

# Cleobury Mortimer Primary School



<p><b>A. Outline of activity or task to be assessed:</b></p> <p>Group/Service Area: <a href="#">Shropshire Gateway Educational Trust</a></p> <p>Workplace/Team <a href="#">Cleobury Mortimer Primary School</a></p> <p>Date of Assessment: <del>26.05.2020</del> 06.07.2020</p> <p>Name of Assessors: Carmel Mayfield/Tom White</p>	<p><b>Reopening School following guidelines issued by DfE</b></p> <p>Work Activity</p> <p>Date for Re-assessment</p> <p>Signature:</p> <p>Signature:</p>	<p>Form No. <del>May 2020</del> July 2020</p> <p>Working in the Schools during Covid19 Pandemic</p>
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For full government guidance please visit <https://www.gov.uk/coronavirus> and for more detailed guidance on education settings please visit <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings> Please can I remind everybody that Health and Safety is everyone's responsibility and any actions not being followed should be reported to an SLT member ASAP. For info the virus COVID-19 will be referred to as coronavirus for the purpose of this risk assessment.\*The Risk assessment will be amended as the government advice is updated.\*~~Hazard~~ is something with the potential to cause harm. Risk is the ~~likelihood~~ of someone being hurt multiplied by the ~~severity~~ of the occurrence.

~~Level of risk = likelihood x severity~~

**B. Risk Matrix** — This section is used for guidance to complete section C.

**PRIORITY OF ACTION**

High ~~17 - 25~~ Unacceptable — Stop work or activity until immediate improvements can be made.

Medium ~~10 - 16~~ Tolerable but need to improve within a reasonable timescale, e.g., 1-3 months depending on the situation.

Low ~~5 - 9~~ Adequate but look to improve by next review.

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Very Low 1 — 4 — Residual risk acceptable and no further action will be required all the time the control measures are maintained.

**5 x 5 RISK ASSESSMENT MATRIX**

Increasing consequence or severity →	5	5-low	10-med	15-med	20-high	25-high
	4	4-very low	8-low	12-med	16-med	20-high
	3	3-very low	6-low	9-low	12-med	15-med
	2	2-very low	4-very low	6-low	8-low	10-med
	1	1-very low	2-very low	3-very low	4-very low	5-low
		1	2	3	4	5

Increasing likelihood or probability →

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**Hazard** is something with the **potential** to cause **harm**. **Risk** is the **likelihood** of someone being hurt multiplied by the **severity** of the occurrence.

**Level of risk = likelihood x severity**

**B. Risk Matrix – This section is used for guidance to complete section C.**

**5 x 5 RISK ASSESSMENT MATRIX**

Increasing consequence or severity ↑	5	5 low	10 med	15 med	20 high	25 high
	4	4 very low	8 low	12 med	16 med	20 high
	3	3 very low	6 low	9 low	12 med	15 med
	2	2 very low	4 very low	6 low	8 low	10 med
	1	1 very low	2 very low	3 very low	4 very low	5 low
		1	2	3	4	5

Increasing likelihood or probability →

### PRIORITY OF ACTION

- High 17 - 25** Unacceptable – Stop work or activity until immediate improvements can be made.
- Medium 10 – 16** Tolerable but need to improve within a reasonable timescale, e.g., 1-3 months depending on the situation.
- Low 5 - 9** Adequate but look to improve by next review.
- Very Low 1 – 4** Residual risk acceptable and no further action will be required all the time the control measures are maintained.

Score	Likelihood / Probability	Description
5	Very likely / Almost certain	Event is expected to occur in most circumstances
4	Likely	Event will probably occur in most circumstances
3	Fairly likely / Possible	Event could occur at some time
2	Unlikely	Event is not likely to occur in normal circumstances
1	Very unlikely	Event may occur only in exceptional circumstances

Score	Consequence/Severity	Description
5	Catastrophic / Severe / Fatality	Death or permanent disability to one or more persons
4	Major injury / ill health	Hospital admission required, eg, broken arm or leg
3	Moderate (over 7-day injury)	Medical treatment required, over 7-day injury
2	Minor injury / ill health	First aid is required
1	Insignificant / no injury	Injuries not requiring first aid treatment

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B. C-Use information from section B to identify level of risk for each hazard

