

ST. MICHAEL'S NURSERY AND INFANT SCHOOL



COVID-19 RISK ASSESSMENT – **OPERATIONS & PREMISES**

RA Reference	<i>OPERATIONS AND PREMISES RISK ASSESSMENT V7</i>	Activity Description	COVID-19 - Infection Prevention and Control – SCHOOL OPERATIONS & PREMISES
Assessment Date	<i>1.9.2020</i>	Assessor Name	<i>ANNE RICHARDSON</i>
Assessment Team Members	<i>GOVERNING BODY, STAFF MEMBERS</i>	Planned Review Date	After the government school announcements
Location	<i>ST. MICHAEL'S NURSERY AND INFANT SCHOOL, STATION ROAD, WORKINGTON</i>	Number Of People Exposed	<i>17 staff 66 children potentially when all return</i>
Overall Residual Risk Level following implementation of effective control measures	Medium risk Given the current Public Health information it remains likely that COVID-19 will continue to spread although for the majority of persons effects will be of minor severity	People Exposed	All Employees, Pupils, Visitors, Contractors, Members of the public, Vulnerable Children/ Adults Persons with pre-existing medical conditions First Aiders, New/ Expectant Mothers
Assessment Last Updated	<i>1.9.2020</i>	Is this acceptable risk?	Yes/ No

Hazard description What is the risk?	Current Control Measures (Those that are in place)	Potential Risk	Additional Control Measures	Residual Risk
Inappropriate arrangements for opening the school to pupils causing Infection spread leading to serious respiratory illness, death	<p>Preparations will need to be agreed with Governors and staff prior to re-occupation by pupils and staff.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minimise contact between individuals and maintain social distancing wherever possible <input type="checkbox"/> Reduce the number of contacts between children and staff. <input type="checkbox"/> Maintain distinct groups or 'bubbles' that do not mix with other bubbles. <input type="checkbox"/> For younger children, those with complex needs the emphasis will be on separating groups (class bubbles), and for older children it will be on distancing. Children old enough will be supported to maintain distance and not touch staff where possible. <input type="checkbox"/> At primary school implement smaller groups the size of a full class where possible. <input type="checkbox"/> Early years are no longer required to keep children in small, consistent groups within settings but can return to normal group sizes. <input type="checkbox"/> All children will be encouraged to keep their distance within groups/bubbles although it is acceptable for younger children not to distance within their group. <input type="checkbox"/> We will try to keep children in their class groups for the majority of the classroom time but may also need to allow mixing into wider groups at play time, wraparound care (when it resumes). 	High	<p>Individuals displaying symptoms of COVID-19 should follow the government guidance COVID-19: guidance for households with possible coronavirus infection)</p> <p>We will not be able to maintain this separation during lunch and playtime due to the number of staff – staff from EY and KS1 will both cover the hall and cannot split them due to the number of children who need support.</p> <p>Provide ongoing health and safety information not only to staff through induction, training and</p>	Medium



