allocate to least-populated spaces/least-contact roles.<br>Discuss and agreed with SLT and parents – staggered arrival/departures, sit by a window, own sanitiser, own table. |  | 1 | 5 | 5  |
|  |  | YPC<br>A<br>PW<br>CVA | Maintain a culture of alertness and a mindset through our safeguarding mantra of <b>“it could happen here”</b>  | 2 | 5 | 10 | Promote the mantra via letters to parents/carers, emails to staff, induction, virtual assemblies, PSHE.   |  | 2 | 5 | 10 |

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|  |  | CVYPC<br>CEVA<br>CEVYPC<br>BAME<br>BAMEYPC<br>LWCV<br>LWCEV<br>LWBAME<br>LWA60+ | <p>Reinvigorate campaign to provide advice on hygiene, following the guidance issued by the National Institute of Clinical Excellence - <a href="#">e-Bug</a> resources - <b>wash or sanitise hands more regularly throughout the day</b> (as a minimum: boarding/alighting transport, putting on/taking off face coverings, on arrival/departure, after using the toilet, before/after eating)</p> <p><b>Children and staff should avoid touching their mouth, eyes and nose</b></p> <p>Should children or staff feel the need to cough or sneeze, they must ensure they cover their mouth and nose, preferably using a tissue, but in an emergency they should use the bend of their elbow or cover with clothing, washing or sanitising their hands immediately after and disposing of tissues appropriately.</p> | 2 | 5 | 10 | <p>Children and staff will use their 'bubbles' allocated handwashing station and/or sanitiser.</p> <p>Bins to be kept near the entrances to classrooms so they can be checked during cleaning of communal touch points and emptied if necessary.</p> <p>Ensure posters highly visible encouraging positive behaviours.</p> <p>Twice weekly home testing of staff using lateral flow tests – LFD test.</p> |  | 2 | 5 | 10 |
|  |  |   | <p>Hand sanitiser in each class - monitor to ensure they are filled and functioning.</p>   | 2 | 5 | 10 | <p>Hand sanitiser should be stored appropriately and safely according to pupil age and individual risks.</p> <p>One always available in the office on sign in entry.</p>  |  | 2 | 5 | 10 |



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|  |  |  | Monitor all soap dispensers in toilet and sink areas to ensure they are filled and functioning   | 2 | 5 | 10 |  |         | 2 | 5 | 10 |
|  |  |  | <p><b>Any staff, student or visitor presenting with any of the COVID-19 symptoms must stay away from the Academy for 10 days</b>, with the remainder of their household bubble isolating for 10 days and following prevailing published <a href="#">guidance</a> – The period of isolation starts from the day when they first became symptomatic and the following 10 full days. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate starting from the day the individual’s symptoms started and the next 10 full days.</p> | 1 | 5 | 5  | <p>For those that display symptoms, arrange for testing of employees and recommend to parents the testing of children (parents will need to arrange) in line with <a href="#">government guidance</a></p> <ul style="list-style-type: none"> <li>- if negative then return and cease household bubble isolation (as long as nobody else is displaying symptoms)</li> <li>- if positive, continue with isolation in line with published <a href="#">guidance</a>. If <a href="#">person testing positive has accessed our site recently, we will contact the local health protection team immediately</a>, who will undertake a rapid risk assessment to determine who else might need to isolate as a precaution.</li> </ul> <p>Monitor official guidance and take necessary action in a timely manner</p> | Ongoing | 1 | 5 | 5  |