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What are the Hazards?	Who might be harmed and how the hazard could cause harm	What are you already <del>doing</del> doing? (Existing Controls)	Risk Level Low/Med/High	What further actions are necessary	Residual Risk Level Low/Med/High	Action	
						Who	When
1 <b>Catching or spreading Coronavirus – General considerations</b>	Staff, pupils Parents, guardians	<ul style="list-style-type: none"> <li>Staffing audit undertaken to ensure adequate level of staff available for reopening</li> <li>Staff who are asymptomatic can remain at work or return to work immediately as long as they remain asymptomatic</li> <li>Contact with individuals who are unwell is minimised by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges</li> <li>Where practicable <u>adults will be</u> keeping a social distance of 2 metres</li> <li>Cleaning hands more often than usual – wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</li> <li>Good respiratory hygiene ensured by promoting the ‘catch it, bin it, kill it’ approach</li> <li>Frequently touched surfaces cleaned often using standard products, such as detergents and bleach</li> <li>Contact and mixing minimised by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)</li> </ul>	Low	<p><u>Ensure all staff/parents and families are aware of precautions regarding attendance with symptoms and need to self-quarantine if a member of family is affected.</u></p> <p><u>Provide hand sanitiser and soap at hand washing stations and ensure children wash their hands regularly.</u></p> <p><u>Use posters as prompts.</u></p> <p><u>Provide cleaning schedule and materials for classes.</u></p> <p><u>Practice agreed fire procedure.</u></p> <p><u>Classes to stand</u></p>	1	SLT	Ongoing

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		5	<ul style="list-style-type: none"> <li>Fire safety <u>arrangements</u> reviewed including emergency evacuation routes to maintain social distancing where practicable.</li> </ul>		<p><u>more than two metres apart during fire drills.</u></p> <p><u>Procedures and routines written out and given to all staff.</u></p> <p><u>No external trips off site until further notice.</u></p> <p><u>Bins doubled bagged.</u></p> <p><u>Disseminate information to staff about Track and Trace system and implement recommendations as per government guidance.</u></p>			
2	<b>Maintaining Social Distancing at School</b>	Staff including cleaning and catering staff, pupils, Visitors. contractors	<ul style="list-style-type: none"> <li><del>Small class group sizes ensured to limit numbers to &lt;15</del> <u>Class 'bubbles' in all year groups</u></li> <li>Classrooms and other learning environments organised maintaining space between seats and desks where possible</li> <li>No hot desking for PPA time. Tables set out in hall/<u>old kitchen</u> to allow social distancing.</li> <li>Timetable reviewed and refreshed:                             <ul style="list-style-type: none"> <li>which lessons or activities will be delivered agreed with staff</li> </ul> </li> </ul>	LowLow	<del>If social disatance of 2 metres cannot be maintained what other measures must be taken?</del> <u>Classrooms set out to maximise space.</u>	Low	SLT	1 <sup>st</sup> <u>June</u> <u>Sept</u> 2020

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		6	<ul style="list-style-type: none"> <li>o lessons or classroom activities which could take place outdoors planned for</li> <li>o timetable arrange to limit movement around the school or building</li> <li>o stagger break times (including lunch), so that all children are not moving around the school at the same time</li> <li>o stagger drop-off and collection times</li> <li>o plan parents' drop-off and pick-up</li> <li>o plan parents' drop-off and pick-up</li> <li>o plan parents' drop-off and pick-up</li> <li>o plan parents' drop-off and pick-up protocols that minimise adult to adult contact</li> <li>• in addition, childcare settings or early years groups in school should:             <ul style="list-style-type: none"> <li>o small groups of children kept together throughout the day and to avoid larger groups of children mixing</li> <li>o play equipment to be appropriately cleaned between groups of children using it, and not used by multiple groups simultaneously</li> </ul> </li> <li>• <u>No parents or carers to visit school site without prior appointment.</u></li> <li>o</li> <li>•</li> <li>• <u>institutions offering residential provision will also need to consider the maximum</u></li> </ul>		<p><u>Tables facing forwards in all classrooms, PPA to take place in the Hall/old kitchen to avoid 'hot desking'.</u></p> <p><u>Staff to clean tables after use.</u></p> <p><u>Timetable reviewed and lessons 'tweaked' in light of current advice.</u></p> <p><u>Children only bring in lunchbox, drink and PE kit which will remain in school</u></p> <p><u>Drop-off and pick-up times staggered with social distancing reminders to parents on playground.</u></p> <p><u>Appropriate cleaning of play equipment and rotating equipment to avoid use by multiple groups.</u></p>			
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		7	number of children or young people they can safely accommodate in residences		<p><u>Meetings with parents to be conducted by phone in the presence of another member of staff.</u></p> <p><u>Drop off box at the gate for parents to leave anything for the office.</u></p>			
3	Reduce mixing within education or childcare setting by:	Staff, pupils,	<ul style="list-style-type: none"> <li><u>Children to</u> access rooms directly from outside where possible</li> <li>corridors marked up with tape as visual prompt for social distancing.</li> <li>Breaks staggered to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> <li>lunch breaks staggered - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</li> <li>Make sure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> <li>Support in place for children who will need additional support to maintain social distancing, wash hands regularly etc and individual risk assessments carried out by LH</li> </ul>	Low	<p><u>Rooms to be accessed from outside.</u></p> <p><u>Limit circulation of children within building.</u></p> <p><u>Corridors marked with tape for social distancing.</u></p> <p><u>Staggered lunch breaks with children eating in classrooms.</u></p> <p><u>Staff using kitchen for lunch and breaks.</u></p> <p><u>Anti bac provided for them to clean their seat after use.</u></p> <p><u>Visits to toilets accompanied at all times by staff to ensure social distancing.</u></p>	Low	SLT	1 <sup>st</sup> June 2020

