

Woodlands Academy

Reopening Risk Assessment

The purpose of this risk assessment is to help the school decide which actions to take. This risk assessment has been completed in consultation with staff and union representatives.

This document is integral to the schools Covid-19 Covid_19 Planning Framework. The content of this document was produced in consultation with partnering bodies and is now final. It will be kept under review and may change.
Updated 16/09/2020

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Guidance for Ealing schools completing risk assessment

Most people who become infected with COVID-19 will experience **mild symptoms, such as fever and cough and are unlikely to become severely unwell.**

Based on the current knowledge of COVID-19 infection and transmission, children are **unlikely** to experience severe illness. Deaths in children due to COVID-19 have been **extremely rare**. Guidance on educational settings developed by the Association of Directors of Public Health and London Councils states that for these reasons, “[children’s settings are currently perceived to be low risk.](#)”

The decision to prioritise younger children in opening schools is based on the evidence suggesting that younger children are less likely to become unwell if infected with COVID-19, and the evidence of the adverse impact that time out of school can on their learning, development and well-being. The effectiveness and risk of actions such as opening or closing schools is therefore balanced against their impact on society, and the holistic health needs of the population.

Evidence suggests that when children are out of school there are **negative impacts** on their physical and mental health. Children are **less likely** to be physically active, to maintain a healthy weight, and to have positive mental health and wellbeing. Children who are out of school are also **more likely** to be affected by educational and social developmental deficits, and this is likely to have the greatest impact on those who have the least resources or who are most vulnerable.

The following actions for staff and pupils contribute to reducing the likelihood of COVID-19 transmission, and the severity of the impact:



- [Washing hands](#) frequently for at least 20 seconds, using soap and water, or hand sanitiser where soap and water are not immediately available;
- Coughing or sneezing into tissues before binning them;
- Avoiding touching the eyes, nose or face;
- [Cleaning](#) and disinfecting regularly touched objects and surfaces using regular cleaning products;
- Ensuring that if staff, pupils (or anyone in their household) develop symptoms of COVID-19, they stay at home and follow guidance on [household isolation](#);
- Ensuring that if staff or pupils are at higher risk of illness from COVID-19 because they are clinically vulnerable (i.e. eligible for a flu vaccine) or extremely clinically vulnerable (i.e. shielding), they are supported to stay at home and follow guidance on [social distancing](#) or [shielding](#) as appropriate;
- Following government advice and guidance on actions for [educational and childcare settings to prepare for wider opening](#).

If the above advice is followed carefully, any risk of transmission in schools will be greatly reduced.

For further government guidance see Appendix 1.

This Risk Assessment has been completed in conjunction with the Government guidance and with the Initial Planning Framework.

Upon future revision, author can seek further advice can be sought by contacting either [Raj Chowdhury](#) (Corporate Health and Safety) or [Steve Dunham](#) (Children’s Services)

School: 		School address: Hathaway Gardens Ealing W13 0DH		Review Date: (This is a dynamic document and should be reviewed and updated if there are any changes)			
Assessment Date: 14/07/2020 (VI)		What/who is being assessed? Biological hazard- COVID-19 within educational settings (This risk assessment is specific for Woodlands Academy, with signposts to the relevant Government guidance.)					
Name of Assessor: Harinder Rana		Responsible Person for Actions: Working Party to oversee actions/ impact/ review					
Number	Who might be harmed and how?	What are your controls?	Recommended Control Measures <i>Move recommended Controls into Existing Controls once they have been implemented:</i>	Action by who/when?	Likelihood of occurrence after recommended-controls added (L) 1-Very Unlikely 2-Unlikely 3- Possible 4- Likely 5- Very Likely Likelihood = Probability of occurrence based on specific activity being assessed	Impact (I) 1-Negligible 2- Minor 3- Moderate 4- Major 5- Extreme Impact = Estimate of harm based on specific activity being assessed	Overall Risk (L X I) + I? <10 = Low 10-19 = Medium 20-30 = High
	Task / Activity Area Stated			Hazard			

Likelihood:						
Very Likely	5	6	12	18	24	30
Likely	4	5	10	15	20	25
Possible	3	4	8	12	16	20
Unlikely	2	3	6	9	12	15
Very Unlikely	1	2	4	6	8	10
		1	2	3	4	5
Impact:		Negligible	Minor	Moderate	Major	Extreme

