

## WESTBROOK PRIMARY SCHOOL HEALTH & SAFETY

### Risk Assessment

|  |  |
|--|--|
| <b>Location / Site</b>                               | Insert location and site where activity taking place           |
| WESTBROOK PRIMARY SCHOOL                             |  |
| <b>Activity / Procedure</b>                          | Insert name/type of activity or procedure being assessed       |
| YEAR 1 RE-OPENING                                    |  |
| <b>Assessment date</b>                               | Insert date when assessment is being carried out               |
| 28/5/2020 – to be updated regularly until re-opening |  |
| <b>Assessment serial number</b>                      | Insert local serial/identification number for future reference |
|  |  |

|                                |            |
|--------------------------------|------------|
| <b>Identify people at risk</b> | YES or NO  |
| <b>Employees</b>               | <b>YES</b> |
| <b>Children</b>                | <b>YES</b> |
| <b>Visitors</b>                | <b>YES</b> |
| <b>Contractors</b>             | <b>Yes</b> |

Government guidance for schools states:

“The safety of children and staff is our utmost priority.”

“The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”

“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.”

Government guidance for parents concerning re-opening of schools states:

“We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**”

“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

Consideration of the pupils’ mental health and well being

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Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings 0 published 11<sup>th</sup> May 2020

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| <b><u>Identify hazard</u></b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Lack of social distancing in the classroom</b> resulting in direct transmission of the virus  |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Reduce the number of children in each classroom to enable social distancing (no more than 15) school estimate numbers could be far fewer due to parents choosing not to send children back initially</li> <li style="color: red;">2. Remove excess furniture to increase space if space to do so – to group rooms or store rooms</li> <li>3. Children keep to their desks when in their allocated classroom</li> <li>4. Social distancing charter created for and with the children displayed within the classroom – (Include instructions how to line up, use of toilet, moving around the classroom, lunchtime procedures etc.)</li> <li>5. Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance</li> <li>6. Children isolated (within the classroom at playtime if necessary) if cannot adhere to charter and spoken to by the bubble lead /class teacher regarding the need for social distancing (this can be escalated to SLT if necessary)</li> <li>7. Lessons planned for individual learning at their desk (not partner or small group learning)</li> <li>8. Feedback given by the teacher will be done so verbally or by using the large whiteboard and / or the interactive whiteboard and not via close interaction. Use of Reward stickers via DB Primary.</li> <li>9. Mark out an area for the teacher – 2m distancing at front of room (teachers will still be able to move around the classroom to support pupils when necessary)</li> <li>10. Children to be allocated a specific desk within the classroom and continue to use this desk for the rest of the term</li> <li>11. Three adults (including teachers and support staff) are assigned to each bubble (groups) of children and will stay with these children throughout the day, every day that school is open</li> <li>12. Children stay in the classroom for the majority of the day and will not mix with other bubbles (group)</li> <li>13. Children will be provided with paper and a pencil for lessons which will be kept on the individual desks</li> <li>14. Each child will have a folder to store their paperwork at the end of each day</li> <li>15. Tables will be wiped down at the end of each day</li> <li>16. Social distancing will be maintained when the group line-up to move to another location within the school</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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| <b><u>Identify hazard</u></b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Lack of social distancing using toilets and poor hygiene</b> resulting in direct and indirect transmission of the virus   |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Only one child allowed to go to toilet at a time: Year 1 pupils must be escorted to the toilet by an adult, both boys and girls.</li> <li>2. Allocated toilets for different bubbles (groups) of children – toilets downstairs to be used by Year 1</li> <li>3. Hand gel used after toilet use as well as washing hands</li> <li>4. Extra signs in toilet area regarding procedures for washing hands e.g. 20 seconds and singing ‘Happy Birthday’</li> <li>5. Hand dryers to be switched off and paper towels to be used by pupils to further reduce the risk of spreading</li> <li>6. School is well-stocked regarding soap and hand sanitizer</li> <li>7. Bubble Leads will talk to the pupils regarding the toilet routine and what procedures they need to follow (refer back to the charter and signs)</li> <li>8. Toilets will be deep cleaned at the end of each day before the children return to school</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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| <b><u>Identify hazard</u></b>   |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Lack of social-distancing waiting to enter school in morning</b> resulting in direct transmission of the virus   |               |   |                   |
| <b>Existing level of risk</b>   |               | Consider current level of risk  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Markers outside the classrooms for the children and parents to wait – more than 2 metres apart as more than one person</li> <li>2. Allocated gates for Year 1 parents to arrive and leave from to reduce the opportunity of parents coming into contact with each other</li> <li>3. Instructions shared regarding social-distancing between families / pupils in the morning with parents and children</li> <li>4. Signage for parents and children displayed in the playground, outside the classrooms</li> <li>5. Allocated members of staff (HT, DHT, PSA, and SBM) to be on duty to supervise and advise parents and pupils regarding the schools procedures for entry and exit</li> <li>6. Staggered drop off and pick up times for different year groups (Year 1 pupils will arrive at</li> </ol> |               |   |                   |