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	<p><input type="checkbox"/> All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2m from other adults. This is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p> <p><i>Measures within the classroom</i></p> <p><input type="checkbox"/> Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible with younger children.</p> <p><input type="checkbox"/> Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p><input type="checkbox"/> We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.</p> <p><input type="checkbox"/> Spaces used will be well ventilated using natural ventilation where possible. Maximise ventilation by opening windows and propping open doors if possible.</p> <p><input type="checkbox"/> Staff can provide children with water in a cup that will then be washed or in a disposable cup. Pupils may use taps in the classroom which will be disinfected after use by group</p> <p><input type="checkbox"/> Sand and water trays to be taken out of use unless ONLY being used by one particular class. Malleable resources such as play dough will not be shared between different classes/groups.</p> <p><input type="checkbox"/> In order to facilitate cleaning, remove unnecessary items from learning environments. Public health advice is to remove all soft toys, bean bags and any toys that are hard to clean, such as those with intricate parts.</p> <p><input type="checkbox"/> Dressing up clothing and other fabric items can be used if used intermittently – every 2 days – to reduce the risk of cross contamination or reserved for one class/group.</p> <p><input type="checkbox"/> Where possible (weather permitting) children will make use of outdoor spaces and outdoor equipment. Only one group at a time may use play equipment externally. Again equipment will be kept to a minimum and disinfected with spray after use by each cohort or reserved for one class/group.</p> <p><input type="checkbox"/> Climbing frames to be taken out of use.</p>		<p>regular updates/reminders but also for children and young people and parents/carers where applicable.</p> <p>Induction checklist/staff handbook or code of conduct to be updated in line with COVID-19 risk assessment and information for parents displayed on the school website.</p> <p>The revised GOV.UK: Staying Covid-19 Secure poster to be displayed. Consideration must be given to ensuring our plans are communicated to those parents who have English as an additional language and parents of vulnerable children including young carers.</p> <p>May not be able to leave doors open in EY building due to the needs of children.</p> <p>We will not use dress up clothes as children will require support to put them on.</p> <p>Nursery yard is currently out of bounds due to work on the roof over running.</p>	
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<ul style="list-style-type: none"> <input type="checkbox"/> IT suites can be used by pupils. Disinfection of workstations, keyboard and mouse after each class/bubble use will be necessary. Communal headphones will not be used – KS1 children have been supplied with their own. <input type="checkbox"/> Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles. <p><u>Measures for break and lunchtimes</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> All children will eat together - social distancing will be considered and different groups will use different doors. <input type="checkbox"/> Playground will be used by both groups but each will use a different toilet. <input type="checkbox"/> Shared staff spaces will be used by limited staff to distance from each other. <input type="checkbox"/> Encourage staff to remain on-site at lunch time and, when not possible, maintaining social distancing while off-site & wearing face coverings in enclosed public spaces. <p><u>Measures elsewhere</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> We will avoid large gatherings such as assemblies or collective worship with more than one group and singing will not take place in larger groups <input type="checkbox"/> When timetabling, groups will be kept apart and movement around the school site kept to a minimum. Passing briefly in the corridor or playground is low risk. <input type="checkbox"/> School office staff will be shielded by glass doors <input type="checkbox"/> Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc. <input type="checkbox"/> Emma to sign visitors in /out – staff to phone Emma to say they are in or leaving school. <input type="checkbox"/> Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries. <input type="checkbox"/> Restrict non-business deliveries, e.g. personal deliveries to workers. <p><u>Measures for arriving at and leaving school</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> We will encourage parents and pupils to walk to school where possible. <input type="checkbox"/> Arrival and finish times do not need to be staggered due to the 3 different entrances – parents have been informed of drop off and collection procedures. <input type="checkbox"/> Parents will be advised that only one parent should bring the child/ren to school. <input type="checkbox"/> Parents will be informed and, if necessary, regularly reminded that they must maintain social distancing from the next adult or child at all times when bringing their child to or collecting them from school. 		<p>We are not able to stagger lunch times or breaks due to the number of staff we have to cover the break times. Children will sit in their groups at lunch time but will play together on the yard and use the upper school toilets.</p> <p>EG will use the glass doors to the office so that she is shielded when parents are talking to her.</p>	
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<ul style="list-style-type: none"><input type="checkbox"/> We have implemented a one way system.<input type="checkbox"/> Parents to deliver their child to their allotted door then leave the site. Parents may only enter school with agreement by the Head teacher and appointments must be made prior to the visit. Parents may, however, telephone the school at any time should they have any concerns or issues of which the school need to be informed.<input type="checkbox"/> At the end of the allotted session, parents may collect their children from the same entrance area where they will be supervised by staff.<input type="checkbox"/> Used PPE and any disposable face coverings that staff or children arrive wearing will be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of Covid-19 in which case it will be disposed of. Any non-disposable washable cloth face coverings that staff or children are wearing when they arrive at school must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands. Staff, children and parents will be so instructed. <p><u>Wider public transport</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Car sharing to and from work/school is not currently advised unless the individuals are from the same household (or support bubble). <p><u>Other considerations</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Pupils with SEND will receive specific help and preparation for the changes to routine.<input type="checkbox"/> Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.<input type="checkbox"/> KS 1 children will have their own equipment, such as pencils and pens, children in the EY will share but the equipment will be washed regularly.<input type="checkbox"/> Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.<input type="checkbox"/> Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.<input type="checkbox"/> No equipment or bags to be brought into school by children – only coat, hat.<input type="checkbox"/> Cleaning throughout the day – non-healthcare settings where no-one has symptoms of, or confirmed Covid-19			
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<p><u>Cleaning and disinfection</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> A cleaning schedule throughout the day will ensure cleaning is generally enhanced i.e. frequently touched surfaces being cleaned more often than normal. <input type="checkbox"/> Reduce clutter with only the minimum items left on work and other surfaces. This allows for more intensive cleaning and reduces the risk of the virus landing on multiple surfaces. <input type="checkbox"/> Use disposable cloths or paper roll and disposable mop heads wherever possible, disposing of after use. <input type="checkbox"/> Ensure disposable tissues are available in each room for both staff and pupils. <p><u>Kitchens and communal canteens</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> It is very unlikely that Covid-19 is transmitted through food. However, as a matter of good hygiene practice, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. <input type="checkbox"/> Crockery and eating utensils should not be shared. <p><u>Waste</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for Covid-19 <input type="checkbox"/> Dispose of routine waste as normal, placing any used cloths or wipes and used PPE in 'black bag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away. Do NOT use recycling bins. All bins will be lidded where possible. <p><u>Wraparound care provision</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> We will not resume breakfast club until later in the term. <p><u>School uniform</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents have been asked to send their children in school uniform each day (clean if possible) <input type="checkbox"/> Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. <p><u>Curriculum</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> All pupils – particularly disadvantaged, SEND and vulnerable pupils must be given the catch-up support needed to make substantial progress by the end of the academic year. The key principles that underpin curriculum planning are: <ul style="list-style-type: none"> • education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life; 	<p>Staff will talk to parents of children who need to bring spare clothes/nappies into school – these will be stored in a plastic bag in the child's draw</p> <p>Cleaning log is in place so that the cleaner knows that surfaces have been wiped down etc.</p> <p>Soft toys and furnishings have been removed from the classrooms</p>
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<ul style="list-style-type: none">• the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment;• remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. <p><input type="checkbox"/> The EYFS statutory framework sets the standards that schools must meet for the learning, development and care of children from birth to 5 years old. For pre-reception children, we may focus at this time on the prime areas of learning. For children in reception year, teachers will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.</p> <p><input type="checkbox"/> In EYFS, we will continue to consider what strategies they are using to keep children safe online during this period, including:</p> <ul style="list-style-type: none">• supervising children when accessing the internet.• Particular consideration will need to be given to the learning needs and objectives of children with SEND.• In our regular communications with parents we will continue to emphasise and promote online safety for those pupils who are not attending the school. <p><u>Physical Education, School Sport and Physical Activity (PESSPA)</u></p> <p><input type="checkbox"/> We have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in our system of controls although contact sports should not take place.</p> <p><input type="checkbox"/> Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p><input type="checkbox"/> Outdoor sports will be prioritised where possible, and indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene.</p> <p><input type="checkbox"/> We are able to work with external coaches for curricular and extra-curricular activities where we are satisfied that this is safe to do so. We will consider carefully how such arrangements can operate within our wider protective measures.</p> <p><u>Science, Art and D&T</u></p> <p><input type="checkbox"/> For guidance regarding Science and D&T in relation to returning to school and running practical activities, we will refer to the relevant CLEAPSS Guidance. Although specific risk assessments will not be required, our existing curricular risk assessments will be reviewed and where necessary updated to reflect altered practices and CLEAPSS Guidance.</p>			
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<p>Hazards in relation to staffing and daily operation</p> <p>Contact with individuals who are unwell - Serious respiratory illness, death</p>	<ul style="list-style-type: none"> <input type="checkbox"/> If a child is awaiting collection, they will be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least 2 metres away from other people. <input type="checkbox"/> If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom will be cleaned and disinfected using standard cleaning products before use by anyone else. <input type="checkbox"/> If a child needs direct personal care until they can return home, a fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained. If contact with the child is necessary, then disposable gloves and a disposable apron will also be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn. Refer to safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) <input type="checkbox"/> In an emergency, call 999 if someone is seriously ill, injured or their life is at risk. <input type="checkbox"/> Anyone who has helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace. <input type="checkbox"/> Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. <input type="checkbox"/> Pupil/staff cohorts remain together during teaching time but we do not have enough staff to cover separate play and lunchtime. Staff will supervise children from both 'bubbles' on the yard but Nursery and Reception children will use Nursery toilets. All toilets will be cleaned after playtime and lunchtime. <input type="checkbox"/> EY children will have been to the toilet and washed hands before going to lunch. They will use the main door to enter and leave the Hall. They will leave their coats in the foyer. <input type="checkbox"/> KS1 will use the corridor door. Children will sit with their own classes on square tables. Staff from both bubbles will supervise in the hall. They will then supervise on the yard. <input type="checkbox"/> Pupils – Individual healthcare plans in place for pupils who require them. 	<p>High</p>	<p>All staff to be advised that they must inform AR if they or anyone in their household have been advised to self-isolate, before entering the workplace</p> <p>An information poster highlighting the symptoms of COVID19 is placed throughout the premises. Ongoing communications (posters, emails, inductions, briefing, toolbox talks) has been provided to all employees and/or regular visitors</p> <p>Isolation room will be the area next to the school office.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (Covid-19).</p> <p>The face masks in all first aid boxes and the isolation kit are fluid-resistant surgical face masks of the correct standard</p> <p>Anyone with coronavirus (Covid-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p>	<p>Medium</p>
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<p>Child or young person requiring 121 support</p> <p>SEND/ Behaviour Management Issues</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils - Separate individual risk assessment/ healthcare / behaviour management plans and external support accessed where required to determine if the child or young person can safely attend where 121 care or support is not available for them <input type="checkbox"/> Local school specific risk assessments will identify additional control measures to be followed to prevent cross contamination and infection e.g. Cleaning/ Kitchen RAs <p style="background-color: yellow;">Latest Gov. advice is that Primary children do not need to socially distance from each other.... Protocols remain in place for adults.</p>	<p>SEND High Risk</p>	<p>AR to carry out an individual RA for child attending who requires 121 – will work with different staff</p> <p>Behaviour policy adapted (HT) with annex for COVID – 19 circumstances. No physical intervention unless an emergency.</p>	<p>Medium Risk</p>
<p>Inadequate hand and respiratory hygiene leading to spread of Covid-19 virus could cause Infection spread leading to serious respiratory illness, death</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Wash with liquid soap/foam & water for a minimum of 20 seconds (see hand wash guidance). Alcohol based hand cleansers/gels (containing at least 60% alcohol) can be used if soap and water are not available. <input type="checkbox"/> Small children and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. <input type="checkbox"/> Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of aqueous cream will be made available to help prevent soreness. <input type="checkbox"/> When using the toilet staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that strict hand hygiene measures are observed following every visit to the toilet. <input type="checkbox"/> Different groups will be allocated their own toilets. <input type="checkbox"/> The 'catch it, bin it, kill it' approach will continue. Everyone will be reminded to sneeze into a tissue or sleeve NEVER into hands and to wash hands immediately after (as above). <input type="checkbox"/> Used tissues will be put in a bin immediately - all waste bins to be lined – preferably double-lined and should be lidded and foot operated and emptied regularly <input type="checkbox"/> Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will be considered in risk assessments in order to support these pupils and the staff working with them 	<p>High Risk</p>	<p>Ensure all attending understand how to wash hands correctly - Posters around the school as appropriate.</p> <p>Ensure all sinks have necessary stock & restock as necessary.</p> <p>Adult toilets with lids will have 'Flush with lid closed' signs</p> <p>'Catch it, bin it, kill it' posters to be displayed</p>	<p>Medium Risk</p>
<p>Poor response to an infection and so Infection spread leading to serious</p>	<ul style="list-style-type: none"> <input type="checkbox"/> We will ensure all staff and parents understand the NHS Test and Trace process. We will ensure that staff and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> ▪ book a test if they or their child are displaying symptoms (or order via Tel No. 119). Staff and pupils must not come into the school if they have symptoms and must be 	<p>HIGH Risk</p>	<p>If any individual with symptoms is believed to have contracted the COVID-19 virus 'whilst at work', the relevant information must be</p>	<p>Medium Risk</p>