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		<p>8</p>	<p>for these learners to ensure they are as safe as possible.</p> <p><b>Use outside space:</b></p> <ul style="list-style-type: none"> <li>• for exercise and breaks</li> <li>• for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</li> <li>• although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> </ul> <p><b>For shared rooms:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">playground – split into sections to be used by playground – split into sections to be used by playground – split into sections to be used by individual bubbles</a></li> <li>• <a href="#">Toilets – only one ‘bubble’ at a time can use toilets</a></li> <li>• stagger the use of offices to limit occupancy</li> <li>• stagger the use of offices to limit occupancy</li> <li>• stagger the use of offices to limit occupancy</li> <li>• stagger the use of offices to limit occupancy</li> <li>• stagger the use of offices to limit occupancy</li> <li>• stagger the use of offices to limit occupancy</li> </ul> <p><b>Reduce the use of shared resources:</b></p> <ul style="list-style-type: none"> <li>• stagger the use of offices to limit occupancy</li> </ul>		<p><a href="#">Explicit teaching of rules and routines. Addendum to positive behaviour policy.</a></p> <p><a href="#">Actively encourage use of outside space for break, Active 10, outdoor learning. Care and planning for use of any outdoor equipment.</a></p> <p><a href="#">No assemblies or whole school activities until further notice. Limited access to office for photocopying.</a></p> <p><a href="#">No equipment to be brought in from home.</a></p>			
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		<p>9</p>	<ul style="list-style-type: none"> <li>No shared resources to be taken home and limit exchange of take-home resources between children, young people and staff <u>KS1 to be provided with book bags for home reading books.</u></li> <li>Surfaces will be cleaned regularly throughout the day with anti-bacterial spray.</li> <li>Children <u>will</u> have <u>individual stationery for their sole use</u></li> <li><u>individual stationery for their sole use</u> <ul style="list-style-type: none"> <li>Tubs of resources for individuals if needed – e.g. maths cubes, etc</li> <li>although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts</li> </ul> </li> </ul> <p>N.B. Seek further advice from CLEAPSS for practical lessons, guidance documents GL344 for further advice on D&amp;T (including food Tech) or GL345 guidance for science departments in a partially re-opened school.</p> <ul style="list-style-type: none"> <li>Staff welfare – staff room to have measures put in place for social distancing – access to facilities, safe space to relax and take time out. <u>Hall/old kitchen</u> -will be used as there is</li> </ul>		<p><u>Children have dedicated equipment which will be stored individually.</u></p> <p><u>No cooking to take place in lessons.</u></p> <p><u>Hall/old kitchen</u> to be set up as staff room to allow space for social distancing. Hand cleansing station and hot drinks, fridge available.</p>			
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		10	more space and facilities are available within a reasonable distance.					
4	<u>Whole or partial school closure</u>	<u>Staff/parents/children</u>	<ul style="list-style-type: none"> <li><u>Following all DfE and PHE protocols for dealing with suspected/confirmed cases of coronavirus within the setting.</u></li> <li><u>Flowchart in PHE folder for information to SLT.</u></li> <li><u>Remote learning packs ready for children if closure is necessary.</u></li> <li><u>Those staff who are able to do so will work from home.</u></li> <li><u>Only those classes and staff affected will be sent home to self-isolate in line with current medical advice.</u></li> </ul>	Low	<u>Monitor local situation and respond as necessary in the case of local lockdown as advised by PHE. Ensure all updates are read and communicated as necessary to all staff.</u>	Low	SLT	<u>From September</u>
5	<u>Loss of SLT</u>	<u>Staff/children</u>	<ul style="list-style-type: none"> <li><u>Plan in place outlining devolved responsibility in case senior leaders become ill or otherwise incapacitated and unable to work.</u></li> <li><u>Plan shared with Governors and Trust Heads Board.</u></li> </ul>	Low	<u>Share plan in staff procedures for September so all staff know what to do in the unlikely event of loss of SLT.</u>	Low	SLT	July
4	<b>Managing Customers, Contractors and visitors</b>	Staff including cleaning and catering staff, pupils, Visitors. contractors	<b>Contractors</b> <ul style="list-style-type: none"> <li>Encouraging visits via remote connection/working where this is an option.</li> <li>Where site visits are required, site guidance on social distancing and hygiene should be explained to visitors on or before arrival.</li> <li>Limit the number of visitors at any one time.</li> <li>Limit visitor times to a specific time window and restricting access to required visitors only.</li> <li>Determine if schedules for essential services and contractor visits can be revised to reduce interaction and overlap between people, for example, carrying out services at night.</li> </ul>	Low	<u>Use Teams/Zoom etc for essential meetings. No visitors to school site unless entirely necessary. All visits to be agreed with HT.</u>	Low	SLT/ Premises staff/ Cheryl Groves	Ongoing from 1 <sup>st</sup> <u>June</u> <u>Sept</u>

