

School Covid 19 Risk Assessment – September 2021



Name of School	King's Lodge School
Name of Headteacher	Kim Spencer
Assessment completed by	Kim Spencer
Assessment date	28.8.21

This risk assessment template sets out the measures that may be used to maintain a safe environment for all occupants and visitors to the school/setting and to reduce the transmission risk of covid-19 coronavirus as far as is reasonably practicable. Particular attention must be given to those at greatest risk including vulnerable groups, pregnant women, and those with underlying health conditions; and to new staff, visitors and pupils who may be unfamiliar with the site.

Use the template to prepare a bespoke risk assessment for your school/setting. It must be kept under review and updated accordingly.

Useful links:

Government guidance for full opening of schools can be found [here](#)

Government guidance for after school clubs and other out of school settings can be found [here](#)

Right Choice Coronavirus Resources are available [here](#).

Science teaching Coronavirus advice is available from CLEAPSS [here](#)

Design Technology Coronavirus advice is available from CLEAPSS [here](#)

Physical Education Coronavirus advice is available from AfPE [here](#)

This, and other separate risk assessments required for specialist situations as set out in the template below, do not need to be submitted to the local authority but should be available for scrutiny from the local authority or HSE enforcement officers.

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
Symptomatic or other high-risk personnel attending school site	<p>Staff, pupils, contractors and visitors must not attend the school site if they have any of the Covid-19 symptoms as below or are required to be in self-isolation or travel quarantine.</p> <ul style="list-style-type: none"> • a high temperature • a new, continuous cough • a loss of, or change to, your sense of smell or taste <p>All eligible adults and pupils are strongly encouraged to take up the double vaccine available unless advised otherwise by their medical practitioners.</p> <p>Any person who develops COVID-19 symptoms during the school day should be sent home as soon as possible and should arrange to have a PCR test.</p> <p>An individual risk assessment will be completed for all staff that have characteristics that increase their potential risk from coronavirus (COVID-19).</p> <p>Remote/distance learning contingency arrangements for all pupils should be maintained in line with any local Covid-19 outbreak.</p> <p>Testing regimes are operating for staff and pupils in line with national guidance.</p>	<p><i>1st September all staff will be in for training and this message will be given in person during the meeting.</i></p> <p><i>This message will also be sent by email to all staff</i></p> <p><i>This message will be displayed on a notice board in the following 3 places</i></p> <ul style="list-style-type: none"> • <i>staff room</i> • <i>main admin office</i> • <i>heads office</i>

RISK FACTORS	CONTROL MEASURES TO CONSIDER	LOCAL APPLICATION OF MEASURES
1. Maintaining distancing and reducing contact – entrance and exit routes		
Numbers arriving simultaneously on school transport impede the means to distance or reduce contact, and impede effectiveness of staggered start/finish times of school day	<ul style="list-style-type: none"> • Arrange separate ‘holding’ areas for each group to minimise contact (ideally these should be outside if weather permits) • Encourage parents to make other arrangements for travel to/from school other than school transport. • Staff on duty to supervise • Signage at school transport pick up/drop off point 	<i>There are no school transport systems for bringing children to school</i>
Numbers of parents and children at entrances and exits impede social distancing.	<ul style="list-style-type: none"> • Instructions for parents/carers on distancing rules on site. • Staggered start/finish times for different groups. • Markers on floor for children and parents to wait. Ensure markings do not create slip/trip hazard • Use of different entrances/exits for different groups. • Only one parent/carer to accompany child. • Staff on duty to supervise. • Signage. 	<p>Instructions for drop off and pick up times provided to parents in written form on 31st August and again on 1st September – repeated on weekly newsletter</p> <p>No staggered start times</p> <p>4 Different areas around the school site for each age group.</p> <ul style="list-style-type: none"> • Early Years – play equipment • 1&2 gate onto large playground • 3&4 straight into classrooms via playground doors • 5&6 enter via the back of school straight into classes • Staff will meet and greet and walk out with children at the end of the day
Changes to school routine cause vehicular and pedestrian traffic management issues.	<ul style="list-style-type: none"> • Encourage parents to walk/cycle to school with children. • Stagger drop off / pick up times. • Minimise vehicles on site • Review traffic management risk assessment where changes to start/end of day apply. • Staff on duty to supervise. 	<p>No cars on site for any child unless parent has a blue badge or EHCP and permission from school – currently 2 children</p> <p>Staff members on duty at entrances to encourage children in straight away</p>