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|  |  |  | <p>Any staff, student or visitor who has anyone in their household bubble who is presenting with any symptoms of COVID-19 must stay away from the Academy for 10 days and follow prevailing published <a href="#">guidance</a> –</p> <p>The period of isolation starts from the day when they first became symptomatic and the following 10 full days. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate starting from the day the individual’s symptoms started and the next 10 full days.</p> | 1 | 5 | 5 | <p>Staff informed via operating procedures</p> <p>Inform parents/carers and returning children via letter detailing children operating procedures</p> <p>Remind children at induction and daily registration</p> <p>Recommend household member has test:</p> <ul style="list-style-type: none"> <li>- if negative then return and cease household bubble isolation (as long as nobody else is displaying symptoms)</li> <li>- if positive, continue with isolation in line with published <a href="#">guidance</a>.</li> </ul> |  | 1 | 5 | 5 |
|  |  |  | <p>Any children or staff that travel abroad must ensure they follow the <a href="#">government guidance</a> on quarantine</p> <p>Staff or children returning from a country that requires quarantine must isolate for 10 days before returning to the School</p>  | 1 | 5 | 5 |  |  | 1 | 5 | 5 |

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|  |  |  | All staff and children must follow the advice of the NHS Test and Trace service or local <a href="#">health protection team</a> - if contacted and advised to self-isolate they must stay away from school for 10 days, or until a clear test result is received if they develop symptoms | 1 | 5 | 5 |  |  | 1 | 5 | 5 |
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|  |  |  | <p>Undertake checks of all visitors and contractors in Reception and ask questions relating to:</p> <ul style="list-style-type: none"> <li>• their health (any sign of any illness)</li> <li>• whether they or anyone in their household bubble is presenting with any symptoms of COVID-19</li> <li>• whether they have been asked to isolate by the national Test and Trace service or local <a href="#">health protection team</a></li> <li>• whether in the last 10 days they have returned from a country that requires quarantine</li> <li>• provide handheld thermometer to check temperatures which is then wiped between each use</li> </ul> <p>Refuse entry where appropriate (inform SLT)</p> | 1 | 5 | 5 | <p>Retain contact details of all visitors, in case we need to inform PHE/NHS Test and Trace in the event of an outbreak</p> <p>Ask that they notify us if they develop symptoms or are confirmed positive within the subsequent 10 days</p> |  |  | 1 | 5 | 5 |
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|  |  |  | Inform all staff and children that they must adhere to the latest government advice and guidance when not in school (social responsibility), and that any reported breaches will be investigated and could result in action being taken to restrict their access to the school | 2 | 5 | 10 | Restrict access to the school for those people that deliberately or consistently breach the government guidance while out of school, thus increasing the risk to others in the learning community.   |  | 1 | 5 | 5 |
|  |  |  | Encourage all staff to download the NHS tracking app as of 24.09.2020 This will allow NHS Test and Trace to identify others that have been in close proximity.   | 1 | 5 | 5  | The App must be set to 'no trace' or the phone powered off if staff don't have the phone on their person or if they are in a Covid Secure situation – e.g. behind Perspex or glass from others. A poster has been created by NHS as a reminder <a href="https://www.covid19.nhs.uk/pdf/pause-function-poster.pdf">https://www.covid19.nhs.uk/pdf/pause-function-poster.pdf</a> |  | 1 | 5 | 5 |

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|  |  |  | <p>Segregate anyone that develops symptoms during the school day or otherwise feels unwell, until such time that they can be collected (to the rainbow room with windows open and disabled toilet for their exclusive use until cleaned)</p> <p>Unwell person to be offered a face mask to reduce the risk of transmission to others</p> | 2 | 5 | 10 | <p>Staff to remain 2 metres away and where that is not achievable, to use appropriate PPE, including face mask for mouth and nose, eye protection, gloves and apron, particularly if coughing or sneezing or vomiting</p> <p>Staff to follow <a href="#">DfE guidance on safe use of PPE</a> to reduce self-contamination</p> <p><a href="#">Clean affected areas with household bleach</a> (adhere to <a href="#">COSHH and risk assessment procedure for bleach</a>)</p> |  | 1 | 5 | 5 |
|  |  |  | <p>In an emergency situation, such as first aid or intervention to prevent self-harm or harm to others, staff may need to breach the recommended 2 metre separation</p>  | 1 | 5 | 5  | <p>Staff to remain 2 metres away (e.g. use verbal commands) and where that is not achievable and the person is not presenting with COVID-19 symptoms, <a href="#">proceed with treatment without PPE</a></p> <p>If the person is presenting with COVID-19 symptoms, and where the situation allows, use appropriate PPE, including face mask for mouth and nose, eye protection, gloves and apron, particularly if coughing or sneezing</p>                                |  | 1 | 5 | 5 |