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		11	<ul style="list-style-type: none"> <li>Maintain a record of all visitors, if this is practical.</li> <li>Revise visitor arrangements to ensure social distancing and hygiene, for example, where someone physically signs in with the same pen in receptions.</li> </ul> <p><b>Parents and Visitors-</b></p> <ul style="list-style-type: none"> <li>Provide clear guidance on social distancing and hygiene to people on arrival, for example, signage or visual aids and before arrival, for example, by phone, on the website or by email.</li> <li>Establish host responsibilities relating to COVID-19 and providing any necessary training for people who act as hosts for visitors.</li> <li>Review entry and exit routes for visitors and contractors to minimise contact with other people.</li> </ul>		<p><a href="#">Signage to be displayed in entrance.</a></p> <p><a href="#">Signage to be displayed around the site.</a></p>			
5	<b>Workplace and furniture contamination</b>	Staff including cleaning and catering staff, pupils, Visitors. contractors	<ul style="list-style-type: none"> <li>remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</li> <li>remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</li> <li>Limit or restrict use of high-touch items and equipment, for example, printers or whiteboards.</li> </ul> <p><b>Hygiene: handwashing, sanitation facilities and toilets</b></p> <ul style="list-style-type: none"> <li>Use signs and posters to maintain personal hygiene standards and build awareness of</li> </ul>	Low	<p><a href="#">All soft toys and furnishings removed from setting prior to reopening.</a></p> <p><a href="#">Rota for use of laptops with cleaning after each use.</a></p>	Low	SLT All staff Cleaning staff	<p>'stripping' classrooms completed by Friday 29<sup>th</sup> May 17<sup>th</sup> July.</p> <p>Ongoing review</p>