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		There are more cars waiting outside the school and staff discuss road safety with the children and monitor the situation when they are outside.
2. Maintaining distancing and reducing contact – internal areas and play areas		
Pupil numbers and room sizes impede the means to reduce contact	<ul style="list-style-type: none"> • Where practical, arrangements will aim to reduce contact and maximise distancing between pupils and staff; and between staff themselves. • Pupils can reduce contact by being grouped together. For primary schools this is likely to be in class sized groups. For secondary schools this may be in upto year sized groups. • Record the names of pupils in each group, and any close contact that takes places between children and staff in different groups • Children to remain at their desks when in the room as much as possible • Children to use the same desk each day. • Distancing and reducing contact to be explained to children with regular reminders. • Signage/Posters in each classroom. • Consider the use of school grounds / local environment to extend the range of teaching spaces available • PPE remains available for staff to use when working in close contact or providing first aid 	<p>Early years – 1 bubble Year 1 – 1 bubble Year 2- 1 bubble Year3/4 1 bubble Year 5/6 1 bubble</p> <p>Each bubble can work together Each bubble can take breaks together Each bubble can pull back doors to enable 1 teacher to teach/supervise or joint teaching/supervision to take place</p> <p>Children can sit in groups to learn</p> <p>Regular outdoor breaks MUST be taken to ventilate the room fully. Approximately every 50-60 mins a 5 min break should be taken. No more than 5 mins unless it is a scheduled break time.</p> <p>Break times and lunch times for staff – all staff must take responsibility for keeping their distance from others Windows in staff room must be open to allow ventilation Face shields can be worn for close contact work and are essential for first aid</p>

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<p>Number of pupils and staff moving around the school impede the means to distance and reduce contact in corridors and other communal spaces</p>	<ul style="list-style-type: none"> • Minimise movements of whole groups and individuals outside of the classroom. • A 'walk on the left' policy if one-way not practicable. • Consider using the pathways around the perimeter of the building to assist with circulation (weather and site layout dependent). • Children to keep coats, bags, lunchboxes etc with them in the classroom (under desks) or in suitable storage area. • School assemblies to be completed electronically • Acts of worship and other typically communal events to take place in groups (not whole school) • Face coverings to be worn by adults in Primary schools in areas where distancing cannot be maintained indoors but outside of the classroom. 	<p>All movement around the school must be essential If an adult crosses paths with a whole class on the move then a face mask should be put on. Adults to walk on the left where possible if others are a round Coats can be placed in the cloakroom areas due to the bubble locations not being mixed Children must not access them as a whole class and this must be managed by the adults within the class/bubble Communal events will take place in bubbles</p>
<p>Number of pupils and size of space impede the means to distance and reduce contact when using toilets</p>	<ul style="list-style-type: none"> • Apply a maximum number of pupils in toilet rule to maintain distancing and reduce contact. • Where practicable avoid different groups using the same facilities at the same time. • Distance markings on floor in queuing area 	<p>Early years and KS1 toilets to be monitored by adults working there as toilets are all within seeing and hearing distance of the classes – no queueing KS2 toilets – girls must not wait in the toilet area but all cubicles can be used Boys toilets can have toilets and urinals used but no boys must be waiting in the toilet space</p>
<p>Number of pupils and available space impede the means to distance and reduce contact at breaktime and lunchtime</p>	<ul style="list-style-type: none"> • Staggered break and lunch times. • Allocated play areas for each group based on adults knowledge • Limit use of outdoor play equipment to designated groups at fixed periods • Staff supervision to maintain standards. 	<p>Each class/bubble will decide when it is best to take their break based on the space available to ensure that no bubbles are crossing The school field will be in use for children with wellies in school</p>