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Task / Activity Area Entering the school			Hazard Biological hazard- COVID-19 Anti-social behaviour				
1	<p>Sub-populations may become infected with COVID-19.</p> <p>If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death</p> <p>Staff – exposure to symptomatic pupils / colleagues within designated group.</p> <p>Parents – exposure to other parents outside of school perimeter</p> <p>Pupils – exposed to wider groups of pupils/ staff</p>	<p><i>Parents not to enter school grounds unless by prior appointment, arranged by phone or email.</i></p> <p><i>Staggered drop-off/pick up times, 10 minute buffer between year groups</i></p> <p><i>Entry into building should be through closest entrance to classrooms where possible.</i></p> <p><i>Parents to remain outside the school entrance where possible.</i></p> <p><i>Pupil to be accompanied by one parent only</i></p> <p><i>Visitors by appointment only</i></p> <p><i>Reminder posters visible at all entrance points.</i></p>	<p>Symptomatic individuals do not gain entry to site</p> <p>If any members of household present with symptoms, family to stay at home and access testing. School communicate regularly with parents to remind them of this.</p> <p>On entry to school, staff and pupils to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</p> <p>Radio contact at all times. Phones in classroom only to be used by allocated staff and cleaned regularly between use.</p> <p>Report antisocial behaviour to police</p>	SLT Caretaker Admin Team	2	3	<p>Staff</p> <p>(3x3)+3</p> <p>=12</p> <p>(medium)</p>

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
		<i>Staff and pupils to wash their hands for at least 20 seconds on entrance to the school.</i>	Direct communication with community on expectations to reinforce health and safety				<div>Parents (4x3)+3 =15 (medium)</div> <div>Pupils (2X3) +3 =9 (Low)</div>
Task / Activity Area			Hazard				
Leaving the school			Biological hazard- COVID-19 Antisocial Behaviour				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
2	Sub-populations may become infected with COVID-19.	<i>Parents not to enter school grounds</i>	Staggered collection times of 10 minutes between groups to minimise overcrowding and crossover of groups	SLT Caretaker Admin Group Teacher	2	3	Staff
	If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	<i>Collection from designated exits ONLY</i>	1m+ markers across site to provide visual cue for social distancing				(3x3)+3 =12 (medium)
	Staff – exposure to symptomatic pupils / colleagues within designated group.	<i>ONE parent to collect with no accompanying siblings/ pupils</i>	Close monitoring of adherence				
	Parents – exposure to other parents outside of school perimeter not adhering to social distancing measures	<i>Staggered collection times</i>	Continual reinforcement of procedures and expectations				
	Pupils – exposed to wider groups of pupils/ staff	<i>Posters to inform on school expectations of tolerable behaviours post-lockdown</i>	Radio contact at all times				Parents
			Report antisocial behaviour to police				(4x3)+3 =15 (medium)
			Direct communication with community on expectations to reinforce health and safety				Pupils
			Children and parents to have masks if travelling home on public transport.				(2X3) +3 =9 (Low)
Task / Activity Area			Hazard Biological hazard- COVID-19				
Reducing exposure and transmission of Coronavirus (Early Years and Reception)							
3	Sub-populations may become infected with COVID-19.	<i>Reception pupil parents drop off at designated gate,</i>	Follow government guidance links in Appendix 1.	Group teacher	3	3	(3X3) +3 =

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<p>If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death</p> <p>Staff – exposure to symptomatic pupils / colleagues within designated group.</p> <p>Parents – exposure to other parents outside of school perimeter not adhering to social distancing measures</p> <p>EYFS Pupils – increased level of contact with other pupils and staff</p>	<p><i>adhering to social distancing measures</i></p> <p><i>Avoiding contact with anyone with symptoms</i></p> <p><i>Minimising contact between adults and pupils- avoid mixing groups</i></p> <p><i>Maximise on outdoor learning to ensure restricted movement and minimise contact</i></p> <p><i>Pupils and staff in same small groups each day, and different groups are not mixed during the day or on subsequent days</i></p> <p><i>Declutter teaching spaces</i></p> <p><i>1 adult per pupil/ small group per demarcated areas at any one time</i></p> <p><i>No soft toys/ materials/wooden toys/toys with small parts or items which cannot be easily cleaned (see EYFS Risk Assessment for more detail)</i></p>	<p>Furniture to be laid out to ensure ease of movement and reduce contact between individuals where possible</p> <p>Pupil expectations and behaviours reinforced at age appropriate level</p> <p>The staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply</p> <p>Prevention:</p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <ul style="list-style-type: none"> Refer to dealing with suspected and confirmed cases below <p>2) Clean hands thoroughly more often than usual</p> <ul style="list-style-type: none"> Hand washing when arriving at school, when returning from 	<p>SLT</p> <p>Group support staff</p> <p>Lunch staff</p> <p>Caretaker</p> <p>All monitoring in place at all times</p>			<p>12</p> <p>(Medium)</p>