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| <p>school between 8:45am-9:00am) to reduce congestion and risk of contact with other families</p> <p>7. Children will enter via the main entrance from the playground. Children will walk on the left side of the corridor as indicated by markings on the floor</p> <p>8. The children will go straight to their desks on entry into the classroom- all water bottles to be placed on table. Any coats hung on the back of pupils chair. <b>DO NOT USE COAT PEGS.</b></p> |               |  |                   |
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

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| <b><u>Identify hazard</u></b>   |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Lack of social-distancing during playtimes and lunchtimes</b> resulting in direct transmission of the virus  |               |   |                   |
| <b>Existing level of risk</b>   |               | Consider current level of risk  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Staggered playtimes (Year 1 – 10am -10:15am) and allocated play area (top playground, green MUGA or cage)</li> <li>2. Reduced playtime equipment – hard surfaces and can be easily cleaned (balls for the bubbles)</li> <li>3. Games discussed which encourage social distancing – football passing, catch etc.</li> <li>4. Bubble leads will supervise their group throughout break time and lunch time – actively encouraging and insisting on social-distancing. Ensure all children sit with a space in between each other.</li> <li>5. Children practice talking / communicating with a distance of 2 metres – modelled by staff in the classroom prior to break / lunch times</li> <li>6. Bubble leads to discuss and model to the pupils how the children will exit and re-enter the building at the end of break / lunch time (bubbles will carry out the same procedures every day)</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>  |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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| <b><u>Identify hazard</u></b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Lack of social distancing when eating lunch</b> resulting in direct transmission of the virus   |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Children will eat in the hall (divided into two sections via the partitions) with their bubble at an allocated time</li> <li>2. Children will be offered a hot cooked meal that will be made and cooked on-site</li> <li>3. Children will be spaced 2 metres apart at the lunch time tables and their meals will be brought to the tables by the adults leading the bubbles (wearing gloves)</li> <li>4. The children will be in the hall at the allocated time (Y1 11:30-12:00pm)</li> <li>5. The children in the bubble will be supervised by the adults leading the group and will be encouraged to retain the social-distancing measures throughout lunch</li> <li>6. There will be signage visible in the hall to remind the children of the procedures</li> <li>7. Adults will remove and clear the food trays for the pupils and then wipe down the tables before the next group enters the hall</li> <li>8. Children will store their water bottle on their desk and will have free access to this throughout the day</li> </ol> |               |   |                   |

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| 9. Water bottles will be filled if necessary at the sink in the classroom by the bubble leads |               |  |                   |
| <b>Remaining level of risk</b>  |               | Consider level of risk following use of control measures |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