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		12	<p>good handwashing technique, the need to increase handwashing frequency</p> <ul style="list-style-type: none"> <li>• ensure that all adults and children:             <ul style="list-style-type: none"> <li>○ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the <a href="#">guidance on hand cleaning</a></li> <li>○ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing</li> <li>○ are encouraged not to touch their mouth, eyes and nose</li> <li>○ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> </ul> </li> <li>• ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand <a href="#">sanitiser</a> in classrooms and other learning environments</li> <li>• Set clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved as much as possible.</li> <li>• Enhance cleaning for busy areas.</li> <li>• Provide more waste facilities and more frequent rubbish collection.</li> <li>• Use paper towels as an alternative to hand dryers in handwashing facilities.</li> <li>• follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> <li>• clean surfaces that staff, children and young people are touching, such as toys, books, desks, chairs, doors, handles, sinks, toilets, light switches, bannisters, more regularly than normal</li> </ul>	<p><a href="#">Explicit teaching and instruction to staff on handwashing and respiratory hygiene alongside signage and frequent reminders.</a></p> <p><a href="#">Dedicated handwashing stations in KS1 and KS2 – corridor sinks. Labelled and checked for provisions throughout the day.</a></p> <p><a href="#">Cleaning schedule agreed, staff informed and</a></p>	<p>and implementation of measures from 1<sup>st</sup> <a href="#">June</a> <a href="#">Sept</a></p>
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		<p>13</p>	<ul style="list-style-type: none"> <li>• ensure that help is available for children and young people who have trouble cleaning their hands independently</li> <li>• encourage young children to learn and practice these habits through games, songs and repetition</li> <li>• Empty bins for tissues throughout the day</li> <li>• all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>• prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li> <li>• Use your local suppliers for proportionate supplies of soap, anti-bacterial gel and cleaning products if needed there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting.</li> </ul> <p><del>• Where shower and changing facilities are required, setting clear use and cleaning guidance for showers, lockers and changing rooms to ensure they are kept clean and clear of personal items and social distancing is achieved as much as possible.</del></p> <p><del>• Introducing enhanced cleaning of all facilities regularly during the day and at the end of the day.</del></p> <p><b>Handling goods, merchandise and other materials, and onsite vehicles if appropriate.</b></p> <ul style="list-style-type: none"> <li>• Cleaning procedures for goods and merchandise entering the school site.</li> </ul>		<p><a href="#">printed copy in all classrooms.</a></p> <p><a href="#">All classroom windows opened on arrival in school and doors kept open all day.</a></p> <p><a href="#">Frequent touch point sanitising</a></p>			
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~~Soca~~ Social distancing will be a problem in vehicles.  
Only one person to use at a time and vehicle cleaned  
thoroughly before and after each use.



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6	<b>Use of Personal protective equipment (PPE) in School settings against COVID -19</b>	Staff including cleaning and catering staff, pupils, Visitors. contractor s	<ul style="list-style-type: none"> <li>Wearing a face covering or face mask in schools or other education settings is <b>not recommended</b> <a href="#">although staff and children may wear a face covering if they so wish.-</a></li> <li>Schools and other education or childcare settings should not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus.</li> <li>Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</li> <li>Impairs the normal breathing of children</li> <li><b>The majority of staff in education settings will not require PPE beyond what they would normally need for their work</b>, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:                         <ul style="list-style-type: none"> <li>children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</li> <li>if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2</li> </ul> </li> </ul>	Low	<p><a href="#">Face masks are available to staff if they would like to wear them.</a></p> <p><a href="#">Children will be told not to touch the front of their face covering during use or when removing them.</a></p> <p><a href="#">Parents will be advised that children should not wear face masks, but if parents wish them to, they will need to manage them themselves. Face masks need to be changed every four hours and the used mask needs to be stored in a sealed plastic bag. Hands must be washed immediately afterwards.</a></p>	Low	SLT	1 <sup>st</sup> <a href="#">June 2020</a> <a href="#">ept</a>
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		17	<p>metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <p>Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE.</p>		<p><a href="#">Additional masks, aprons and gloves are available to staff for close contact e.g. nappy changing, medication, first aid.</a></p> <p><a href="#">Cubs room is set up as a base for any child with symptoms.</a></p> <p><a href="#">PPE has been sourced and is available to staff when necessary.</a></p>			
7	<b>Catering facilities</b>		<ul style="list-style-type: none"> <li>• Reopening planned for. LC kitchen to provide 'basic' lunch</li> <li>• <del>Practicality</del> <a href="#">Practicality</a> of providing food for pupils and staff</li> <li>• Can social distancing be achieved in the kitchen?</li> <li>• <del>Will separate sittings be viable for reduced numbers</del></li> <li>• <del>Additional time needed to clean areas between sittings</del></li> <li>• <del>Use disposable plates, cups and cutlery</del></li> </ul>	Low	<p><a href="#">Basic packed lunch on offer to children to be prepared and distributed from Lacon Childe. Children to eat in hall according to rota, maintaining their 'bubbles'.</a></p>	Low	Business manager	By <sup>3<sup>rd</sup></sup> <del>Sept</del> <sup>4<sup>th</sup></sup> <del>June</del> <del>2020</del>
8	<b>First Aid</b>		<ul style="list-style-type: none"> <li>• Adequate first aid and associate provision is made at all times.</li> <li>• Adequate PPE is provided for use of staff in all emergencies including first aid and fires.</li> </ul>	Low	<p><a href="#">PPE available and staff advised of</a></p>	Low	SLT/CG	<del>29</del> <del>May</del> <del>2020</del>

