

KCC Risk Assessment Form - The 5 steps approach explained

Step 1 What are the hazards?	Step 2 Who might be harmed and how?	Step 3 What are you already doing?	Risk rating	Step 4 Is anything further needed?	Step 5 Action & Review
Spot hazards by: <ul style="list-style-type: none"> ▪ walking around your workplace ▪ asking those doing the task what they think ▪ checking manufacturers' instructions ▪ considering health hazards 	Identify groups of people, consider: <ul style="list-style-type: none"> ▪ employees ▪ temporary / agency staff ▪ contractors ▪ volunteers ▪ members of the public ▪ children (including work experience) ▪ lone workers ▪ pupils ▪ service users 	List what is already in place to reduce the likelihood of harm or make any harm less serious, examples include: <ul style="list-style-type: none"> ▪ guarding ▪ training ▪ procedures, safe systems of work ▪ personal protective equipment (PPE) 	Trivial, low, medium, high or stop (please see matrix below)	You need to make sure that you have reduced risks 'so far as is reasonably practicable'. An easy way of doing this is to compare what you are already doing with good practice. If there is a difference, list what needs to be done.	Remember to prioritise. Deal with those hazards that are high-risk and have serious consequences first. List: <ul style="list-style-type: none"> ▪ actions required ▪ who needs to do them ▪ by when ▪ Check actions completed

Risk rating

	Slightly harmful	Harmful	Extremely harmful
Highly unlikely	Trivial risk	Low risk	Medium risk
Unlikely	Low risk	Medium risk	High risk
Likely	Medium risk	High risk	STOP
Risk level	Action and Timescale		
Trivial	No action required and no documentary record needs to be kept.		
Low	No additional physical control measures are required, however monitoring is necessary to ensure that the controls are maintained.		
Medium	Efforts should be made to reduce the risk and the reduction measures should be implemented within a defined period. Where the medium risk is associated with extremely harmful consequences, further assessment may be necessary to establish more precisely the likelihood of harm as a basis for determining the need for improved control measures.		
High	Work should not be started until the risk has been reduced to an acceptable level. Considerable resources may be allocated to reduce the risk. Where the risk involves work in progress, urgent action should be taken.		
Stop	Work should not be started or continued until the risk has been reduced. If it is not possible to reduce risk even with unlimited resources, work has to remain prohibited.		

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Activity / Operation/ Event: CORONAVIRUS: General Risks					Assessment Date: 20.7.2020 Reviewed 9.9.2020		
Establishment: Hollingbourne Primary School					Review Date: End of term 1		
Step 1 Identify the hazards	Step 2 Who might be harmed & how?	Step 3 What are you already doing?	Risk Rating Trivial/ Low / Medium / High / Stop	Step 4 Is anything further needed?	Step 5 Action &		
					Action required	Responsible person	Date completed
Suspected case in school (staff or pupil)	Children and staff contracting virus	Ask child to go to designated space in isolation. Contact parent Advise parent to have child tested. Staff member does not need to go home unless they develop symptoms themselves. All other children and adults should wash hands thoroughly. Areas where child/ staff member has been should be thoroughly cleaned. Continue as usual until test result known.	High	Create isolation space	Create isolation space Write to parents explaining procedure for suspected case Explain procedures to staff	BHarris	
Confirmed case in school	Children and staff Contractors inc School cooks/ cleaners	At point of receiving notification of positive test result from child or staff member, HBW/ TAH to follow action card pinned up in office and call local PHE (03442253861) for further	High		Write to parents explaining procedure for confirmed case Explain procedures to staff		