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| <b><u>Identify hazard</u></b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Lack of social distancing in the corridors</b> resulting in direct transmission of the virus  |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Children stay in their allocated classroom for the majority of the day and access other parts (hall and playground) only when necessary and following the one-way system along the corridor</li> <li>2. One pupil going to toilet at a time using the allocated toilets only with an adult.</li> <li>3. Messages to office / SLT via skype/radios/email</li> <li>4. Staff and pupils to use the Shared Area to maximise the distance between each other if necessary</li> <li>5. Staff and pupils will adhere to the one-way system around the school following the markings and signage visible</li> <li>6. When moving the bubble (group) around the school – 2 metres between children – one adult at back insisting the distance is maintained – regular practice of this in the first few days</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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| <b><u>Identify hazard</u></b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Contact of shared resources</b> resulting in indirect transmission of the virus   |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Pupils will be provided with paper and pencils to complete the learning tasks and completed tasks will be contained within individual folders</li> <li>2. Tubs of resources for individuals if needed – maths cubes etc. These will be kept to a minimum and then cleaned at the end of the day</li> <li>3. Resources washed in Milton in the classroom sink each night and left to dry if not same person using them the next day</li> <li>4. Tables, door handles, staff laptop, cupboard doors and other surfaces cleaned with Milton every night (classroom doors to be left open during the day to reduce the touching of surfaces)</li> <li>5. Lessons planned so resources are individual and not shared – or on white board</li> <li>6. Resources on tables ready for lesson and not distributed within the lesson</li> <li>7. Children encouraged to wash hands / use hand gel (school will provide the hand gel) before lessons and after each lesson .</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures  |                   |

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|------|--------|-----|------------|
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
|------|--------|-----|------------|

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| <b><u>Identify hazard</u></b>   |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Emotional distress of the children</b>   |               |   |                   |
| <b>Existing level of risk</b>   |               | Consider current level of risk  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>All Year 1 bubbles to plan in-depth PSHCE activities following the Jigsaw programme to support emotional distress and promote well-being</li> <li>A substantial proportion of the school day will be devoted to PSHCE activities in the first few weeks after school reopens (similar activities will be accessible for those children still remaining at home to promote good well-being in all pupils)</li> <li>All Year 1 bubbles will share the PSHCE planning to ensure that there is a consistent approach to supporting our pupils and reducing emotional distress</li> <li>Bubble leaders to be informed of any children returning to school who have experienced emotional distress during the school closure</li> <li>Group leaders to ensure that any concerns that they have about pupils returning are recorded on MyConcern and shared with one of the DSLs</li> <li>Children to have opportunities to communicate with their class teacher and other staff allocated to their bubble</li> <li>2 metre social distancing PSA / ELSA provision available for children who are distressed</li> <li>Regular communication with identified families to ensure a successful transition from home to school</li> <li>School to seek further expert advice where it is deemed necessary and make use specific resources e.g. Hounslow Educational Psychology Service and Hounslow CAMHS.</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>  |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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| <b><u>Identify hazard</u></b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Emotional distress of the staff – including anxiety</b>   |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>Staff are being included in risk assessment process and discussion enables input into hazard identification and control measures</li> <li>Online coaching for any staff who request it - Mel</li> <li>Staff meetings / Phase Meetings and Year group meetings will occur virtually enabling regular discussion of any concerns and the sharing of control measures</li> <li>Sharing of support helplines – HCC and others</li> <li>At least one SLT / DSL member of staff on-site every day for staff to share concerns with</li> </ol> |               |   |                   |

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| <p>(staff will be made clear of the procedures for this to ensure that social-distancing measures are maintained)</p> <ol style="list-style-type: none"> <li>Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible</li> <li>Separate risk assessment for the office area</li> <li>Designated “staff areas” areas for different groups of staff – maybe rota for same area if needed</li> <li>Prearranged time for planning and preparation within the week especially for those with children in school (Friday mornings will provide staff with this time)</li> <li>Extremely vulnerable staff (Shielding) will work from home but maintain regular contact with Phase Leader, ensuring that they are clear of their role whilst at home and promoting a sense of well-being amongst staff not on-site</li> <li>Vulnerable staff – those recommended to follow strict social distancing – working at home or in school with strict 2 metre distancing measures in place</li> </ol> |               |  |                   |
| <b>Remaining level of risk</b>  |               | Consider level of risk following use of control measures |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