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Number of staff and size of staff rest spaces impede the means to distance and reduce contact	<ul style="list-style-type: none"> • Staggered break times for staff relating to the time of breaks • Repurpose unused spaces for additional staff room 	Break times are set by age groups and adults working within them so all staff are not together at any one time.
Other	<ul style="list-style-type: none"> • All teachers and other staff can operate across different groups but must continue to maintain distance from pupils and other staff as much as possible. 	
3. Hygiene and Cleaning		
Cleaning staff levels are insufficient to deliver enhanced cleaning regime.	<p>A regular cleaning schedule should be maintained. This should include daily cleaning of frequently touched surfaces (using detergent and hot water followed by a chlorine based disinfectant solution):</p> <ul style="list-style-type: none"> • Toilets • Door Handles/ Access Buttons • Kitchen areas and associated equipment • Water fountain is out of use! • Printers/ Photocopiers • White Boards • Play Equipment • Shared resources • PPE to be worn by cleaning staff as dictated by risk assessment. 	<p>Cleaning company employed to ensure that school is cleaned to a high standard daily</p> <p>All classrooms have sprays and wipes for cleaning periodically throughout the day</p> <p>Hand sanitiser is available to be used at entry points</p>
Insufficient handwashing and hygiene facilities increase the risk of transmission.	<ul style="list-style-type: none"> • Children to handwash on entry to school, before and after each break and lunch, on changing classrooms, leaving school and after using toilet. • Ensure supplies of suitable soap. Skin friendly cleaning wipes can be used as an alternative • Extra signage to encourage washing hands. • Ensure help is available for children who cannot clean their hands independently. 	<p>Hand gel available in all rooms</p> <p>Hand gel available at front door of school</p> <p>Hand gel available in classrooms</p> <p>UNICEF does not recommend still water for hand washing but running water should be used</p> <p>UNICEF says that cold water is equally as effective as warm water and the soap is the effective and active element</p> <ul style="list-style-type: none"> • Children wash hands or sanitise on entering school

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	<ul style="list-style-type: none"> • Hand gel dispensers at strategic locations around the site to complement handwashing facilities. • Supplies of tissues and lidded bins in each teaching space and classroom. • Promotion of the 'Catch it, Bin it, Kill it' campaign to pupils and staff. 	<ul style="list-style-type: none"> • Children wash hands or sanitise before snack • Children wash hands or sanitise when returning from break • Children wash hands or sanitise before lunch • Children wash or sanitise on return from lunch • Children will wash or sanitise at other times during the day depending on the learning activities that they have been a part of <p>Plenty of soap and hand towels are available Lidded foot pedal bins in each room for tissues</p>
Exposure to new hazardous substances (products)	<ul style="list-style-type: none"> • COSHH assessment to be carried out for any new cleaning/sanitising products in use. • Additional cleaning staff to be made aware of the COSHH risk assessments. • Appropriate storage of hazardous substances. • Material data sheets to be made available for new and existing products. 	
4. Site and Buildings		
Visitors/contractors/suppliers on site increase the risk of transmission.	<ul style="list-style-type: none"> • Site visits only by pre-arrangement. • A record of some visitors must be kept for 21 days specific guidance • Information/signage for visitors informing them of the infection control procedures. • Deliveries and visits outside of school opening hours where possible. • Provision of hand sanitiser at main school entrance. • Process for the acceptance of deliveries required i.e. area where deliveries can be safely left. 	<i>Each school to add here, the local details of how these measures will be applied and monitored.</i>

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	<ul style="list-style-type: none"> Adult visitors to be encouraged to wear face covering unless exempt. 	
Changes affect normal emergency procedures.	<p>Fire safety management plans should be reviewed and checked in line with operational changes. Schools should check:</p> <ul style="list-style-type: none"> All fire doors are operational at all times Fire alarm system and emergency lights have been tested and are fully operational. Review of fire assembly points to accommodate reduced contact and distancing where practicable. Fire drill practice to train new arrangements. Other contingency emergency plans to be reviewed including lockdown procedures, major disruption through loss of services, gas leak etc. 	Fire drills completed in line with usual practice Changes have been made to the fire evacuation plan. There is a new plan in each room for teachers and we have kept as much the same as previously to ensure that adults and children are confident
Site security is compromised by new arrangements.	<ul style="list-style-type: none"> Normal security standards will apply and careful consideration given to the balance for security and the need for enhanced ventilation. 	<p>All doors will act as usual – locked at certain times automatically Doors will not remain open for ventilation in unoccupied parts of the building but if you are in a room then both doors and windows can be open. Adults to take responsibility for closing if not within view when outside Following latest guidance means that windows do not need to be open all of the time but each hour the windows should be opened for 15 minutes for a complete change of air in the room</p>
Building checks not taken place	<ul style="list-style-type: none"> All usual building checks are to be undertaken as normal including flushing of water outlets, schedules of preventative maintenance, portable appliance testing and asbestos monitoring. 	All checks have been continuously in place and continue to be so
Inadequate ventilation increases the risk of transmission of Covid 19	<ul style="list-style-type: none"> Make use of existing mechanical ventilation systems preferably drawing on fresh air. Make use of natural ventilation – opening windows (in cooler weather windows should be opened just enough to 	<p>Ventilation through open windows and full opening when children are out of the rooms</p> <p>Internal doors can remain open</p>