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
		<p><i>Wash and disinfect resources at end of each day</i></p> <p><i>Cleaning of shared resources and surfaces regularly</i></p> <p><i>Resources will not be shared across bubbles</i></p>	<p>breaks, when changing rooms, before and after eating. Small children and pupils with complex needs should be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative.</p> <ul style="list-style-type: none"> • Embed this as part of the new school culture <p>3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <ul style="list-style-type: none"> • Ensure that sufficient number of tissues and bins are available • Ensure that younger children and those with complex needs are helped to get this right • Embed this as part of the new school culture <p>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as</p>				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>detergents and bleach</p> <ul style="list-style-type: none"> ➤ Put in place a cleaning schedule that includes: ➤ More frequent cleaning of rooms/shared areas that are used by different groups ➤ Frequently touched surfaces being cleaned more than normal ➤ Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <p>5) Minimise contact between individuals where possible</p> <ul style="list-style-type: none"> ➤ Consideration still required on how mixing can be minimised, for example, where different room are used by different age groups, keeping those groups apart as much as possible. ➤ Children to remain in class bubbles. 				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<ul style="list-style-type: none"> ➤ Where possible, settings are encouraged to avoid visitors entering the premises. Where professionals such as social workers, speech and language therapists or counselors are required, virtual appointments should be considered in the first instance. If they do need to attend in person, they need to closely follow the protective measures of the setting. The number of attendees should be kept to a minimum and social distancing should be maintained where possible. ➤ Make use of partition screens or similar as required <p>6) The majority of staff in early years settings will not require PPE beyond what they would normally need for their work. PPE is only needed for a very small number of cases, including:</p> <ul style="list-style-type: none"> • Where an individual child becomes ill with coronavirus 				

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			<p>(COVID-19) symptoms while at a setting, and only then if a distance of 2 metres cannot be maintained</p> <ul style="list-style-type: none"> Where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used See use of PPE below also <p>Response to any infection</p> <p>7) Engage with the NHS Test and Trace process:</p> <ul style="list-style-type: none"> Refer to the specific guidance available on EGfL Keep attendance records (staff, pupils and visitors) <p>8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community- Use the flow chart produced by Ealing Public Health</p>				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>9) Contain any outbreak by following local health protection team advice</p> <p>Numbers 7 to 9 must be followed in every case where they are relevant.</p>				
Task / Activity Area			Hazard Biological hazard- COVID-19				
Reducing exposure and transmission of Coronavirus (KS1 and KS2)							
4	<p>Sub-populations may become infected with COVID-19.</p> <p>If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death</p> <p>Staff – exposure to symptomatic pupils / colleagues within designated group.</p> <p>Parents – exposure to other parents outside of school perimeter not adhering to social distancing measures</p> <p>Pupils – exposed to wider groups</p>	<p><i>Avoiding contact with anyone with symptoms</i></p> <p><i>Staggering of start and finish times.</i></p> <p><i>Minimising contact and mixing of groups- groups to remain in pre-determined areas of the school.</i></p> <p><i>Resources should not be shared between groups e.g. paintbrushes, unless they have been thoroughly cleaned in the transition or untouched for 72 hours.</i></p> <p><i>Desks should be spaced as far apart as possible and children</i></p>	<p>See Appendix 1 for links to Government guidance</p> <p>Prevention:</p> <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <ul style="list-style-type: none"> Refer to dealing with suspected and confirmed cases below <p>2) Clean hands thoroughly more</p>	<p>Group teacher</p> <p>SLT</p> <p>Group support staff</p> <p>Lunch staff</p> <p>Harrison staff</p> <p>Caretaker</p> <p>All monitoring in place at all times</p>	3	3	<p>(3X3)</p> <p>+3 =</p> <p>9</p> <p>(Medium)</p>