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		18	<ul style="list-style-type: none"> <li>• Provide all necessary means of cleaning equipment following any type of emergency.</li> <li>• <u>Spillages of bodily fluids, e.g. respiratory and nasal discharges are cleaned up immediately</u></li> <li>• All occasions where CPR is required will be carried out in accordance with current protocols from the Resuscitation Council the F/A needs assessment will identify any additional equipment and training needs.</li> <li>• First aiders need additional support and training in use of additional PPE if close contact with a patient is required. E.g. changes to EAV/CPR due to Covid 19.</li> <li>• <u>Additional</u> measures may be <u>Additional</u> measures may be <u>Additional</u> measures may be <u>Additional</u> measures may be</li> <li>• <del>Additional</del> <u>Additional</u> measures may be required\implemented in view of staff shortages.</li> <li>• Where there is a possible risk of infection all necessary precautions must be followed face, and eye protection and contact with the casualties airway must be avoided. Chest compressions and defibrillations must be applied while waiting for the ambulance and advance lifesaving care</li> <li>• For a Paediatric casualty – There is an acceptance that doing rescue breaths will increase the risk of transmitting the COVID-19 virus, either to the rescuer or the child/infant. However, this risk is small compared to the risk of taking no action as this will result in certain cardiac arrest and the death of the child. The advice from the Resuscitation</li> </ul>		<p><u>necessity of its use.</u>  <u>First aider list reviewed and updated.</u>                  'Cubs' room established as First Aid base and all supplies, equipment and information to be kept in there.</p>		<p><u>6.07.2</u>  <u>020</u></p>
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		19	Council (UK) is that rescue breaths should be undertaken as ventilations are crucial to the child's chances of survival. Face guards are available for these circumstances.					
9	<b>Accidents\ incidents</b>		<ul style="list-style-type: none"> <li>• Normal reporting to various parties e.g. Reporting to Governors / Trustees / Local Authority.</li> <li>• Reporting of COVID-19 cases to Health &amp; Safety Team. (RIDDOR 2013 requirements for HSE reporting)</li> <li>• Review high risk activities to minimise the potential for accidents and the need for staff to assist children\students. Seek advice from SLT</li> </ul>	Low		Low	SLT/CG	1 <sup>st</sup> June 2020 and ongoing
10	<b>Emotional distress of the staff - including anxiety</b>		<ul style="list-style-type: none"> <li>• At least one SLT member of staff on site every day for staff to share concerns with</li> <li>• Open door policy</li> <li>• Appoint mental health first aiders to support staff – Leigh Hector</li> <li>• Staff to be included with the decision making, risk assessments</li> <li>• Regular briefings to discuss phased returns and changes to processes. Consultation with staff to address concerns</li> <li>• Review staff work and rest rooms to ensure social distancing can be adhered to</li> <li>• Staff should be provided with an allocated space such as staff room or alternative rooms where they can go for break times. A safe space for staff to relax and rest between sessions should be made available.</li> <li>• Staff break and lunchtimes must be rotated into the school day</li> </ul>	Low	<u>All members of SLT on site every day. Staff meeting held to discuss arrangements for reopening and staff kept fully informed via email/Teams. Workload considered for teachers whose classes are returning. Email sent to staff about planning of their teaching with advice.</u>	Low	SLT	1 <sup>st</sup> June 2020

	<p><b>Emotional distress of the pupils</b></p>	<p>20</p>	<ul style="list-style-type: none"> <li>• Make details of counselling available to staff through Trust.</li> <li>• Share other contacts/sources of information such as MIND</li> <li>• Referral to Occupational Health for clarity on circumstances someone in school should be working under depending on health</li> <li>• Staff to have access to a designated member of staff (Leigh Hector) to address concerns with. Where possible work place adaptations should be considered to support staff member</li> <li>• Mental health, including anxiety is a recognised medical health need and should be treated in the same way as other medical needs by seeking additional information and working with staff member to ensure risks are reduced.</li> </ul> <ul style="list-style-type: none"> <li>• Pupils to be supported by staff</li> <li>• Look at ways of being able to support a child if in need of comfort.</li> <li>• SEN pupils - review assessments to be able to further assist pupils who will not understand the changes</li> </ul>		<p><u>Support materials sent out to staff for use with children. Children and families signposted to websites, support agencies. First day back guidance activities sent to all teachers which includes 'circle time' activities (not in a circle though) to gauge how</u></p>			
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		21			<del>the children are feeling.</del>			
11	Transport arrangements	All	<p><b>Staff, parents and children:</b></p> <ul style="list-style-type: none"> <li>• parents and children and young people encouraged to walk or cycle to their education setting where possible</li> <li>• <del>making sure schools, parents and young people follow the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a> when planning their travel</del></li> <li>• <del>ensuring that transport arrangements cater for any changes to start and finish times</del></li> <li>• <del>making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus</del></li> <li>• <del>making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers</del></li> <li>• <del>taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts</del></li> <li>• <del>Social</del> <u>Social</u> distancing will be a problem in vehicles. Consider only one person to use at a time and vehicle cleaned thoroughly before and after each use.</li> </ul> <p><b>local authorities or transport providers could consider the following:</b></p> <ul style="list-style-type: none"> <li>• <del>guidance or training for school transport colleagues</del></li> </ul>	<u>2</u>	<u>Children coming to the setting must be dropped off and picked up by an adult.</u>	<u>1</u>		