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|  |  |  | Children may need support with intimate care, staff may need to breach the recommended 2 metre separation.   | 3 | 5 | 15 | <p>If at all possible remain on the periphery of the toilet cubicle</p> <p>PPE should be worn if you need to go into the cubicle or support changing - gloves and an apron (face mask &amp; visor if there is a risk of fluid transfer from face to face contact)</p> <ul style="list-style-type: none"> <li>-handwashing hygiene is essential</li> <li>-hand gel to be available</li> <li>-additional member of staff available to support if needed</li> </ul> <p>PPE supplies must not be permitted to drop below the minimum of 4 sets available.</p> |  | 2 | 5 | 10 |
|  |  |  | Children and staff using school and public transport will follow the <a href="#">guidance issued by Cornwall Council</a> , which is informed by the <a href="#">government guidance for passengers</a> - this means that passengers must <a href="#">wear "face coverings"</a> | 2 | 5 | 10 | Educate all staff/children in the safe use, storage and disposal of face coverings.   |  | 2 | 5 | 10 |
|  |  |  | Parents/carers should not transport children from outside of their household bubble  | 2 | 5 | 10 |   |  | 2 | 5 | 10 |

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|  |  |  | Implement whole-school <a href="#">social distancing and precautionary measures</a> : | 2 | 5 | 10 | Provide induction as additional children join come in to the School for their learning | Ongoing | 2 | 5 | 10 |
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|  |  |  | <ul style="list-style-type: none"> <li>• Wherever possible, aim to maintain a personal space of 2m between children-staff, children-children and staff-staff</li> <li>• Where distancing is not achievable at 2m, revert to “1m plus” - aim for 2m but accept 1m for as short a time as possible (no longer than 15minutes)</li> <li>• Where “1m plus” is not achievable, avoid close face to face contact and minimise the time spent within 1m of anyone (no longer than 15minutes)</li> <li>• Adults to interact with children side-by-side not face-to-face</li> <li>• Social distancing is not expected of children-children in classes</li> <li>• Mark communal areas (e.g. corridors, pathways, playground) to indicate a 2m gap</li> </ul> <p>- one-way system for moving around school at the beginning and end of the day</p> <p>- designated entrances/exits for staff and for specific children classes and increased use of all</p> |  | <p>Restrict access to the School for those people that, after investigation, are found to be deliberately or consistently breaching the School’s operating procedures and/or expectations while in school, thus increasing the risk to others in the learning community - remove from site and stay away for 10 days.</p> <p>If a child is classed as vulnerable or being a child of CEV parent, they will be sat at their own desk where as others will be sharing a desk and sitting alongside. Sit by a window. Own sanitiser. Discussions with SLT and parents to agree mitigations.</p> <p>Educate children to respect personal space in maintaining distance from each other.</p> <p>If a bubble needs to mix, in the case of an emergency, then 2m social distancing will be observed.</p> <p>Parents and staff have been advised that they should not</p> |  | 1 | 5 | 5 |
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|--|--|---|--|--|--|--|--|--|
|  |  | <p>external access points to dilute footfall</p> <ul style="list-style-type: none"> <li>- only one parent/carer per children for any meetings/visits which must be by prior appointment</li> <li>- no School events</li> <li>- postpone CPD events, but examine alternatives</li> <li>- staff meetings to take place either virtually using Teams or at social distance of 2m in the hall when it is deemed the meeting is best fit to this format</li> <li>- carefully manage use of agency supply staff</li> <li>- cease lettings to community groups</li> <li>- non-essential external visitors/contractors can take place under mitigations</li> <li>- publish notice (via letter to parents/carers, website that school remains off limits to the community</li> </ul> |  |  | <p>gather in parking areas or walk together in large groups<br/>One way drop off/exit planned.</p> <p>Staff and EHCP children by individual agreement only to use the main entrance.</p> |  |  |  |
|--|--|---|--|--|--|--|--|--|