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	<p>provide constant background ventilation and opened more fully during breaks to purge the air in the space).</p> <ul style="list-style-type: none"> • Opening internal doors can also assist with creating a throughput of air (but not fire doors in unoccupied parts) • Opening external doors may also be used provided security is not unduly compromised • Additional ventilation via open doors and windows should not occur in unoccupied parts of the site. • Carbon monoxide monitors are to be provided by central government to help identify poorly ventilated areas 	<p>External doors can remain open when an adult can see the door at all times</p>
5. Equipment and furniture		
<p>Shared play equipment increases the risk of transmission.</p>	<ul style="list-style-type: none"> • Resources are rotated or left to de-contaminate for 48 hours (or 72 hours if plastic) if being used by different groups. • Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously. 	<p>Individual items of small play equipment in EY will be washed between uses – sufficient adults to plan this in during later part of the day and not needing to do it all at the need of the day Teacher has full choice of equipment that they use within their room Rotation of play equipment and isolation of used items</p> <p>Sports equipment per class and in rotation</p>
<p>Shared equipment, fittings and resources increase the risk of transmission.</p>	<ul style="list-style-type: none"> • Remove unnecessary items from the classrooms and store elsewhere. • Children asked to bring in own stationery or have allocated, named, packs of stationery per child. • Resources and surfaces to be cleaned each night. • Lessons planned so sharing of resources in minimised. • Any crockery/cutlery used must be cleaned thoroughly. 	<p>Any equipment that has been shared will then result in children affected washing their hands Soft furnishings kept to a minimum Daily cleaning by cleaning company Reading books will be sent home but will be left for a safe time period before being used by anyone else All crockery used put through the steamer in the kitchen – dinner plates and dishes etc</p>

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6. Health and Wellbeing		
Inadequate staffing levels create supervision or safeguarding issues.	<ul style="list-style-type: none"> • Carry out an audit of all staff availability and review it regularly. • Introduce a process for staff to inform you if their health situation changes. • If there is a shortage of teachers consider use of suitably qualified TAs to lead a group and maintain ratios. • Use of staff from other schools (by agreement). 	<p>When a member of staff is absent another member of KLS staff will cover</p> <p>Each staff member can report directly to me by phone/text or in person</p> <p>Any absenteeism of teaching staff is covered by another member of our staff – no supply teachers are being used</p>
Person becomes unwell with Covid-19 symptoms in school	<ul style="list-style-type: none"> • Move to a pre-designated room where person can be isolated, with adult supervision if a child. • Ventilate the room if possible. • PPE should be worn if contact is required. • Inform parent/carer to arrange collection. • Cleaning regime after each usage of the space. • Follow the advice from health protection team 	<p>The “Nest” will be the designated room for any person showing signs of COVID19</p> <p>PPE will be in the room</p> <p>Windows open</p> <p>Non-contact thermometer in school</p> <p>Parents phoned and child taken home if any COVID symptoms are evident</p> <p>Children must be tested before returning to school</p> <p>Cleaning regime will take place at end of the school day by cleaners if the isolation room has been used</p>
Absence of measures to address localised enhanced covid transmission chain	<ul style="list-style-type: none"> • Senior leaders to produce contingency plans (sometimes called outbreak management plans) detailing additional measures regarding: <ul style="list-style-type: none"> ○ Good hygiene ○ Appropriate cleaning regimes ○ Keeping occupied spaces well ventilated ○ Following Public Health advice on testing, self-isolation and managing confirmed cases of Covid-19. • Local school management plan is in place and relevant staff have been made aware • Remote education plans in place • Engage fully with NHS Test & Trace 	