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
	of pupils/ staff	<p><i>should have access to their own resources</i></p> <p><i>Desks should be set up so children sit in pairs and face the front of the class.</i></p> <p><i>Pupils and staff are always in the same small groups each day, and different groups are not mixed during the day, or on subsequent days</i></p> <p><i>Staff to distance from pupils as much as possible and where possible, not physically interact with children.</i></p> <p><i>Appropriate supervision per group, considering needs of children with SEN or EHCPs.</i></p> <p><i>No mixing of groups</i></p> <p><i>No cross work of designated adults</i></p> <p><i>Lunchtimes will be staggered (see Harrisons documentation - Appendix 4)</i></p> <p><i>Toilet facilities during library</i></p>	<p>often than usual</p> <ul style="list-style-type: none"> Hand washing when arriving at school, when returning from breaks, when changing rooms, before and after eating. Small children and pupils with complex needs should be helped to clean their hands properly. Skin friendly cleaning wipes can be used as an alternative. Embed this as part of the new school culture <p>3) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <ul style="list-style-type: none"> Ensure that sufficient number of tissues and bins are available Ensure that younger children and those with complex needs are helped to get this right Embed this as part of the new school culture Some pupils with complex needs will struggle to maintain as good respiratory hygiene as 				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
		<p><i>works:</i></p> <p><i>Y1-6 use KS1 toilets during lesson time. Toilets to be allocated to specific bubbles-see posters for more information.</i></p> <p><i>KS2 to use KS2 block toilets during break and lunch times.</i></p>	<p>their peers, for example those who spit uncontrollably or those who use saliva as a sensory stimulant. This should be considered in the pupil risk assessments.</p> <p>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <ul style="list-style-type: none"> ➤ Put in place a cleaning schedule that includes: ➤ More frequent cleaning of rooms/shared areas that are used by different groups ➤ Frequently touched surfaces being cleaned more than normal ➤ Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet 				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<ul style="list-style-type: none"> ➤ Individual and frequently used equipment such as pens and pencils should not be shared. Classroom based resources such as books and games and be shared but these should be cleaned regularly. ➤ Pupils to limit the amount of equipment they bring in each day to essentials such as; lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. ➤ Books and other shared resources can be taken home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources. ➤ An assessment of the cleanability of equipment used in the delivery of therapies (for example, physiotherapy equipment and sensory equipment), to determine whether this equipment can withstand cleaning and 				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>disinfection between each use (and how easy or practical it would be to do so) before it is put back into general use. Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals.</p> <p>5) Minimise contact between individuals and maintain social distancing wherever possible (this must be properly considered and measures put in place by schools that suit their particular circumstances)</p> <ul style="list-style-type: none"> ➤ Use of staff rooms should be minimised, although staff must still have breaks during the day ➤ Maintaining consistent groups remains important but the 'bubble' sizes can be increased 				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>as of September 2020:</p> <ul style="list-style-type: none"> ➤ Woodlands will have class sized bubbles with each year group forming a separate bubble. ➤ 'Bubbles' should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. ➤ Limit interaction, sharing of rooms and social spaces between groups as much as possible- music lessons will take place within bubbles ➤ All teachers and other staff can operate across different classes year groups, and schools whilst maintaining social distancing (ideally 2m) as much as they can where possible. In particular, staff should avoid close face to face contact and minimise time spent within 1 metre of anyone. If possible, staff should wear masks. ➤ Small adaptations to classrooms to be made to support social distancing where 				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>possible. This includes seating pupils side by side and facing forwards.</p> <ul style="list-style-type: none"> ➤ For children old enough, they should be supported and encouraged to maintain distance and not to touch staff or their peers where possible ➤ Large gatherings such as assemblies or collective worship should be avoided ➤ Groups should be kept apart and movement around the school kept to a minimum. Avoid creating busy areas such as corridors and stairs. ➤ Breaks and lunchtimes will be staggered. ➤ Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies ➤ Some pupils with SEND will need specific help and preparation for the changes to the old routine. This will involve planning and the use of 				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>social stories in some cases, for example.</p> <ul style="list-style-type: none"> ➤ Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual ➤ Where a pupil routinely attends more than one setting on a part time basis, for example they are registered at a mainstream school and an alternative provision for example, schools should work through the systems of controls collaboratively ➤ Visitors should be limited and managed so that social distancing and personal hygiene expectations are explained on or before arrival. A record should be kept of all visitors. <p>6) See use of PPE in the section below</p> <p>Numbers 1 to 4 must be in place in all schools, all the time</p>				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>Response to any infection</p> <p>7) Engage with the NHS Test and Trace process:</p> <ul style="list-style-type: none"> Refer to the specific guidance available on EGfL Keep attendance records (staff, pupils and visitors) <p>8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community- Use the flow chart produced by Ealing Public Health</p> <p>9) Contain any outbreak by following local health protection team advice</p> <p>Numbers 7 to 9 must be followed in every case where they are relevant</p>				
Task / Activity Area Reducing exposure and transmission of Coronavirus in Extra-Curricular provisions (breakfast and after-school clubs)			Hazard Biological hazard- COVID-19				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
5	<p>Sub-populations may become infected with COVID-19.</p> <p>If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death</p> <p>Staff – exposure to symptomatic colleagues</p>	<p><i>Avoiding contact with anyone with symptoms</i></p> <p><i>Provision was closed until July 2020</i></p> <p><i>Limited group sizes- where possible clubs only open to children who share same class bubble during the day.</i></p> <p><i>Where children from different bubbles are mixed (Breakfast and after-school club) numbers to be capped to ensure appropriate space for all attending.</i></p> <p><i>Breakfast and after school club to take place in the hall.</i></p> <p><i>Food preparation measure to be followed- staff to wear gloves when handling food.</i></p> <p><i>Resources not to be shared where possible. Where resources are shared (e.g. sports equipment) wash hands before and after and clean resources before and after.</i></p>	<p>Limited numbers permitted in Breakfast and After School clubs- 20 pupils. Children within these clubs should distance as much as possible.</p> <p>Regular washing of hands for at least 20 seconds with soap and water.</p> <p>Clean frequently touched surfaces often using standard products, such as detergents and bleach.</p> <p>Resources to be more frequently cleaned.</p> <p>Minimise contact and mixing by altering, as much as possible, the environment</p> <p>Regular reinforcement and monitoring of expectations</p> <p>If a child is diagnosed with Covid-19, in addition to their bubble closing, the after school or breakfast club they attend will also be closed.</p>	Club leaders	3	3	<p>(3x3)+3</p> <p>= 12</p> <p>(Medium)</p>

