**Classroom Risk Assessment**

**Who can be harmed: staff, pupils, visitors, volunteers, students on work experience, trespassers**

**Completed by:** Eforrest Maple **Date:** 1/9/2021 **Review date:**

**Circulated to: SH RW SB NF**

**The control measures listed below MUST be adapted by the school to reflect local practice. This guidance can be amended to record a risk assessment or be used to create a policy, procedure/safe working practice or used as the basis for a staff meeting/discussion (minuted/notes taken), that will then act as an assessment of risk.**

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| List all the Hazards relating to this task | Control measures | Date put in place | Likelihood | Consequence (low-5 medium -15 high-25) |
| Large groups of children and staff/adults maintaining socially distanced measures between each other | Plan in place for staggered play time  Key stage assemblies only  Parents not to enter building unless necessary | 1/9/2021 | 4 | 5 |
| Children sharing resources and potential contamination. | Appropriate resources are available within all classrooms e.g. IT, age specific resources.  NB: sharing of equipment or stationery should be prevented where possible. Shared materials and surfaces should be cleaned and disinfected after use.  Specific resources available on different days. Cupboards turned round to stop children accessing other resources. | 1/9/2021 | 3 | 5 |
| Touching surfaces that are potentially contaminated | Information posters are displayed in every classroom, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.  Ventilation of rooms at all times (windows or doors open or if cold when in-between breaks | 1/9/2021 | 4 | 5 |
|  | Children to wash hands regularly and sanitise hands when entering class.  Teacher to model and regularly encourage hand washing.  Children to have their own pack of stationery that will not leave the classroom.  Children not allowed to go to fridge for cold packs or milk  No water fountain or cups. Drink bottles only. |  |  |  |
| Access to hand washing facilities | Regular hand washing provision in place.  Soap and fresh water provided regularly throughout the day.  Sanitiser at the entrance to classroom  2 handwashing stations in classroom  Wash hands before going home | 1/9/2021 | 4 | 5 |
| Staff and child anxiety | Maintain open communication with staff.  Use appropriate resources and staff (ELSA) to support child. | 1/9/2021 | 3 | 5 |
| Pupil anxiety about returning to school | Plan transition support and activities. Explain and show child how the school/class will be safe and the measures staff will be taking to ensure their safety.  Reporting systems in place so that staff can share any form of concern quickly. Be alert to changes in behaviours | 1/9/2021 | 3 | 5 |
| Anxieties from staff and children escalate rather than reduce over time. | Ensuring all measures are regularly reviewed to ensure wellbeing of the school community/class is sustained. Alert appropriate bodies of support and guidance proactively rather than reactively. | 1/9/2021 | 2 | 5 |
| Bereavement support for staff and pupils | Use online resources eg Winstons Wish, ensure that staff supporting the child have additional information needed and support from SLT and others that can provide the support needed for the pupil. | 1/9/2021 | 2 | 5 |
| Individual risk assessments for children with EHCPs and vulnerable children. | Discuss changes in child’s wellbeing with parents before their return to school. Take advice from specialist teams where necessary. | 1/9/2021 | 1 | 5 |
| Consider approach to social distancing for individuals who will need to access positive touch as a form of reassurance or to exhibit prosocial behaviours. | Ensure the team are aware of this and planning is in place. | 1/9/2021 | 2 | 5 |
| INSERT ADDITIONAL HAZARDS BELOW | INSERT ADDITIONAL CONTROL MEASURES BELOW: |  |  |  |
| Asymptomatic staff | Staff doing LFTs x2 weekly | 1/9/2021 | 2 | 5 |

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| Review date | By Whom | Date shared with staff | Circulated to: |
| Comments/amendments |  | | |
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