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	<ul style="list-style-type: none"> Schools should make themselves familiar with the Contingency Framework document. 	
<p>Staff wellbeing affected by the working experience.</p>	<ul style="list-style-type: none"> Staff risk assessment tool being used to assess those in higher risk groups. Staff aware of risk assessment process and able to contribute. Staff meetings and communication. Defined wellbeing support measures for staff. Designated staff rest areas. 	<p>All staff spoken to and respected This risk assessment is being placed on the shared drive for all to see and to talk to me about any changes they think would be useful and support a safe environment Rest Areas will be: staff room- no limit on numbers but staff advised to sit 2 metres apart Corridor seating remains in place Plastic chairs also out the back of the staff room for outdoor seating Staff meetings taking place in the hall not the staff room Expectation that staff will leave the building as early as they can Parents meetings can take place where the teacher feels most at ease with spacing hall/classroom</p>
<p>Volunteer wellbeing affected by the working experience</p>	<ul style="list-style-type: none"> Volunteers will be treated in the same way as school staff and provided with the same information, instruction, training and equipment. Volunteers will be included in regular communications and be given the opportunity to feedback any concerns. 	<p>No volunteers in school this first term</p>
<p>Pupil wellbeing is impacted by the current situation causing physical and mental ill health.</p>	<ul style="list-style-type: none"> Children to have allocated teacher and TA where possible. Reduced time in school to ensure transition from home to school is successful. Curriculum to support children's well-being. Provide opportunities to talk about their experiences/concerns. Pastoral activities School Effectiveness guidance on Right Choice 	<p>No children who did not return to school before the summer 21 PSHE scheme in place Golden time in place Pastoral manager in place ELSAs in place</p>

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First aid provision	<ul style="list-style-type: none"> • Ensure all staff know First Aiders on site if less coverage than normal. • If provision is less than usual, minimise hazardous activities which may result in injury. • Ensure a supply of PPE is available for provision of first aid and use and dispose of accordingly. • Paediatric First Aid provision is available for under 5's. 	<p>Plenty of first aiders on site Plenty of paediatric first aiders on site Gloves available Full PPE in first aid room Visors in first aid room Lidded bin and bags provided for disposing of PPE if required and all waste from classrooms</p>
Pupils with special medical needs (administering medication)	<ul style="list-style-type: none"> • Required number of competent staff on site • Staff training up to date • Alternative arrangements in place if staff training/competence has lapsed. 	
1:1 teaching, physical restraint and children with SEND or EHC plans are adversely affected by the current situation.	<ul style="list-style-type: none"> • Individual risk assessments of children with behavioural difficulties. • Ensure a supply of PPE is available based on need. • Reduced timetable or consideration of other solutions if child's behaviour puts staff at risk. • 1:1 teaching to be done with reduced contact. 	<p>SEND children all have a risk assessment prepared for them If we need to use TEAM Teach we will put PPE on If children are too high a risk then we will consider a reduced timetable or non-attendance at school Children who pose a low risk initially due to previous concerns about behaviour will have a behaviour flow chart drawn up and this will be discussed with parents in relation to the risk posed to other children and adults relating to spread of COVID19 Part time timetables in place for children who pose a greater risk to others and themselves due to behaviours that impact on others as well as the risk of covid transmission</p>

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7. Risk assessments and Policies		
<p>Standard risk assessments do not take account of additional covid-19 risks</p>	<ul style="list-style-type: none"> • Ensure all work environments and teaching/learning activities have been subjected to risk assessments in line with conventional H&S requirements. • Review and where necessary update all risk assessments with additional control measures to counter any significant covid-19 infection transmission risk. • One -off activities such as PTA and other fundraising events, firework displays etc will be subject to separate risk assessment. • Lettings of facilities will be subject to separate risk assessment. • School clubs, Breakfast clubs and after-school provision will be subject to a separate risk assessment. • Behaviour policy amended to reflect covid-19 protocols. • Off-site learning outside of the classroom activities will be subject to a separate risk assessment. 	<p>Wiltshire Wind band use the hall on a Monday</p> <ul style="list-style-type: none"> • No parents allowed to wait in the building • Extra cleaning time allowed for • Toilets cleaned before they begin • Toilets cleaned again in the morning before school starts – stopped until secondary schools return
8. Monitoring		
<p>Control measures set out in this risk assessment do not prove effective</p> <p>Levels of compliance are inadequate</p>	<ul style="list-style-type: none"> • Named school staff will monitor the application and effectiveness of the control measures set out within this risk assessment, and the level of compliance by staff, visitors and pupils • Non-compliance will be addressed immediately • Regular communication with staff on the outcomes of the monitoring • LA H&S Advisers are able to visit the school site to assess compliance 	<p>Kim Spencer named person in absence/Amanda Woon</p>

I confirm that the above is a suitable and sufficient risk assessment based on current information. The risk assessment will be reviewed on a regular basis and whenever anything significant changes. All relevant parties will be informed of the outcomes of this risk assessment.

Name of Headteacher	Mrs Kim Spencer	
Signature of Headteacher	<i>Kim Spencer</i>	Date: 28.8.21
Name of Chair of Governors / Trustees	Ian Stone	
Signature of Chair of Governors / Trustees		Date:
Date of review	3 rd September 21	