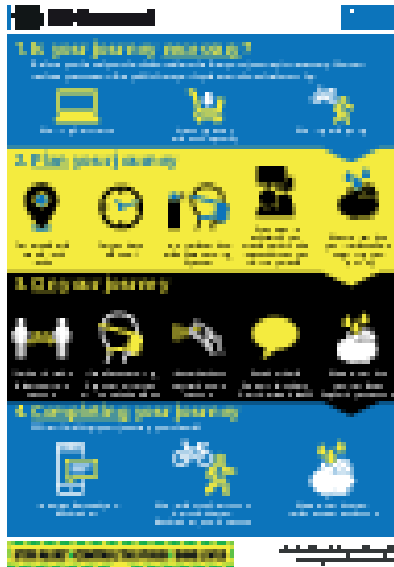
Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Task / Activity Area Outdoor activities, including use of playgrounds			Hazard Biological hazard- COVID-19				
6	<p>Sub-populations may become infected with COVID-19.</p> <p>If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death</p> <p>Staff – exposure to symptomatic colleagues</p> <p>Pupils – exposure to others in group</p>	<p><i>Frequent hand cleaning and good respiratory hygiene practices</i></p> <p><i>Staggered break and lunch times with children accessing outdoor space as directed. See timetabling document for further details.</i></p> <p><i>Children to remain with their bubbles.</i></p> <p><i>Staff to remain with their bubbles where possible during playtimes.</i></p> <p><i>Outdoor areas to be used for learning where possible- pupils to remain within allocated areas.</i></p>	<p>Outdoor playground equipment allocated to classes. Climbing frame not to be used.</p> <p>Outdoor activities to be prioritised where possible, with large indoor space (i.e. hall) to be used as alternative, maximising distance between pupils.</p> <p>External coaches, clubs and organisations may attend for curricular and extra-curricular activities where safe to do so (working outside with older groups of pupils).</p> <p>Schools to follow specific Government advice on the phased return of sport and recreation.</p> <p>Attendance records of staff, pupils and visitors to be kept.</p>	<p>Carekaker</p> <p>Lakethorne</p> <p>Group support staff</p> <p>Lunch staff</p> <p>Harrison staff</p> <p>All monitoring in place at all times</p>	3	3	<p>All</p> <p>(3X3)</p> <p>+3 =</p> <p>9</p> <p>(Low)</p>