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		advice as to closure of bubble etc. Deep clean of space where child/adult has been and any shared spaces such as toilets.					
Suspected case in family	Children and staff Contractors inc School cooks/ cleaners	Do not admit child/ staff member. Advise testing and await outcome. If positive- advise isolation for 10 days from onset of symptoms; 14 days for other family members. If negative, return to school.	High		Write to parents explaining procedure for confirmed case Explain procedures to staff.		
Confirmed case in a family	As above		High				
Teacher shortage	Children- lack of supervision	Allocate TAs to groups where possible. Use spare capacity to cover teacher shortage.	High	Prioritise groups so that it is possible to limit numbers of children: KW, Yr R Yr1 Yr6	Articulate priority system to parents and staff so that they are clear.		
Support staff shortage	Children- lack of supervision	Use spare capacity to cover teacher shortage.	High	Prioritise groups so that it is possible to limit numbers of children: KW, Yr R Yr1	Articulate priority system to parents and staff so that they are clear.		

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				Yr6			
Protection for most vulnerable children	Vulnerable children	Parents advising school if their child falls into this category. Smaller group advised.	Med		Remind parents to advise school of children who meet the vulnerable criteria		
Staff with health issues	Staff	Allocated to oldest children who show greatest awareness of social distancing and less likely to need intimate care. Based in very well ventilated room with direct access to outdoor space which can also be used.	Med		Explain to staff members the reasonable adjustments made.		
Staff with symptoms	Staff, children, contractors	Advise to seek testing, and remain off work until result. If positive, call PHE for advice as to actions in school, If negative, return to school.	Med				
Pregnant staff	Pregnant staff	To distance as much as possible from children to reduce risk.	Low				
Visitors/ contractors/ peripatetic teachers	Visitor Contractor Staff Children	Visitors will be asked to sign in the visitors book with their full name and also their contact phone number. If anyone in school tests positive, NHS test and trace will be informed of the visitors who may be affected. Visitors do not need to wear specific PPE however they should distance themselves from children and staff as much as possible. They must	Low				

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		<p>use hand gel on arrival and should only attend school by prior arrangement. Only essential visitors will be permitted into school. Flute teacher will begin lessons after Christmas. Children to be taught in small groups of 15, spread out in the hall as far as possible, and seated so lines so that they are not directly breathing over each other. Separate PE risk assessment produced by PE teacher.</p>					
Kitchen reopening from September 2020	Staff, children	Advise Caterlink only cold lunches required from September until further notice.	Medium	Check Caterlink staff's own risk assessment – hand washing, glove wearing etc. Staggered lunches.	Advise parents		
Site/ cleaning team shortage		Cleaning company in place. If shortage occurs, cleaning company to send a replacement to clean. .	High	Cleaner to continue. Caretaking duties to be considered to keep building safe.		HT	

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Leadership shortage	Staff, children	Support virtually Ensure DSL and first aiders on site even if SLT aren't.	Med	Worse case scenario- close if necessary.			
Admin shortage	SLT, parents	Virtual support. Some role could be delegated to TAs	Low				
Congestion at school gate at drop off	Children, parents	Staggered times of entry and different drop off/pick up still to be continued into September. Review and check this is working as there will be larger numbers.	Med		Explain staggered starts and drop off points etc in letter to parents.	HT (letter already sent to parents outlining start and pick up times).	
Congestion at school gate at collection time (continue to review and monitor to ensure this system continues to be safe)	As above	As above	Med		Explain staggered finishes and collection points etc in letter to parents	HT (letter already sent to parents outlining start and pick up times).	
Inability to social distance at breaktime	Children (then staff and parents as knock on)	Staggered breaktimes Allocated spaces to play. All rules and risk assessment areas to be shared with children. Explain to children they must remain in their allotted group at all times and are not	High		Ongoing reminders to children to distance as much as possible.		