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		22	<ul style="list-style-type: none"> <li><del>cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out</del></li> <li><del>communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</del></li> </ul>					
12	<b>Use of Car park for cars, and other forms of transport</b>	All	<ul style="list-style-type: none"> <li>Car parking/spacing of cars for staff                             <ul style="list-style-type: none"> <li><del>staggered arrival times?</del></li> <li><del>Use of bikes revise the siting of bikes and again stagger times of arrival and maybe dedicate different area to secure bikes</del></li> </ul> </li> </ul>	<u>2</u>	<u>Staggered arrival in car park to ensure social distancing.</u>	<u>1</u>		
13	<b>When schools reopened other areas will need consideration. e.g. building related hazards -eg-e.g. fire safety management, building evacuation, equipment</b>		<p>Please see appendix A a separate risk assessment for Premise building related issues for inspections, maintenance checks etc. required.</p> <p>Fire Risk Assessment will need reviewing in light of the control measures implemented due to staff shortage, alterations of evacuation routes, different exits used to maintain social distancing.</p>					

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<p>checks <u>Legionella, etc.</u> <u>Legionella, etc.</u></p>	<p>23</p>						
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If more hazards are identified please add more boxes

**D. Safe Systems of Work to be outlined below by using the information in Section C once completed:**

- All staff to be given sufficient information\training to be able to work safely and where practicable maintain the 2m distancing protocol.
- Additional ~~measures~~ measures will be necessary if dealing with ~~shielded~~ shielded and clinically vulnerable children and young people see [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#) for more advice.
- Or clinically vulnerable adults see [Staying at home and away from others \(social distancing\) guidance](#)
- ~~Conitue~~ Continue monitoring and review risk assessments and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed above)
- Ensure that all health and safety compliance checks e.g. premise, safety and security ~~systems~~ systems have been undertaken before opening and sufficient staff are available to undertake these tasks See ~~Appedix~~ Appendix A for Premise checklist.
- All building equipment is deemed safe to use and has received appropriate checks by competent persons. Including all fire safety related equipment (emergency lights, fire detection equipment, fire extinguishers etc.) passenger lifts, etc.
- Site staff to manage the risk from legionella on site before schools open and then continue the test regimes.
- Lone working in parts of the building is managed – use of radios and regular check in etc etc. No higher risk activities ~~ege.g.~~ work at height to be undertaken unless ~~absolutely necessary~~ necessary.

**Communication to all parties is essential:**

- tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](#))
- tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend
- tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
- make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)
- also think about engaging parents and children in education resources such as [e-bug](#) and [PHE schools resources](#)
- ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)

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- talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful
- communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers
- discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this

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# Cleobury Mortimer Primary School



## Appendix A

26

The following checklist has been prepared to guide premise managers. It is aimed at identifying actions that need to be taken to make the building and site safe. Within the checklist are items that have statutory duties attached such as examination, inspection, maintenance, servicing and testing. All of these will have been managed before the lockdown and should have been continued even though buildings have been closed or partially open.

It is essential that compliance is achieved before reoccupation.:

Mr Tom White, Premises Manager, is the identified person responsible for premise management.

