**Classroom Risk Assessment**

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

**Completed by:** Laura Pagden **Date: Updated 2nd September 2021**

**Circulated to:** Governing Body and Staff of Colgate Primary School

**Accessible to:** Parents and Carers of Pupils of Colgate Primary School

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| **Hazards relating to this task: ‘The Risk’** | **Control measures** | **Date put in place** | **Likelihood of risk occurring**  **(1= unlikely to occur)** | **Consequence**  **rating**  **(1= low risk consequence)** | **Score**  **Low/Moderate/High risk (Likelihood x consequence)**  **5 – Lowest Risk**  **25 – Highest Risk** |
|  | All adults will be completing a lateral flow test twice a week.  All parents and staff will be reminded of the COVID symptoms and reminded to keep children at home/stay at home if they display any symptoms until they have taken a test. |  |  |  |  |
| Children, staff and other adults unable to maintain social distancing measures. | Children are to be dropped off at the back gate between 8:30 and 8:40. Parents will be allowed to come into the playground with them.  Class assemblies held to communicate new measures with pupils, class assemblies will also take place to explain the measures and regularly go over important messages and any changes. Children will understand the continued importance of hand washing.  Regular school staff meetings held and open lines of communication to discuss the social distancing measures in place. | September 2020  Updated November 2020  Updated January 2021  Updated Feb  2021  Updated  Sept  2021 | 4 | 5 | 20. Moderate to High Risk |
| Children unsure of ways to enter and exit the classroom | Cedar Class have a daily assembly new rules and routines will be conveyed to the children. | September 2020  Updated November 2020  Updated  Jan 2021  Updated February 2021  Updated  Sept  2021 | 4 | 5 | 20 - Moderate to High Risk |
| Children sharing resources and potential contamination. | Appropriate resources are available within all classrooms e.g. IT, age specific resources.  Children to wash hands before and after playtime, lunchtime and PE. The children will also wash hands before leaving school. | September 2020  Updated November 2020  Updated  January 2021  Updated  Sept  2021 | 4 | 5 | 20 – Moderate to High Risk |
| 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.  Children and adults to wash hands regularly and sanitise hands when entering class.  Children and adults to wash hands before and after playtime, lunchtime and PE.  Children are to use hand sanitiser before entering assembly.  There are two wash stations inside classroom door class with soap and hand sanitiser. The children are to be sent to wash hands in table groups and reinforced the importance of washing their hands thoroughly.  Children will be reminded of handwashing process regularly and how to wash hands thoroughly. This message regularly repeated to children throughout the school week.  Importance of handwashing reiterated to children and referenced within Colgate School Code of Conduct.  Teacher to model and regularly encourage hand washing.  Children to have their own pack of stationery that will be named.  Children are to hand sanitise before and after choosing books from the library. | September 2020  Updated November 2020  Updated January 2021  Updated February  2021  Updated  Sept  2021 | 4 | 5 | 20 – Moderate to High Risk |
| Difficulty accessing hand washing facilities | Regular hand washing provision in place.  Soap and fresh water provided regularly throughout the day.  Two stations set out inside the classroom, children are to line up in groups to wash their hands. There is an additional hand washing station within the classroom.  Sanitiser at the entrance to classroom.  Washing facilities situated outside the toilets. | September 2020  Updated November 2020  Updated January 2021  Updated  Sept  2021 | 2 | 5 | 10 – Low to Moderate Risk |
| Staff anxiety | Maintain open communication with all staff. Staff to deploy ‘emotional intelligence’ to assess and recognise colleague’s behaviour and emotions and report unusual or behaviour which may be deemed ‘out of character’.  Regular staff meetings held to highlight any concerns or current issues.  A network between staff and colleagues to ensure open lines of communication. | September 2020  Updated November 2020  Updated January 2021  Updated February  2021  Updated  Sept  2021 | 4 | 5 | 20 – Moderate to High Risk |
| 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. We will cover this regularly in class assemblies.  Reporting systems in place so that staff can share any form of concern quickly. Be alert to changes in behaviours.  Shared information with pupils and their families prior to the return to school.  Use of CPOMs for communications regarding children’s needs  Use appropriate resources and staff (ELSA) to reassure child about the safety measures in place for their return to school – can be carried out on a 1:1 basis, maintaining social distancing measures where possible.  A plan in place for children who find it difficult to separate from their parents at the start of the day. Spoken to these individual parents and discussed ways to minimise this being a concern.  Photos of new classroom layout uploaded to seesaw in advance of return to school, to ensure children can see new layout before arrival. | September 2020  Updated November 2020  Updated January 2021  Updated February  2021  Updated  Sept  2021 | 4 | 5 | 20 – Moderate to High Risk |
| 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. Use of CPOMs for communications regarding children’s needs  Open lines of communication between all members of the school community. Regular emails to parents. Networking between staff members.  Sharing of information between staff regarding pupils.  Daily assemblies discussing any changes in the news the children may have heard and how that can affect how we feel. Ensure children understand what is happening fully and all children have had a chance to express their feelings. | September 2020  Updated November 2020  Updated January 2021  Updated February  2021  Updated  Sept  2021 | 3 | 5 | 15 – Moderate Risk |
| Pupils/staff suffering bereavement | Use of CPOMs for communications regarding children’s needs  Systems in place to ensure staff are made aware at the earliest opportunity.  Use online resources such as Winston’s 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.  Open lines of communication for the family. | September 2020  Updated November 2020  Updated January 2021  Updated  Sept  2021 | 4 | 5 | 20 – Moderate to High Risk |
| Children with EHCPs and vulnerable children. | Discuss changes in child’s wellbeing with parents before their return to school.  Individual phone calls to take place when needed.  Appropriate transition activities provided and will continue through autumn term one.  Take advice from specialist teams where necessary.  Ensure open lines of communication with parents. | September 2020  Updated November 2020  Updated January 2021  Updated February  2021  Updated  Sept  2021 | 3 | 5 | 15 – Moderate Risk |
| 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.  Communication with parents and children before they arrive in school via Seesaw, email telephone.  Assemblies to take place. 1:1 support in place for the child. | September 2020  Updated November 2020  Updated January 2021  Updated February  2021  Updated  Sept  2021 | 4 | 5 |  |
| Lack of ventilation in classroom areas. | At playtime and lunchtime outside door is opened to ensure ventilation in the classroom. | Updated November 2020  Updated January 2021  Updated February  2021  Updated  Sept  2021 | 4 | 5 | 20 – Moderate to High Risk |