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<p>respiratory illness, death</p>	<p>sent home to self-isolate if they develop them in school. All children can be tested, including children under 5;</p> <ul style="list-style-type: none"> ▪ provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace/Public Health; ▪ self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or if anyone in their household develops symptoms of coronavirus (COVID-19). <p>We will assist the Test and Trace service by keeping a temporary record of staff shift patterns for 21 days and assist NHS Test and Trace with requests for that data if needed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We have a small number of home testing kits that we can give directly to parents/carers collecting a child who has developed symptoms at school, staff who have developed symptoms at school or where we think providing one will significantly increase the likelihood of them getting tested. <input type="checkbox"/> We will ask parents and staff to inform us immediately of the results of a test: <ul style="list-style-type: none"> - if a child or member of staff tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating although it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. - if a child or member of staff tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have a temperature (a cough or anosmia can last for several weeks once the infection has gone). - The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. - If a child or member of staff is not experiencing symptoms but has tested positive for Covid-19, they must self-isolate for at least 10 days, starting from the day the test was taken. If symptoms develop during this isolation period, then they must restart the 10 day isolation from the day symptoms developed. Others in the household must self-isolate for 14 days from the date of the positive test. 	<p>reported to the HSE under RIDDOR legislation.</p> <p>School will contact the Cumbria Covid-19 Call Centre (0800 783 1968) should we have a suspected case of coronavirus in school. This applies to both staff and pupils. Do NOT give this Tel No. to parents.</p> <p>Refer to Maintaining records of staff, customers and visitors to support NHS Test and Trace</p> <p>If any individual with symptoms is believed to have contracted the Covid-19 virus 'whilst at work', the relevant information must be reported to the HSE under RIDDOR legislation.</p> <p>In the sad event of the death of a worker in children's services from coronavirus (COVID-19) follow: Actions for employers and providers following a coronavirus (COVID-19) related death of a carer or colleague across children's services</p>
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	<ul style="list-style-type: none"> <input type="checkbox"/> At this stage, all those who have been in close contact with the pupil or member of staff in their group or bubble will be asked to self-isolate for 14 days. <input type="checkbox"/> If a further child who is self-isolating develops symptoms, they should be tested for COVID-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 14 days from the onset of the symptoms. If the result is negative, the second child will continue with their 14 day isolation period as a result of being in contact with the first child. 			
<p>Poor containment of an outbreak by not following local health protection team advice leading to Infection spread leading to serious respiratory illness, death</p>	<ul style="list-style-type: none"> <input type="checkbox"/> If we have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required. <input type="checkbox"/> In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If we implement the controls from this risk assessment, whole school closure based on cases within the school will not generally be necessary and should not be considered except on the advice of health protection teams. <input type="checkbox"/> In consultation with the local Director of Public Health, where an outbreak in our school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice. 	HIGH Risk		Medium Risk
<p>Lack of wellbeing and mental health management for children</p> <p>Preventing ill health due to anxiety and work related stress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School staff will need to consider how to support: <ul style="list-style-type: none"> ▪ individual children who have found the long period at home hard to manage; ▪ those who have developed anxieties related to the virus; ▪ those about whom there are safeguarding concerns; ▪ those who may make safeguarding disclosures once they are back in schools; ▪ children from black, Asian and minority ethnic (BAME) communities and their families who may be at increased risk of serious ill-health as a result of contracting COVID-19. They may have additional or heightened worries about returning to school; ▪ those who have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities. <p>We consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> ▪ support the rebuilding of friendships and social engagement; 	Medium Risk	<p>The Local Authority have produced the following guidance Coronavirus – getting back to school Supporting emotional wellbeing and learning</p> <p>Reporting of stress will be through the head teacher as per normal procedures.</p> <p>Amendments to H & S procedures will be shared at induction meeting</p>	Medium Risk