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Task / Activity Area Educational visits			Hazard Biological hazard- COVID-19				
7	Sub-populations may become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death Staff – exposure to symptomatic colleagues Pupils – exposure to others in group	<i>Based on government advice, non-overnight domestic educational visits may resume from September 2020.</i> <i>Risk assessments must be completed prior to trips, with specific reference to how the risk of Covid-19 will be managed.</i> <i>Trips to be discussed with SLT on individual basis prior to booking to ensure risk does not outweigh academic reward.</i>	Avoidance of any public transport where possible. Appropriate PPE to be taken as precaution. Detailed Risk assessment to be completed at least 2 weeks prior to the trip. Trips only to be taken to places with appropriate Covid-19 prevention measures.	Teachers SLT TAs	3	3	Staff (3x3)+3 =12 (Medium)
					2	3	Pupils (2x3) +3 = 9 (Low)

Who might be harmed and how?		What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Task / Activity Area Lunch <i>(Read in conjunction with Appendix 4)</i>			Hazard Biological hazard- COVID-19				
8	<p>Sub-populations may become infected with COVID-19.</p> <p>If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death</p> <p>Staff – exposure to symptomatic colleagues</p> <p>Pupils – exposure to others in group</p>	<p>• <i>Staggered lunch times, so that all children are not moving around the school at the same time.</i></p> <p><i>Children to eat lunch with other children from their class bubble within their classrooms.</i></p> <p><i>Handwashing by all pupils with soap and water for at least 20 seconds and hands dried, reduce use of alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.</i></p> <p><i>Pupils are encouraged not to touch their mouth, eyes and nose</i></p> <p><i>Zones for each group to use at playtimes marked out in the playground- children are not moving between groups at any time. See timetabling document.</i></p> <p><i>Tables to be cleaned down after eating and room well ventilated (windows and door open)</i></p> <p><i>Outdoor areas to be used for lunch where possible.</i></p> <p><i>No fruity tuck shop</i></p> <p><i>Ms Ward will be available for additional first</i></p>	<p>See Harrison modified service guidance for additional details.</p> <p>Lunch will be served to individual groups at staggered times.</p> <p>Lunch will be eaten either ‘picnic style’ outside (weather permitting) or in classrooms.</p> <p>The hall will not be used to eat lunch.</p> <p>One-way circulation and a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</p> <p>All spaces to be well ventilated using natural ventilation (opening windows) or ventilation units (AHT office and Nursery only, if not enough ventilation through door/[windows in Nursery]).</p> <p>Prop doors open, where safe to do so, using automatic locks</p>	<p>Caretaker</p> <p>Lakethorne</p> <p>Group support staff</p> <p>Lunch staff</p> <p>Harrison staff</p> <p>All monitoring in place at all times</p>	3	3	<p>(3X3) +3 = 12 (Medium)</p>

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<i>aid support during lunchtimes.</i>	(which close in the case of a fire alarm) in classrooms to limit use of door handles and aid ventilation. Fire wardens to be aware of any external doors which have been propped open and take responsibility for closing any of these doors within their zone in the event of the fire alarm or Lockdown warning sounding.			
Task / Activity Area Transport Arrangements				Hazard Biological hazard- COVID-19			
9	<p>Sub-populations may become infected with COVID-19.</p> <p>If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death</p> <p>Staff – exposure to symptomatic pupils / colleagues within designated group. Exposure to wider population out of school</p>	<p><i>Staff parents and students encouraged to walk or cycle to school where possible, or use private vehicles</i></p> <p><i>Parents and staff to follow government guidance re: face coverings on public transport.</i></p> <p>Reminders to parents re: parking outside school gates- text reminders- have you considered parking a little further and walking down to ease congestion around the school?</p>	<p>Schools, parents and students should follow the Coronavirus (COVID-19): safer travel guidance for passengers</p> <p>Checklists for safer travel Plan your journey</p> <ul style="list-style-type: none"> • can I walk or cycle to my destination? • have I checked the latest travel advice from my transport operator? • have I booked my travel ticket online, bought a pass or checked if contactless 	All stakeholders	2	3	<p>(2X3) +3 = 9 (Low)</p>