Building / Infrastructure / Systems	Action	Checked	Comments / Defects / Damage
<b>Site:</b> <ul style="list-style-type: none"> <li>Perimeter fencing, hedges, gates etc.</li> <li>Trees</li> <li>Waste storage areas and waste bins</li> </ul>	<ul style="list-style-type: none"> <li>Boundary integrity</li> <li>Risk assessments up-to-date; no damage</li> <li>Secure – waste collection still occurring</li> </ul>	✓	<a href="#">Weekly checks have been carried out by SLT during lockdown.</a>
<b>Building:</b> <ul style="list-style-type: none"> <li>Roof (inc. chimneys)</li> <li>Facias, gutters, downpipes</li> <li>Walls</li> <li>Windows</li> <li>Exterior doors</li> <li>Door canopies</li> <li>Paths</li> <li>Roads, car park, gates / barriers</li> </ul>	<ul style="list-style-type: none"> <li>Defects or damage</li> <li>Doors opening properly with no restrictions</li> <li>No defects or damage; in working order</li> <li>Slip or trip hazards (uneven, holes etc.)</li> <li></li> </ul>	✓	<a href="#">Weekly checks carried out by SLT during lockdown.</a>
<b>Interior:</b> <ul style="list-style-type: none"> <li>Ceilings</li> <li>Walls</li> <li></li> <li>Doors – final exits open (fire, emergency)</li> <li>Fire doors (close and fit as intended)</li> <li>Stairs / steps / ramps</li> </ul>	<ul style="list-style-type: none"> <li>No defects or damage likely to affect building users</li> <li>Fire Doors checked for fit and opening</li> <li></li> <li>No slip or trip hazards</li> </ul>	✓	

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<ul style="list-style-type: none"> <li>• Handrails</li> <li>• Floors (floor coverings) 27</li> <li>•</li> </ul>			
<p><b>Infrastructure:</b></p> <ul style="list-style-type: none"> <li>• Electricity (CB / RCD checks, sockets)</li> <li>• Water system</li> <li>• Heating (boiler etc.)</li> <li>• Ventilation</li> <li>• Kitchens</li> <li>• Toilets / <u>showers</u></li> <li>• <u>Swimming pools / hydrotherapy pools</u></li> </ul>	<ul style="list-style-type: none"> <li>• Check circuit breakers to see if any have tripped; Operate RCD(s) to confirm operation; inspect sockets for damage / overload</li> <li>• Ensure supply; check for leaks; legionella controls (see below)</li> <li>• Boiler operational (heating and hot water) – maintenance and servicing carried out according to schedule</li> <li>• Check system operation; change filters</li> <li>• Check all equipment; inspect kitchen and food storage areas for insects / vermin; dispose of food past sell-by date; enhanced cleaning</li> <li>• Enhanced cleaning; legionella controls</li> <li>• <u>Cleaning regime</u></li> <li>• <u>Follow PWTAG guidance</u></li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Heating system in need of work as it has not been operational since 30.03.2020</p>
<p><b>Systems:</b></p> <ul style="list-style-type: none"> <li>• Fire detection and alarm (see below)</li> <li>• Emergency lighting (see below)</li> </ul>	<ul style="list-style-type: none"> <li>• All detectors, call points and detectors operational; weekly testing performed</li> <li>• Battery test to check e-lighting operational</li> <li>• Alarm system working</li> </ul>	<p>✓</p> <p>✓</p>	

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<ul style="list-style-type: none"> <li>• Security</li> <li>• Communications - telephony</li> <li>• IT – WiFi</li> <li>• Pressure systems</li> </ul>	<ul style="list-style-type: none"> <li>• Phone lines operational</li> <li>• WiFi working</li> <li>• Statutory examination, maintenance and servicing undertaken according to schedules</li> </ul>		
<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• IT – computers, monitors etc.</li> <li>• OHP / Whiteboards</li> <li>• Fire extinguishers</li> <li>• Access equipment / ladders</li> <li>• Kitchen equipment – kettles, microwaves etc.</li> <li>• Lifts (see below) / lifting equipment</li> </ul>	<ul style="list-style-type: none"> <li>• All IT equipment operational and without faults</li> <li>• Equipment in good working order</li> <li>• Serviced annually</li> <li>• Visual inspections for damage / defects</li> <li>• Visual inspections; PAT tests if required</li> <li>• Statutory examination, maintenance and testing completed according to schedule</li> </ul>	<p>✓</p> <p>✓</p>	
<p><b>Maintenance, testing and servicing:</b></p> <ul style="list-style-type: none"> <li>• EIRC (Fixed wiring) and PAT (electricity)</li> <li>• Water (temperature, flushing, cleaning, disinfecting etc.) – see below</li> </ul>	<ul style="list-style-type: none"> <li>• EIRC within date; PA tests completed according to schedule</li> <li>• Legionella controls undertaken according to schedule. NB. If controls have not been performed during lockdown a separate procedure must be followed before reopening/ reoccupation. Check with Tim Othen IN THIS CASE.</li> </ul>		

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