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	<ul style="list-style-type: none"> ▪ address and equip pupils to respond to issues linked to coronavirus (COVID-19); ▪ support pupils with approaches to improving their physical and mental wellbeing. ☐ To support this, teachers may wish to access the free Minded learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement. ☐ We will consider how we are working with school nursing services to support the health and wellbeing of our pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including: <ul style="list-style-type: none"> ▪ support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues; ▪ support for pupils with additional and complex health needs; ▪ supporting vulnerable children and keeping children safe. ☐ We will work together with school nurses to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery. ☐ Staff will need to strike an appropriate balance between reintegrating pupils into a reassuring and familiar work ethic to support their mental wellbeing on the one hand and identifying and taking time to address explicitly individual concerns or problems on the other. ☐ If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). 		<p>Refer to DfE - Supporting pupil and student mental wellbeing and teaching about mental wellbeing,</p> <p>Refer to BAMEed Network guidance for assistance in completing an individual risk assessment before affected pupils return to school.</p> <p>Additional resources are available to help children learn about COVID-19 and how to keep themselves and others safe:</p> <ul style="list-style-type: none"> - Professional association for children and early years (PACEY): supporting children in your setting - Dr Dog explains coronavirus - Busy Bees: <ul style="list-style-type: none"> · 2 metres apart activity <p>Bright Horizons: Talking to Children about COVID-19 (novel coronavirus)</p>	
<p>Lack of wellbeing management for staff</p>	<ul style="list-style-type: none"> ☐ Governing bodies and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders. ☐ Workload will be carefully managed and the school will assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision. This issue will be factored into our resource 	<p>Medium</p>	<p>Refer to extra mental health support for pupils and teachers.</p> <p>Refer to BAMEed Network guidance for assistance in completing an individual risk</p>	<p>Medium</p>