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|  |  |  |   |  |  |    |   |  |  |  |    |
|--|--|--|---|--|--|----|---|--|--|--|----|
|  |  |  | Specialist Teaching bubbles will be used to ensure children receive their full entitlement where possible (when not in national lockdown) |  |  | 10 | Specialist bubbles used to deliver RWI sessions across EYFS/Y1/2 and for specialist TIS support if necessary.<br><br>Increased hygiene mitigations in place: <ul style="list-style-type: none"> <li>- Area cleaned before each use</li> <li>- Side to side interaction</li> <li>- Children sanitise hands</li> <li>- Class children kept together where possible</li> </ul>               |  |  |  | 10 |
|  |  |  | Parents attending Sports afternoon events.  |  |  |    | Sports afternoons to take place in bubbles only. Parents to bring own seating, enter through the field gate, sit at distance. Clear parent area defined seating away from the children. Sanitiser available. Disabled toilet only accessible with wipes to be cleaned if used. Social distancing expectations in place. Parents sit in groups of 30. Multiple groups of 30 are permitted. |  |  |  |    |
|  |  |  | EYFS Transition for new intake events – parents and children.   |  |  |    | Records of attendance maintained. Sanitise on arrival. Adults wear masks inside. Toilets cleaned between use. Classroom fogged prior to entry.  |  |  |  |    |

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|  |  |  |   |   |   |    |  |  |  |   |   |   |   |
|--|--|--|---|---|---|----|--|--|--|---|---|---|---|
|  |  |  | <p>In line with advice, primary children do not need to wear face coverings but staff do according to the following criteria because they help against close contact:</p> <p>We will continue to follow Government guidance and direction.</p> <ul style="list-style-type: none"> <li>- Staff MUST wear a FACE COVERING when not in their own bubble, in corridors/communal areas <del>and if outside on the gate</del> (unless medically exempt).</li> </ul> |   |   | 10 | <p>Face masks must not dangle around the neck.</p> <p>Parents will be encouraged via the newsletter to wear face coverings for drop off and pick up <b>when in national lockdown, local spike or as guidance dictates.</b></p> |  |  |   |   |   | 5 |
|  |  |  | <p>In the case of emergency or evacuation, it may be necessary to dispense with the 2m rule, if the situation dictates - use all available corridors and exits</p>  | 1 | 5 | 5  |  |  |  | 1 | 5 | 5 |   |
|  |  |  | <p>Utilise clear acrylic/glass screens to separate staff from children while teaching where needed and to segregate office spaces in lieu of 2 metre separation</p>   | 1 | 5 | 5  |  |  |  | 1 | 5 | 5 |   |

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|  |  |  |  |   |   |   |   |  |   |   |   |
|--|--|--|--|---|---|---|---|--|---|---|---|
|  |  |  | Classrooms and other spaces to be well ventilated (where possible) to allow for air changes.                       | 1 | 5 | 5 | <p>In cooler temperatures, at least one window/door (internal or external) must be open at all times.</p> <p>Staff should increase the opening to allow for a full air change 3 times a day when the room is vacated.</p> <p>Staff should seek to open further windows or doors if they can do so without reducing the temperature of the room to below 16 degrees (13 degrees if pupils are engaged in physical activity)</p> <p>If any room persistently falls below 13 degrees, staff to inform SLT.</p> |  | 1 | 5 | 5 |
|  |  |  | Occasional, brief, transitory encounters of less than 2m is considered low risk and should not be cause for alarm. | 1 | 5 | 5 |   |  | 1 | 5 | 5 |