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		<p>allowed to mix with other groups/year groups See plan Sections of field cordoned off so that each bubble has a space in which to play without mixing with other bubbles.</p>					
Inability to social distance in hall for lunch	Children (then staff and parents as knock on)	<p>Staggered lunchtimes Allocated spaces to play and eat. See plan. Packed lunches to eat outside as much as possible. If distancing in the hall is problematic, lunches can be eaten in classrooms- including when wet (see separate plan).</p>	High				
Inability to social distance for assemblies	Children and staff	<p>Continued - No large group assemblies until further notice. Small group reflection time within 'bubbles'</p>	Low		Inform parents/ staff of no large assembly gathering	HT	
Overcrowding in the office		<p>Register boxes to be left outside office. Staff to enter office one at a time (other than staff based in office) Parents to make appointment to come into school. Where possible queries can be answered through window reducing need for parents to come in. Ensure only one staff member in office at any one time (in addition to secretary and head)</p>	High		Articulate expectations to parents.	HT	

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Cleanliness of school building following closure		Deep clean completed prior to school reopening. Continuous cleaning throughout T6 and at clean through at end of T6. Cleaning days booked for during summer holidays	Low			DHT/ HT	
Ongoing cleanliness of spaces being regularly used throughout school day		Provision of hand gel for personal hygiene as well as hand soap, tissues. Each space to have disinfectant surface wipes and strong disinfectant spray- to be used regularly on shared resources as well as touch points. Increased cleaning of shared areas and touch points- throughout day. Books taken home and returned quarantined for week before being returned to library. Year R resources to be cleaned daily. Practical resources washed and dried and quarantined for week before reintroduction to environment.	High		Order tissues Ensure stocks of hand soap Communicate cleaning requirements with staff and parents.	DHT	
Risk of staff not knowing fire procedures under new arrangements	Children and staff	Ensure fire drill in first few days. Ensure Fire escape plan in place. To complete early September to check children who have	High	Revised fire escape plan	Write fire escape plan and share with staff. Share with staff and children.	HT	

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		not already been in school know and understand drill.					
Legionella	Children, staff, contractors	Monthly testing	High	Caretaking duties to be discussed with MW from September onwards.		HT	
Children not following good hygiene routines after toilet, at times of transition, throughout school day.	Children and staff	Posters displayed and referred to. Handgel in place in each classroom. Cleaning products in place Washing hands regularly Children reminded of good hygiene practices. Check upon entering and exiting classroom area that children have washed and hand gelled. Children required to wash hands when going outside and coming in from outside. Children required to sanitise/ wash hands after contact with door handles, shared resources or school dog. Each class has allocated sink areas to wash hands.	High	Ensure reminders given to children re personal hygiene practices	Order tissues Ensure supplies of handsoap, handgel etc maintained. Reminders throughout day to wash hands	DHT and HT	
Close contact in the cloakroom	Children and staff	One way system in cloak room- outside towards toilets, inside on way back from toilets. Spread out pegs. Year 5/6 lockers ordered to be	Med	Spread out pegs of children attending	Make new peg labels to hang over pegs to mark out newly spaced pegs of children attending.	Teachers	

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		placed at the back of hall to further spread children to different spaces.			Explain one way system to children.		
Close contact in toilets	Children	<p>Actions to be taken</p> <p>Toilets labelled so that each bubble has own toilets to reduce sharing of toilet facilities.</p> <p>Explain to children that should they visit the toilet and all cubicles are occupied, they will need to wait in the blue kitchen until a toilet is free.</p> <p>Oak Class using toilet facilities in hall.</p> <p>Staff toilet cleaned between each use by relevant staff member.</p>	Med	Remind children of rules around use of toilets.	Explain to parents/ staff/ children to toilet system and one way through cloakroom.	HT	
Close contact around sinks	Children.	<p>As children having staggered lunch and break times, there should be less congestion around sinks.</p> <p>Allow only a small group of children out of classrooms at any one time to avoid this.</p>	Med			All staff	
Disposal of tissues and waste	Staff and children ad contractors	<p>Ensure lidded bins used.</p> <p>'Catch it, bin it, kill it' approach used. Regular reminders to children of this.</p>	Med		Remind children to use lidded bins only, to dispose of tissues etc.	All staff	
Over crowding in classrooms	Staff and children and contractors	<p>Children organised into class bubbles throughout school.</p> <p>Children spaced out as much as possible. Facing forwards</p>	High	Monitor key worker group to ensure this does not get		HT	