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	<p>and curriculum planning and consideration given to where additional resource could be safely brought in if necessary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals. <input type="checkbox"/> We will monitor the wellbeing of people who are working from home, on furlough or who are shielding and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. <input type="checkbox"/> We will consider how to support the mental wellbeing of our staff who are returning after a significant period of either home working, shielding or furlough. Where work-related issues present themselves, the HSE's published stress Management Standards will be followed. We will also review how we can support employees on broader issues, such as bereavement support and general anxiety about the ongoing situation (for example by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling). 		<p>assessment before affected staff return to work.</p> <p>Refer to the DfE workload reduction toolkit and case studies to support remote education</p> <p>Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing</p>	
<p>Inadequate communications with and training of staff</p> <p>Staff do not understand safety procedures</p>	<p>Returning to work</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will ensure all staff understand coronavirus related safety procedures. <input type="checkbox"/> We will provide clear, consistent and regular communication to improve understanding and consistency of ways of working amongst staff. <p>Ongoing communications</p> <ul style="list-style-type: none"> <input type="checkbox"/> We will ensure all staff are kept up to date with how safety measures are being implemented or updated. <input type="checkbox"/> We will ensure ongoing engagement with staff, (including through trades unions or employee representative groups) to monitor and understand any unforeseen impacts of changes to working environments. 	<p>Medium</p>		<p>Medium</p>
<p>Hazards in relation to Clinically vulnerable or extremely clinically vulnerable persons returning to school</p>	<p><u>Pupils who are shielding or self-isolating</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> There will be far fewer children advised to shield and majority of pupils will be able to return to school. However, a small number of pupils will still be unable to attend in line with public health advice as they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19); 	<p>High Risk</p>	<p>Shielding advice for all adults and children will pause on 01/08/20, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even</p>	<p>Low Risk</p>

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<ul style="list-style-type: none"> <input type="checkbox"/> If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent; <input type="checkbox"/> Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). <input type="checkbox"/> Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will be able to offer them access to remote education and we will monitor engagement with this activity <p><u>Immunisation</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> As normal, we will engage with our local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. <p><u>School workforce</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Shielding measures were paused from 01/08/20, with the exception of areas where local lockdown means that shielding will continue. It is therefore appropriate for teachers and other school staff to return to school and we expect that staff who need to will attend school. <input type="checkbox"/> We will discuss any concerns individuals including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, may have around their particular circumstances, reassure staff about the protective measures in place and carry out a specific Individual Risk Assessment with them. <p><u>Staff who are extremely clinically vulnerable</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Those who are clinically extremely vulnerable can return to school in September 2020 provided we implement the system of controls outlined in Full Opening: Schools and this Risk Assessment. <input type="checkbox"/> In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population (see below), taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home and/or workspace. <input type="checkbox"/> People who live with those who are clinically extremely vulnerable can attend the workplace. <p><u>Staff who are clinically vulnerable</u></p>	<p>the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.</p>
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	<ul style="list-style-type: none"> <input type="checkbox"/> Clinically vulnerable staff can return to school in September. While in school they should follow the specific measures in this Risk Assessment to minimise the risks of transmission. <input type="checkbox"/> This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. This provides that ideally, adults should maintain 2m distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents. <input type="checkbox"/> People who live with those who are clinically vulnerable can attend school. <p><u>Staff who are pregnant</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pregnant women are in the 'clinically vulnerable' category, and are advised to follow the above advice, which applies to all staff in schools. <input type="checkbox"/> We will conduct a risk assessment for new and expectant mothers in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). <input type="checkbox"/> The Royal College of Obstetrics and Gynaecology (RCOG) guidance includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. We will follow this advice and continue to monitor for future updates to it. <p><u>Staff who may otherwise be at increased risk from coronavirus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Those with particular characteristics such as those from the Black, Asian, Ethnic Minority community (BAME) who may be at comparatively increased risk from coronavirus (Covid-19) can return to school in September as long as the system of controls set out in Full Opening: Schools and this Risk Assessment are in place. <input type="checkbox"/> People who live with those who have comparatively increased risk from coronavirus (Covid-19) can attend school. 			
<p>Failure to adequately identify vulnerable pupils/safeguarding</p> <p>Vulnerable pupils do not receive appropriate</p>	<ul style="list-style-type: none"> <input type="checkbox"/> We will continue to have regard to statutory guidance Keeping Children Safe in Education (from September 2020). <input type="checkbox"/> We will review/update our child protection policy (led by the DSL) to reflect the return of more pupils. <input type="checkbox"/> We will identify all those children whom we believe to be vulnerable in addition to those classed as vulnerable under current DfE guidance. This will include children on the edge of receiving support from children's social care, adopted children, those living in temporary accommodation and those who are young carers. <input type="checkbox"/> We will check that we have at least two correct emergency numbers. 	HIGH Risk	<p>Refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</p> <p>Vulnerable grid used to identify vulnerable children</p>	Medium