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
	Parents – exposure to other parents/ adults outside of school perimeter			payment is possible? <ul style="list-style-type: none"> • have I planned my journey to minimise crowded areas and allow for delays? • am I taking the most direct route to my destination? 			
	Pupils – exposed to wider groups of pupils/ staff in school and general public out of school			What to take with you <ul style="list-style-type: none"> • a plan for my journey • contactless payment card or pass • phone (if needed for travel updates, tickets, contactless payments) • tickets • hand sanitiser • essential medicines • tissues • a face covering (to be removed on entering school) • Refer Safer travel information sheet (Appendix 7) 			

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
							
Task / Activity Area			Hazard Biological hazard- COVID-19				
Dealing with suspected and confirmed cases of COVID-19							
10	Sub-populations may become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	Where the child or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. Testing for COVID in Ealing is available at Gurnell Leisure Centre https://www.ealing.gov.uk/news/article/1988	Suspected cases: If a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and the stay at home guidance followed. They should also get a test as	First Aid staff SLT	3	3	(3X3) +3 = 12 (Medium)

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
	<p>Staff – exposure to symptomatic pupils / colleagues within designated group.</p> <p>Parents – exposure to other parents outside of school perimeter</p> <p>Pupils – exposed to wider groups of pupils/ staff</p>	/ealing council supports covid-19 testing	<p>soon as possible. All schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away</p>				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>Additional actions include:</p> <ul style="list-style-type: none"> • Follow guidance on cleaning • Inform Ealing Council (contact Steve Dunham: dunhams@ealing.gov.uk or 07940546263 and Raj Chowdhury; chowdhuryr@ealing.gov.uk or 07568130165 for advice) • Consider informing parents of students in the relevant 'bubble' that a student or staff member has developed symptoms 				

Who might be harmed and how?	What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>of COVID-19 (if was at school during the 'infectious period' 48 hours before and whilst symptomatic), but they are not required to self-isolate.</p> <ul style="list-style-type: none"> • Ensure stock of PPE in case further symptomatic cases on site • Await test results (48-72 hours) <p>Confirmed cases: If a child, young person or staff member tests positive the school should:</p> <ul style="list-style-type: none"> • Contact Public Health England London Coronavirus Response Cell (LCRC) on 0300 303 0450 • Inform Steve Dunham DunhamS@ealing.gov.uk or 07940 546 263) or Raj Chowdhury (ChowdhuryR@ealing.gov.uk or 07568 130165) and 			

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>the Council's public health team (publichealth@ealing.gov.uk)</p> <p>Public Health England should work with the school to:</p> <ul style="list-style-type: none"> • Undertake a risk assessment • Identify and notify close contacts (e.g. students and staff within the relevant 'bubble') of the need to follow guidance for contacts of people with possible or confirmed coronavirus who do not live with the person including isolation for 14 days • Identify any further actions needed <p>Local outbreaks</p> <ul style="list-style-type: none"> • If a local area sees a spike in infection rates that is resulting in localised 				

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>community spread, it will be decided which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.</p> <ul style="list-style-type: none"> Public Health England may advise a school or a number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This 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. 				