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|  |     |   |  |   |   |    |  |  |   |   |   |
|--|-----|---|--|---|---|----|--|--|---|---|---|
|  |     |   | <p>Allocate specific toilets for staff. Allocate specific bubble toilets for children use which will be unisex.</p> <p>- toilet users to <a href="#">close the lid prior to flushing</a> and to leave one minute between users (extremely minor risk and from faeces only, not urine, so does not impact on urinal flushing)</p> | 1 | 5 | 5  | <p>Paper towels and hand dryers enabled Y2 upwards as risk has reduced, toilets used by two children max</p>   |  | 1 | 5 | 5 |
|  | YPC | <p>Younger children are accepted in the guidance as not being able to reliably socially distance or wear coverings. For these individuals the risk of severe consequences of the disease are less but their potential to spread the disease is likely to be similar. Hence children to children contact for young children will be tolerated and mitigations placed around this to minimise impact for adults who are more at risk.</p> |  | 4 | 3 | 12 | <p>Regular handwashing/sanitising for all adults.</p> <p>Explaining the need for social distancing and enable children's efforts to comply.</p> <p>Regular cleaning of floor spaces that may come into contact with hands.</p> |  | 3 | 3 | 9 |

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|  |  |  |  |   |   |    |   |  |   |   |    |
|--|--|--|--|---|---|----|---|--|---|---|----|
|  |  | <p>YPC<br/>BMEYPC<br/>CVYPC<br/>CEVYPC</p> | <p>Implement children-specific <a href="#">social distancing measures</a>:<br/>Where children to children distancing is not achievable at “1m plus” for prolonged periods, children must be placed in a bubble structure:<br/>- reduce footfall by keeping children in a learning group bubble, in a single classroom (where possible) for all lessons and rotate the teacher<br/>- three bubbles in the school for outside break times<br/>- Hall used for lunch eating in larger bubbles. Classes to sit together.<br/>- stagger lunch and break times and children to remain in their bubble<br/>- lay out classrooms and learning spaces with desks facing forward with some group tables to ensure all learning needs are met<br/>- pre-planned classroom entry/exit routine<br/>- encourage outdoor activity at lunch and break times, within bubbles as far as possible (outside interaction carries a much reduced risk of transmission)</p> | 2 | 5 | 10 | <p>Restrict access to the School for those children that, after investigation, are found to be deliberately or consistently breaching the School’s operating procedures and/or expectations while in school, thus increasing the risk to others in the learning community - remove from site and stay away for 10 days.</p> <p>If a classes needs to mix, then 2m social distancing will be observed.</p> <p>Staff meetings can take place in the hall at social distance. When in lockdown (national or local) staff meetings will be virtual. Meetings on site will be kept to a minimum necessary and always at social distance.</p> <p>EYFS/Y1/Y2 to use pegs for coats as a larger risk of them being in the classroom. Lunch boxes away from desk area.</p> <p>Y3/4 lunch boxes stored high on the shelf on the Y3/4 cloakroom. Children in Y3/4 do</p> |  | 2 | 5 | 10 |
|--|--|--|--|---|---|----|---|--|---|---|----|