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support and protection	<ul style="list-style-type: none"><input type="checkbox"/> The DSL (and deputies) will be provided with more time, especially in the first few weeks of term, to help provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.<input type="checkbox"/> Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.			
Poor or inappropriate behaviour and attendance Leading to Infection spread leading to serious respiratory illness, death	Behaviour <ul style="list-style-type: none"><input type="checkbox"/> Our Behaviour policy will be updated with any new rules/policies and will be communicated clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.<input type="checkbox"/> We will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and we will also consider how to build new expectations into our rewards system.<input type="checkbox"/> It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. We will work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.<input type="checkbox"/> Some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. We will work with local services (such as health and the LA) to ensure the services and support are in place for a smooth return to schools for pupils.<input type="checkbox"/> The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion will only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker will be informed and involved in relevant conversations.		Refer to 'Covid-19 Addendum to the School Behaviour Policy' and 'Covid-19 Addendum to the Staff Code of Conduct'	

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	<p><input type="checkbox"/> Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation.</p> <p>Attendance</p> <p><input type="checkbox"/> School attendance will be mandatory again from the beginning of the autumn term. From that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> - parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; - schools' responsibilities to record attendance and follow up absence; - the availability to issue sanctions, including fixed penalty notices in line with the LA code of conduct. 			
<p>Hazards due to Inadequate personal protection & PPE & spread of Covid-19 virus</p> <p>Infection spread leading to serious respiratory illness, death</p>	<p><u>PPE</u></p> <p><input type="checkbox"/> We will review tasks in school which require PPE like first aid, intimate care, cleaning, food preparation etc. and identify where we need extra equipment (like visors where splashing to the eyes is a new significant risk) or more of it (because we change it more often) and we used Covid-19: Personal Protective Equipment (PPE) to help us decide. Where PPE is required, staff will be trained in and must follow the guidance how to put PPE on and take it off safely to reduce cross and self-contamination</p> <p><input type="checkbox"/> Where staff are performing intimate care procedures and/or nappy changing, the normal procedures and usual PPE will be used – disposable apron and disposable gloves.</p> <p><input type="checkbox"/> When changing children, and where the child can understand, ask the child to turn their head to the side during the changing process. A displayed poster which the children can describe may assist with this.</p> <p><input type="checkbox"/> Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver.</p> <p><u>Face Coverings</u></p> <p><input type="checkbox"/> Public Health England does not currently recommend the use of face coverings in primary schools as risks to children are lower pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission.</p> <p><input type="checkbox"/> Face coverings will not generally be necessary in the classroom even where social distancing is not possible.</p> <p><input type="checkbox"/> Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use.</p>	<p>HIGH Risk</p>	<p>Ensure adequate bins (lidded and foot operated where possible) and tissues are made available. Ensure school has a stock of rubber gloves and if needed, disposable gloves/aprons/face masks.</p> <p>Signage as appropriate.</p> <p>Refer to HSE Face Fit Testing Guidance</p> <p>In the event of new local restrictions being imposed, we will communicate quickly and clearly to staff, parents, pupils and learners that the new arrangements require the use of face coverings in certain circumstances.</p> <p>Also mandatory to wear face coverings in enclosed public spaces</p>	<p>Medium Risk</p>



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	<ul style="list-style-type: none"> <input type="checkbox"/> Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully. <input type="checkbox"/> Staff and children should have access to their own face coverings, however, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, we will take steps to have a small contingency supply available to meet such needs. <input type="checkbox"/> No-one should be excluded from education on the grounds that they are not wearing a face covering. <input type="checkbox"/> Children under the age of 3 should not wear face coverings. 			
<p>Inadequate contingency plans for outbreaks and local lockdown</p>	<ul style="list-style-type: none"> <input type="checkbox"/> While the aim is to have all pupils back at school in the autumn, we will also need to plan for the possibility of a local lockdown and how we will ensure continuity of education. <input type="checkbox"/> For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus. <input type="checkbox"/> A local lockdown may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils – plans must be developed to ensure these can be staffed and managed. 	<p>HIGH Risk</p>	<p>Refer to Local lockdowns: guidance for education and childcare settings</p>	<p>Medium</p>
<p>Visitors & spread of Covid-19 virus</p> <p>Infection spread leading to serious respiratory illness, death</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Visitors to the premises will be discouraged and meetings held remotely where possible. Visitors will be by appointment only. <input type="checkbox"/> In instances where we need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child's EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in the school, and the number of attendances should be kept to a minimum. Where possible to do so, social distancing should be maintained. <input type="checkbox"/> We will consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both school and the other relevant employers. We will have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term. 	<p>Medium Risk</p>	<p>Undertake effective liaison with contractors BEFORE they attend site – ask contractors to provide key information in relation to how they are managing infection control. Contractors should be working to Construction Leadership Council - Site-Operating-Procedures</p> <p>Roofing contractors are still working on the premises – scaffolding will be moved so that there is open access to the Reception door. Other work</p>	<p>Medium Risk</p>