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		where possible. Regular reminders given to children. Whole class guided reading to be organised, reducing small group contact.		too large.			
Contamination by resources outside	Children	Portable resources to be kept within bubbles so that these can be used by children in one bubble only and cleaned at the end of each play session. Portable equipment is not to be shared across bubbles. No access to fixed play equipment. No access to water fountains. Children not to share resources across bubbles.. Children to bring in own water bottles. Refilled only by adult from water in a jug.	Med	<p>Explain to parents in letter and also children.</p> <p>Regularly clean door handles and taps etc which are regularly touched.</p>	<p>Explain to parents in letter and also children.</p> <p>Tape off play equipment</p> <p>Tape off water fountains</p> <p>Explain to parents need for children to bring in water bottles</p>	HT	DHT DHT
Contamination by resources in classroom	Children, staff	Limit books going home. Children to keep any personal resources in their tray. Teachers mark books of bubble only. Books to be accessible on tables for children so that these are not to be collected in or given out. Rulers, scissors, whiteboards, pens and stationery sets to be set up for each child. Each child to bring in pencil case with resources needed from home/ school supplies.	High		<p>Set up stationery sets for children.</p> <p>Explain to parents need to bring in stationery/ PE kits etc in letter.</p> <p>Parents will be told their children's PE day to enable them to come to school already dressed in their kit, thus avoided</p>	Each teacher	HT HT

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		<p>These are not to be shared. PE equipment can be used in bubble if cleaned afterwards. Children reminded not to put any equipment near their face or in their mouth.</p> <p>Children reminded that they can access their own desk and belongings, but must not touch or share belongings from other children's trays/ desks</p> <p>Children reminded they must not touch books or other classroom equipment, for example, those in the class library or in the school library</p> <p>Laptops/ipads or any equipment used to be thoroughly cleaned with anti-bac wipes to ensure they are clean before and after use.</p> <p>Provision of cleaning wipes for each class to enable staff to wipe resources, touch points and desks regularly.</p>			unnecessary changing.	HT	
Overcrowding in the staff room while staff take breaks	Staff	Staggered lunch breaks will help limit. Staff not allocated to group to support others with provision of drinks. Spaces outside to be used wherever possible.	High		Explain to staff- staff to then use own initiative.	HT	
Intimate	Staff	Use of appropriate PPE-	low				

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personal care required by child		gloves, plastic aprons, wipes, nappy sacks, disposal of waste in clinical waste bin. Call parent to provide care if staff feel unable to provide level of care needed for individuals.					
Emergency within bubble group and no other adult attached to group	Children and staff.	Each bubble supplied with a laminated red card. Adult leading bubble to nominate one child to be red card runner, who can bring red card to the office to alert HT/ secretary that an adult needs help. Red card should be kept in easy reach.	High			HT	
Medicines	Staff, children	Medicines dropped to office, consent forms completed and dosage advice given by parent, according to pharmacy label.	Low	PPE to be used including mask and gloves if medicines need to be given by adults. On accepting the medicine, parents could also be given the choice to administer medicine to own children.	Share with staff.	HT	
Assessor Name(s): Helen Bradley-Wyatt Agreed by Governing body:				Job Title: Headteacher			
Signature:				Review Date: End of September 2020			

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If staff have any concerns they should raise this with SLT immediately. Staff should keep a copy of this risk assessment in their work space and annotate as adjustments are made, Adjustments MUST be in line with government guidance and reported immediately to the headteacher.

Staff union contact details should staff require additional advice and support:

UNISON- 01189022260 or southeast@unison.co.uk

NASUWT-03330145550

NEU- advice@neu.org.uk

NAHT- 03003030333

GMB- 02083978881

Voice the union- 01332372337

ASCL- 01162991122