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|  |  |  |  |  |   |  |  |  |
|--|--|--|--|--|---|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>- allocate toilet areas on a bubble basis and allow only one child at a time per toilet area where possible</li> <li>- only permit lunchtime/after school clubs that maintain the bubble structure or can maintain 2m separation from sub-bubbles within them.</li> <li>- resources, coats, lunch boxes to be kept under individual children's desks</li> <li>- manage arrival and departure of children to ensure appropriate separation and bubble structure is achieved while on school site</li> <li>- limited contact sports i.e. no sports that have to have full body contact</li> <li>- cease close proximity (especially face to face) activities within lessons and consider impact of elevated depth/rate of breathing from intense exercise</li> <li>- no whole school assemblies in the hall but bubble assemblies can take place with individual classes sat at 2m plus distance</li> <li>- no school events</li> <li>- no trips and visits</li> <li>- no sports fixtures</li> <li>- after school clubs can take place under mitigations</li> </ul> |  |  | <p>not access these at the same time.</p> <p>Limited contact sports – no tag rugby, dodgeball.<br/>Football/hockey where the ball is kicked by the foot/stick and with supervision can be played along with handwashing. PE to be planned to minimise contact.</p> <p>Singing: can take place in groups of max, 30 in a class spread as much as possible, whole bubble in the hall (hall bubbles sat at greater than 2m distance) Must be in rows, front facing, ventilated and singing quietly. No shouting encouraged. Adults to be facing the same way as the children. Outside singing preferred.</p> <p>Music can be played at a reasonable level.</p> <p>Class teachers to provide induction as additional pupils join the school for their learning.</p> |  |  |  |
|--|--|--|--|--|---|--|--|--|



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|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  | After school clubs can take place if single classes with class teacher inside or across larger bubbles outside with staff at distance. |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|

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|                          |  |  |  |   |   |    |  |  |   |   |   |
|--------------------------|--|--|--|---|---|----|--|--|---|---|---|
|                          |  |  | If social distancing protocols and other risk mitigation measures cannot be consistently maintained due to poor behaviours or an inability to comprehend or follow instructions, then consider risks to individual and the wider learning community.   | 3 | 5 | 15 | Assess specific or additional risks and develop specific or additional mitigating actions (additional to this risk assessment), including study in separate location.<br>If risks cannot be suitably mitigated in the school environment, then children will have to study at home if individual or others are put at an unacceptable level of risk. |  | 1 | 5 | 5 |
| Equipment and substances | Contraction of COVID-19 - transmission of COVID-19 through contact with shared equipment | YPC<br>A<br>PW<br>CVA<br>CVYPC<br>CEVA<br>CEVYPC<br>BAME<br>BAMEYPC<br>LWCV<br>LWCEV<br>LWBAME | Clean regularly and provide self-clean facility for all users of shared personal protective equipment (PPE) such as visors, goggles and masks, shared IT, workstations and other shared equipment such as screens/keyboards/mice, shared musical instruments, whiteboards, touch-screen TVs, telephones, photocopiers. | 2 | 5 | 10 |  |  | 1 | 5 | 5 |
|                          |  |  | Cease communal use of water fountains.   | 1 | 5 | 5  | Provide bottled water to all children and staff on request and dispose of bottles in specified recycling containers.   |  | 1 | 5 | 5 |

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|  |  |  |   |   |   |    |   |  |   |   |    |
|--|--|--|---|---|---|----|---|--|---|---|----|
|  |  |  | Items of personal equipment, toys or stationery should not be shared, borrowed or taken by children and staff.  | 2 | 5 | 10 | Issue children/staff with stationary.<br>Y2 and KS2 option to bring a pencil case in which is wiped on arrival then stays at school.<br>Retain children stationery at personal desk allocated within bubble classroom.<br>Provide staff with a personal issue of equipment. |  | 1 | 5 | 5  |
|  |  |  | Lock away shared absorbent resources, such as soft toys, dressing up clothes, hats.   | 1 | 5 | 5  |   |  | 1 | 5 | 5  |
|  |  |  | Toys that are put into children's mouths will be cleaned immediately.   | 3 | 5 | 15 |   |  | 3 | 5 | 15 |
|  |  |  | Certain items can be shared within a bubble, such as text books and learning resources, sports equipment.<br>Minimise the use of resources shared between bubbles, always cleaning after every use.<br>Where possible, re-use resources after 48hrs (72hrs for plastics) to reduce the need for cleaning. | 2 | 5 | 10 | Each class will have allocated tub of playground equipment to be cleaned after each use.  |  | 2 | 5 | 10 |
|  |  |  | Books within the class can be shared. Any books coming from home must be quarantined for 48 hours before being re-issued.   | 1 | 5 | 5  |   |  | 1 | 5 | 5  |