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	<ul style="list-style-type: none"> <input type="checkbox"/> A record must be kept of all visitors/contractors. Create a signing in sheet – with date, times, name, company (where relevant), contact Tel No., where in the building they are going to be for the majority of the time and who they are meeting with. <input type="checkbox"/> Site guidance on physical distancing and hygiene should be documented & explained to visitors/contractors on or before arrival - make it clear via a notice on the inner door that all visitors must wash their hands as soon as they enter the building or sanitise their hands. 		<p>materials stored behind screens on the yard – AR has met with the contractors to discuss routines when school children return.</p>	
<p>Fire and emergencies Inability to operate emergency systems or procedures</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In preparing for reoccupation, review the fire risk assessment and the fire management arrangements contained within it. Not only should this review consider any changes to fire safety systems and equipment (see 'Maintenance' below), but also issues such as adequate provision of fire wardens and the suitability of Personal Emergency Evacuation Plans (PEEPS). <input type="checkbox"/> In an emergency, e.g. an accident, fire, break-in or trespass, people do not have to comply with social distancing guidelines if it would be unsafe. <input type="checkbox"/> Regular fire updates provided to staff and pupils, particularly where pupils are not being taught in their 'normal classroom' so that they can familiarise themselves with the nearest fire route and ultimate exit. <input type="checkbox"/> We will consider the layout of muster points and whether the schools existing system works appropriately in relation to social distancing. <input type="checkbox"/> Ensure staff are inducted/ familiarised with key emergency/ management information – e.g. security / access procedures, emergency and fire risk etc. <input type="checkbox"/> Make available any instruction on the use of any relevant equipment – e.g. emergency controls for fire panels, etc. <input type="checkbox"/> Access to essential contractors / statutory inspections will need to be considered and managed. <input type="checkbox"/> Ensure that emergency cut-off points for water, gas and electric are clearly marked and known by the senior member of staff and that details of emergency contacts for utilities are readily available. <input type="checkbox"/> Propping fire doors open by any other means other than proprietary hold open devices triggered by the fire alarm is normally not permitted. However, as a temporary measure, all reasonable methods of preventing infection spread will need to be introduced. The risk of a fire starting is probably lower than the risk of infection spread. <input type="checkbox"/> Where fire doors are temporarily held open, these will be closed by a member of staff using the room in the event of the fire alarm activating. 	<p>High Risk</p>	<p>Refer to advice on Fire safety in new and existing school buildings</p> <p>Only 1 child in Y1 with PEEP We will write PEEP for new children when they arrive</p> <p>AR will keep staff up to date with changes Train staff in the correct procedures in the event of fire emergency – repeat as necessary – monitor via fire drills</p> <p>New staff to join inset training on Friday 28.8.20 to review the risk assessment.</p> <p>Posters are placed around school to detail location of cut off points – water, electricity, gas.</p> <p>Staff need to monitor the new children starting school – 1 has SEND and may try to escape if this</p>	<p>Medium Risk</p>

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	<ul style="list-style-type: none"> <input type="checkbox"/> Use wedges to hold open doors – these can be easily kicked out should there be an emergency situation. At the end of each day, ALL fire doors must be closed. Wipe down contact points with a proprietary cleaning product ready for the next day. <input type="checkbox"/> We will consider the closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the COVID-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and pupils. 		is the case then doors will need to remain shut.	
Visiting children in their own homes and contact with COVID-19 virus	<ul style="list-style-type: none"> <input type="checkbox"/> Should we have a situation where a child requires a home visit particularly in relation to safeguarding concerns, we will consider and adhere to guidance issued in the Government document Safe working in education, childcare and children’s social care settings, including the use of PPE 	HIGH Risk	No home visits planned. Induction meetings held in school with parents and children individually.	Medium Risk

RISK ASSESSMENT FOR SCHOOL PREMISES

<p>Re-occupation – control of premises related hazards</p> <p>Lack of building/ property maintenance</p> <p>Ensuring the School Premises is fit for re-opening after extended closure</p>	<p>It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe.</p> <p>Health & Safety Inspections</p> <ul style="list-style-type: none"> <input type="checkbox"/> If the whole school site or buildings have been closed for many weeks, or if parts of the building have been out of use for a long period, undertake a health and safety check of the buildings, grounds and equipment concerned. <input type="checkbox"/> All routine in-house monitoring, testing and inspection to continue as normal. <p>Fire Safety Systems</p> <ul style="list-style-type: none"> <input type="checkbox"/> All relevant fire safety equipment and systems tested before employees and others are allowed back on site. This would typically include: <ul style="list-style-type: none"> - a full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate); - a full discharge test of the emergency lighting system across the site; - a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged; - checking that fire escape routes are clear of any obstructions; - checking that final fire escape doors are unlocked and operational; - checking the operation of internal fire doors to ensure that they close properly; - checking that automatic fire dampers, smoke venting and smoke extraction systems are operational. <p>Water management – control of Legionella bacteria</p>	Medium Risk	<p>Refer to DfE Managing school premises during the coronavirus outbreak and the Chartered Institute of Building Services Engineers’ guidance on emerging from lockdown</p> <p>Refer to Managing school premises during the coronavirus outbreak and HSE: Legionella Risks during the Coronavirus Outbreak</p> <p>Schools to contact the competent organisation that carried out the last Legionella Risk Assessment for advice and/or to carry out any necessary recommissioning work</p> <p>Scheduled servicing has taken place by ADT AR has completed H& S checks during building closure</p>	Medium Risk
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COVID-19 RISK ASSESSMENT – **OPERATIONS & PREMISES**