Who might be harmed and how?		What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Task / Activity Area Use of PPE			Hazard Biological hazard- COVID-19				
11	<p>Sub-populations may become infected with COVID-19.</p> <p>If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death</p> <p>Staff – exposure to symptomatic pupils / colleagues within designated group.</p> <p>Pupils – exposed to wider groups of pupils/ staff</p>	<p><i>Individual pupil risk assessment and/or behavioural support plan to be reviewed and updated.</i></p> <p><i>Staff related risk assessments to be updated for those that are vulnerable, such as those who are pregnant</i></p>	<p>For staff looking after children with complex special educational needs and providing direct personal care (at a distance of less than 2 metres), the following PPE should be available for use by school staff:</p> <ul style="list-style-type: none"> • Disposable gloves; • Disposable apron; • Fluid resistant (type IIR) surgical mask; • Eye protection where there is a risk of splashing of bodily fluids. <p>PPE should also be provided in the following cases:</p> <ul style="list-style-type: none"> • Children whose care routinely already involves the use of PPE due to their intimate care needs. • If a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home, and a distance of 2m cannot be maintained. • External providers of OT/ physiotherapy/ hydrotherapy sessions should provide their own PPE. School staff will be provided with PPE as required. <p>Spare clothing belonging to the school will no longer be available to Reception children, should they get messy or wet, parents will be asked to send a change of clothes which can be left in</p>	<p>Medical supervisor</p> <p>First Aiders</p> <p>SLT</p>	3	3	<p>(3X3) +3</p> <p>=</p> <p>12</p> <p>(Medium)</p>

Who might be harmed and how?		What are your controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>school. Any soiled clothing will be sent home in a bag as per our personal care policy.</p> <p>The Family Information Service can arrange for this PPE to be delivered to schools via the Family Information Service –children@ealing.gov.uk tel. 0208 825 5588</p> <p>The following Government video shows how PPE should be put on and taken off, see Appendix 1 for link to guidance</p> <p>PPE should be disposed of in line with Government guidance on cleaning in non-healthcare settings.</p> <p>Government guidance on PPE to be followed, see Appendix 1 for link to guidance</p>				

Who might be harmed and how?	What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
Task / Activity Area Administering First aid/Medication (<i>refer to First Aid Policy and Supporting Pupils with Medical Conditions Policy, updated June 2020</i>)		Hazard Biological hazard- COVID-19				

Who might be harmed and how?		What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
12	Sub-populations may become infected with COVID-19.	<i>Schools has a suitable number of staff on duty</i>	Covid_19 updated First Aid training for all Support staff (June 2020)	Medical supervisor	3	3	(3X3) +3 = 15 (Medium)
	If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death	<i>Schools has a first aid risk assessment and medication policy in place</i>	Covid_19 updated First Aid training for all Teaching staff (July 2020)	First Aiders			
	Staff – exposure to symptomatic pupils	<i>Addendums added to First Aid and Supporting Pupils with Medical Conditions Policies, with a particular focus on COVID-19 pandemic and measures which may need to be taken.</i>	<p>• HSE guidance on first aid followed. This includes first aid cover and qualifications as well as guidance for first aiders (16/09/2020)</p> <p>In line with government advice, make sure you wash your hands or use an alcohol gel, before and after treating a casualty also ensure that you don't cough or sneeze over a casualty when you are treating them.</p> <p>Don't lose sight of other cross contamination that could occur that isn't related to COVID-19.</p> <p>Wear gloves or cover hands when dealing with open wounds</p> <ul style="list-style-type: none"> Cover cuts and grazes on your hands with waterproof dressing Dispose of all waste safely Do not touch a wound with your bare 	SLT			
	Pupils – exposed to wider groups of pupils/ staff						

Who might be harmed and how?		What are your existing controls?	Recommended Control Measures	Action by who/when?	Likelihood of occurrence after recommended controls (L)	Impact (I)	Overall Risk (L X I) + I
			<p>hand</p> <ul style="list-style-type: none"> Do not touch any part of a dressing that will come in contact with a wound. <p>See Appendix 8 for CPR guidance</p> <p>See Appendix 3 on the number of first aiders required</p> <p><i>See Administering first aid policy and Supporting pupils with medical needs policy (Updated June 2020)</i></p> <p>See Appendix 1 link to Government PPE guidance</p>				

13		
Appendices		
Appendix	Name	Focus
1	Links and Articles	All
2	HSE guidance on first aid (16.09.2020)	12
3	Key Roles in Schools during Covid-19 Pandemic	12
4	Harrisons Coronavirus Return to work	8
5	School Reopening Letter	1
6	Recovery Class Lists	3-7
7	Passenger guidance	9
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Supporting Documents
Behaviour Policy
First Aid Policy
Supporting Pupils with Medical Conditions
Health and Safety Policy (including fire prevention procedures)
Lockdown Policy and Procedures
EYFS Risk Assessment