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|  |  |   |  |   |   |    |  |  |   |   |   |
|--|--|---|--|---|---|----|--|--|---|---|---|
|  |  | A<br>PW<br>CVA<br>CEVA<br>BAME<br>LWCV<br>LWCEV<br>LWBAME | Staff room sink must be free of personal cutlery and utensils. | 2 | 5 | 10 | Staff to undertake dishwashing of their personal items and must remove cleaned items from the Staff Room to prevent cross contamination. |  | 1 | 5 | 5 |
|--|--|---|--|---|---|----|--|--|---|---|---|

\*Likelihood x Consequence = Risk (see Annex A)

**Risk Rating Calculator**

| Likelihood that hazardous event will occur |               |
|--|---------------|
| 1  | very unlikely |
| 2  | unlikely      |
| 3  | fairly likely |
| 4  | likely        |
| 5  | very likely   |

| Consequence of hazardous event |  |
|--------------------------------|--|
| 1                              | insignificant – no injury                |
| 2                              | minor – minor injuries needing first aid |
| 3                              | moderate – up to seven days’ absence     |
| 4                              | major – more than seven days’ absence    |
| 5                              | catastrophic – death                     |

**Action Level Table**

| Risk rating | Action  |
|-------------|---|
| 20–25       | Stop – stop activity and take immediate action  |
| 15–16       | Urgent action – take immediate action and stop activity if necessary, maintain existing controls rigorously |
| 8–12        | Action – improve within specified timescale   |
| 3–6         | Monitor – look to improve at next review or if there is a significant change                                |
| 1–2         | No action – no further action but ensure controls are maintained and reviewed                               |

**Risk Scoring Grid**

|            |   |             |    |    |    |    |
|------------|---|-------------|----|----|----|----|
| Likelihood | 5 | 5           | 10 | 15 | 20 | 25 |
|            | 4 | 4           | 8  | 12 | 16 | 20 |
|            | 3 | 3           | 6  | 9  | 12 | 15 |
|            | 2 | 2           | 4  | 6  | 8  | 10 |
|            | 1 | 1           | 2  | 3  | 4  | 5  |
|            |   | 1           | 2  | 3  | 4  | 5  |
|            |   | Consequence |    |    |    |    |

**Hazards in the workplace**

|                                  |                    |                     |                                  |
|----------------------------------|--------------------|---------------------|----------------------------------|
| Aggression and violence          | Drugs and alcohol  | Lighting            | Stress                           |
| Asbestos                         | Electricity        | Manual handling     | Temperature                      |
| Bullying                         | Fire               | Noise               | Vehicles/transport               |
| Chemicals and harmful substances | Getting in and out | Plant and machinery | Vibration                        |
| Computer workstations            | Heights            | Radiation           | Viruses, diseases and infections |
| Confined spaces                  | Housekeeping       | Slips and trips     |                                  |

**Hazard categories:** Mechanical; Physical; Chemical; Biological; Environmental; Organisational

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Machinery or process

<sup>2</sup> Substances or conditions, including slips, trips and falls

<sup>3</sup> Harm to humans, property or environment

<sup>4</sup> Organic substances

<sup>5</sup> Temperature, dust

<sup>6</sup> Behaviour, workload, time constraints, deadlines

### COVID-19 - Sources of information used to inform this Risk Assessment:

[www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19](http://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19)

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>

[eBug website](#)

[staying at home guidance](#)

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people>  
[guidance on cleaning in non-healthcare settings.](#)

<https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

[preliminary scientific study](#)

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[government guidance for passengers](#)

<https://www.gov.uk/guidance/travel-advice-novel-coronavirus>

[Flushing](#)

[Air-jet hand dryers](#)

[DfE guidance on safe use of PPE](#)

[Undertaking first aid without PPE](#)