<p><input type="checkbox"/> Water systems</p> <ul style="list-style-type: none"> - Schools increasing operational capacity or re-opening should follow their usual water system building management procedures as they would at the end of the summer holidays. <p><input type="checkbox"/> Drinking water</p> <ul style="list-style-type: none"> - Staff must drink water from the taps and not use the water tower in the staff room <p><input type="checkbox"/> Hot water services</p> <ul style="list-style-type: none"> - Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems. - Regularly check hot water generation for functionality and if required, temperature recording. <p>Ventilation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Good ventilation of classrooms is essential at all times <input type="checkbox"/> Ventilation in toilets should be kept running where possible. <p>Asbestos Containing Materials (ACMs)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete a thorough visual inspection of all ACMs prior to reoccupation to confirm that there has been no damage during lockdown. <p>Statutory inspections</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whilst the HSE 'recognises the potential challenges when carrying out legal requirements for thorough examination and testing (TE&T) of plant and equipment as a result of additional precautions people need to take to help reduce risk of transmission of coronavirus (Covid-19)' they have stated that 'the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)' remain in place. As such, employers must ensure that statutory inspections on pressure systems, fixed electrical systems, PAT, gas appliances, etc are 'in date' prior to the reoccupation of buildings. 	<p>Weekly remedial actions taken place to ensure water systems are fit for use. Monitoring records in file. Taps run on a weekly basis – monitoring sheets in the file.</p> <p>Monthly checks carried out by Waterman throughout the school closure.</p> <p>Only one occurrence of asbestos on the outer wall of the Nursery – routine checks carried out</p> <p>All equipment in working order</p> <p>Boiler checks carried out 7.7.20</p>
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This risk assessment must be read and followed in conjunction with other applicable risk assessments for the setting, staff member or pupil, adapted as necessary, and:

- [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
- [Actions for schools during the coronavirus outbreak \(Full Opening: Schools\)](#)
- [Actions for Early years and childcare providers](#)
- [Actions for Special schools and other specialist settings](#)
- [Critical workers who can access schools or settings](#)
- [Stay at home guidance for households with possible Covid-19 infection](#)

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COVID-19 RISK ASSESSMENT – ***OPERATIONS & PREMISES***

- [Guidance on shielding & protecting extremely vulnerable persons from Covid-19](#)
- [COVID-19 - 'shielding' guidance for children and young people](#)
- [Staying alert & social distancing](#)
- [Meeting people from outside your-household - making a support bubble with another household](#)
- [Staying safe outside your home](#)
- [Coronavirus \(Covid-19\) Getting tested](#)
- [Providing free school meals during the coronavirus outbreak](#)
- [COVID-19: cleaning of non-healthcare settings outside the home](#)
- [Coronavirus Covid-19 safer travel guidance for passengers](#)
- [Coronavirus Covid-19 Safer transport guidance for operators](#)
- [Transport to school and other places of education: autumn term 2020](#)
- [Safe working in education, childcare and children's social care settings, including the use of PPE](#)
- [HSE Face Fit Testing Guidance](#)
- [Face coverings in education](#)
- [Face coverings: when to wear one and how to make your own](#)
- [Early Years Foundation Stage Framework](#)
- [Remote education during Coronavirus \(Covid-19\)](#)
- [DfE Managing school premises during the coronavirus outbreak](#)
- [HSE: Legionella Risks during the Coronavirus Outbreak](#)
- [Supporting children and young people with SEND as schools prepare for wider opening](#)
- [Schools and COVID-19: guidance for Black, Asian and minority ethnic \(BAME\) staff and their employers in school settings](#)
- [AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context](#)
- [Asthma UK COVID-19: Health advice for people with asthma](#)
- [Staying Secure During Covid-19](#)

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COVID-19 RISK ASSESSMENT – **OPERATIONS & PREMISES**

		Severity/ Outcome				
		1 Insignificant	2 Minor	3 Moderate	4 Major	5 Most Severe
Likelihood	5 Very Likely	5 Low Risk	10 Medium Risk	15 High Risk	20 High Risk	25 High Risk
	4 Likely	4 Low Risk	8 Medium Risk	12 Medium Risk	16 High Risk	20 High Risk
	3 Possible	3 Low Risk	6 Medium Risk	9 Medium Risk	12 Medium Risk	15 High Risk
	2 Unlikely	2 Low Risk	4 Low Risk	6 Medium Risk	8 Medium Risk	10 Medium Risk
	1 Very Unlikely	1 Low Risk	2 Low Risk	3 Low Risk	4 Low Risk	5 Low Risk