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| <b><u>Identify hazard</u></b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus</b>  |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>Seek expert guidance from special schools regarding support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments</li> <li>Masks purchased as required – N95 grade and instructions from PHE re: cleaning – so issued to individuals</li> <li>Extra disposable aprons ordered</li> <li>Extra gloves ordered</li> <li>Some visors also ordered if needed for medical room</li> <li>Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way which results in staff being put at risk</li> </ol> <p>Please note the Government guidance states “Wearing face coverings or face masks is not recommended”</p> |               |   |                   |
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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| <b><u>Identify hazard</u></b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Risk of spreading virus due to poor hygiene</b> resulting in indirect transmission of the virus   |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Hand gel dispenser outside of all classrooms</li> <li>2. Hand gel ordered in large quantities</li> <li>3. Extra soap dispensers and re-fills in each classroom</li> <li>4. Extra hand washing bowls in each classroom</li> <li>5. Children handwash or use hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze</li> <li>6. Additional tissues to be available to every classroom</li> <li>7. Washing hands posters replaced in all washing areas</li> <li>8. Reminders how to wash hands properly – videos and posters</li> <li>9. Procedure agreed for children to wash hands so thorough hand washing</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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| <b><u>Identify hazard</u></b>  |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Risk of infection due to lack of cleaning</b> resulting in indirect transmission of the virus   |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. All surfaces, handles, toilets and shared equipment will be cleaned each day using Milton</li> <li>2. PPE will be worn by all cleaning staff</li> <li>3. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission</li> <li>4. Soft furnishings and soft / cloth toys will be removed from the classrooms</li> <li>5. Deep cleaning of Year 1 classrooms as used by the Keyworker children before re-opening</li> <li>6. Cleaners to return to work before the school re-opens</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>   |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

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| <b><u>Identify hazard</u></b>   |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Risk of illness of vulnerable staff and family members</b> through direct and indirect transmission of the virus   |               |   |                   |
| <b>Existing level of risk</b>   |               | Consider current level of risk  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home</li> <li>2. Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work at home or work in school adhering to strict 2 metre social distancing from colleagues and children.</li> <li>3. Those living with those that are clinically vulnerable, can attend school and work with children or adults adhering to this and other re-opening risk assessments.</li> </ol> |               |   |                   |
| <b>Remaining level of risk</b>  |               | Consider level of risk following use of control measures  |                   |
| <b>HIGH</b>   | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |

|                               |  |   |  |
|-------------------------------|--|---|--|
| <b><u>Identify hazard</u></b> |  | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards |  |
|                               |  |   |  |

|                               |               |                                |                   |
|-------------------------------|---------------|--------------------------------|-------------------|
| <b>Existing level of risk</b> |               | Consider current level of risk |                   |
| <b>HIGH</b>                   | <b>MEDIUM</b> | <b>LOW</b>                     | <b>NEGLIGIBLE</b> |

|                                |  |   |  |
|--------------------------------|--|---|--|
| <b><u>Control measures</u></b> |  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |  |
|                                |  |   |  |

|                                |               |  |                   |
|--------------------------------|---------------|--|-------------------|
| <b>Remaining level of risk</b> |               | Consider level of risk following use of control measures |                   |
| <b>HIGH</b>                    | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |

|                              |               |  |                   |
|------------------------------|---------------|--|-------------------|
| <b>OVERALL level of risk</b> |               | Consider level of risk following use of control measures |                   |
| <b>HIGH</b>                  | <b>MEDIUM</b> | <b>LOW</b>   | <b>NEGLIGIBLE</b> |
| <b>Assessor's comments</b>   |               | Insert comments relevant to findings as appropriate      |                   |

WESTBROOK PRIMARY SCHOOL HEALTH & SAFETY

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| Name of assessor | Signature of assessor | Date       |
|------------------|-----------------------|------------|
| Carly Benton     |                       | 28.05.2020 |

| Manager's comments | Insert comments relevant to assessment as appropriate |
|--------------------|---|
|                    |   |

| Name of manager | Signature of manager | Date |
|-----------------|----------------------|------|
|                 |                      |      |

| Risk assessment reviews | Set future review dates & sign/comment upon completion |
|-------------------------|--|
|-------------------------|--|