



COVID-19 RE-OPENING Risk Assessment



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| Location / Site | St Oswald's CE VA Primary School |
| Activity / Procedure | Re-opening to Reception, Year 1, Key Worker/Vulnerable Pupils |
| Assessment date | 23/5/2020 - to be updated regularly until re-opening Reviewed: 16.06.2020 |

Government guidance states 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.

In the 'Planning Guide for Primary Schools' published 14th May 2020, the Government state,

'We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account.

You should, therefore, work through the hierarchy of measures set out in implementing protective measures in education and childcare settings:



- avoiding contact with anyone with symptoms
- frequent hand cleaning and good respiratory hygiene practices
- regular cleaning of settings
- minimising contact and mixing'



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

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards | |
| Lack of social distancing in the classroom resulting in direct transmission of the virus. | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk - add appropriate detail about the type and location of controls | |
| <p>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS. INSTEAD, THE FOCUS WILL BE ON THE MEASURES OUTLINED BY THE GOVERNMENT AND GIVEN ABOVE.</p> <ol style="list-style-type: none"> 1. Reduce the number of children in the classroom to enable social distancing (no more than 15). 2. Outside areas to be utilised as much as possible. 3. Remove excess furniture to increase space if space to do so. 4. Children have own zip wallet pack of essential items (e.g. pencil, whiteboard, whiteboard pen, rubber, playdough, counters etc.) 5. Some resources that would be difficult to clean e.g. books or blocks can have numbers reduced and then quarantined for 72 hours before being used again. 6. Other resources e.g. balls, pencils, plastic bricks will be wiped down between groups and again at the end of the day. 7. Carpet spots/other markers to be used in areas to indicate where children can sit to encourage social distancing. Remove some chairs from areas such as craft area to put a distance between children. 8. iPad trolley and iPad's can be used but must be wiped down after each use and recorded in the cleaning log. 9. Addendum's to the behaviour policy outline the updates linked to behaviour during this time, including the serving of time outs and cool downs within bubbles and the need for parent collection and intervention if there is any extreme behaviours from children, which poses a risk to themselves or their peers. 10. Lessons planned for individual work (not pairings or group work), feedback to floor book by bubble staff and wallets for work utilised 11. Staff are assigned to these children and stay with these children throughout the day and on subsequent days. 12. Children will not mix with other groups. 13. Packed lunches delivered to classrooms/field; waste cleared after children have finished eating and tables cleaned. 14. Coats kept on the back of children's chairs, reception children based in class to use their class pegs. 15. No bags brought into school. 16. Minimise items transferred between school and home - e.g. no reading books/spelling books/home reading records. Water bottles and a coat will be the only item transferred between school and home. | | | |



| Remaining level of risk | | | | Consider level of risk following use of control measures | | | |
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| HIGH | MEDIUM | LOW | NEGLIGIBLE | | | | |



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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards | |
| Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk - add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Banding system allowing only one child at a time within the toilet area, if band is hanging outside toilet door, children must to their bubble as it is in use. 2. Pupils taught how to use toilets safely. 3. Hand gel used after toilet use as well as washing hands. 4. Extra signs in toilet re washing hands. 5. Wedges for the external toilet doors if not fire doors. 6. Toilets cleaned throughout the day. 7. Soap and sanitiser monitored weekly to ensure stocks do not run low. 8. After toilet use, classroom staff to ring caretaker and this will have to be cleaned prior to the next child using. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards | |
| Lack of social distancing waiting to enter or leave school, resulting in direct transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk - add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Clear procedures for entering and leaving school, including timings, shared with parents. 2. Markers on the road outside of school indicating where parents are to wait - 2m apart. 3. Allocated gate for children to arrive and leave from. 4. Parents not permitted on site. 5. Only one parent permitted to collect their child. 6. No parents to be permitted onto the school site. 7. Parents must stay in cars until drop off/pick up time. 8. Late arrivals will not be permitted into school that day and must return the following day. 9. Instructions shared re social distancing between families. | | | |



10. Signage for parents and children displayed outside the school.
11. HT and DHT to be on duty to supervise.
12. Staggered drop off and pick up times for different year groups and separate entrances for each bubble.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
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| Identify hazard | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards |
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Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus

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| Existing level of risk | | Consider current level of risk | |
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| Control measures | List your control measures required to reduce risk - add appropriate detail about the type and location of controls |
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1. Allocated play area and gazebo for each bubble.
2. Playtime areas mapped out to ensure no contact is made, staggering unnecessary due to this.
3. Members of staff (from bubble) supervising playtime and lunchtime.
4. No use of static playtime equipment - hard surfaces that can be easily cleaned only.
5. Games discussed which encourage social distancing - football passing, catch etc.
6. Use of plastic equipment allocated to bubble but this must be wiped down after each use.
7. Staff supervision throughout - actively encouraging social distancing.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
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| Identify hazard | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards |
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Lack of social distancing when eating lunch resulting in direct transmission of the virus

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| Existing level of risk | | Consider current level of risk | |
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| Control measures | List your control measures required to reduce risk - add appropriate detail about the type and location of controls |
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1. Children eat in their classrooms or designated outdoor area
2. Packed lunches supplied by school to minimise transfer between school and home
3. Meals brought to their classroom to minimise disruption



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| Remaining level of risk | | Consider level of risk following use of control measures | |
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| <u>Identify hazard</u> | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards |
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Lack of social distancing in the corridors resulting in direct transmission of the virus

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| Existing level of risk | | Consider current level of risk | |
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| <u>Control measures</u> | List your control measures required to reduce risk - add appropriate detail about the type and location of controls |
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1. Children staying in their classroom, or outside in designated space.
2. See toilet procedures.
3. Messages to office/HT via email/mobile phones.
4. Use of outside doors to move to outside play areas.
5. If moving class around the school - 2 metres between children (movement around school to be avoided wherever possible in the first instance).
6. No need to use corridors apart from toilets.
7. Fire doors to be used for entry and exit to the building.

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| <u>Identify hazard</u> | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards |
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Contact of shared resources resulting in indirect transmission of the virus

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| Existing level of risk | | Consider current level of risk | |
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| <u>Control measures</u> | List your control measures required to reduce risk - add appropriate detail about the type and location of controls |
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1. Tables, door handles and other surfaces cleaned with anti-bacterial cleaner every night and throughout the day. This is to be recorded on a checklist in each room.
2. Children encouraged to wash hands/use hand gel throughout the day.
3. Children have own zip wallet pack of essential items (e.g. pencil, whiteboard, whiteboard pen, rubber, counters etc.), this cannot be shared between children.
4. Some resources that would be difficult to clean e.g. books or blocks can have numbers reduced and then quarantined for 72 hours before being used again.
5. Other resources e.g. balls, pencils, plastic bricks will be wiped down between groups and again at



- the end of the day.
- iPad trolley and iPad's can be used but must be wiped down after each use and recorded in the cleaning log.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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

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| Existing level of risk | | Consider current level of risk | |
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| <u>Control measures</u> | List your control measures required to reduce risk - add appropriate detail about the type and location of controls |
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- Aim for children to be with staff that they know and their friends.
- Child friendly information to be sent out prior to going back to help support children with the transition into school and so they know what to expect.
- Initial emphasis, around supporting children with routines and establishing how they feel emotionally about being back in school - focus on PSHÉ lessons to encourage talk and share feelings.
- Staff to work closely with Andrea Scott (Family Support Worker), Jayne Dixon (Inclusion Manager) and Iain Usher (Wellbeing Lead) to support children who are struggling with the new set up in school.
- Regular communication with home through Facebook, website and MySchoolApp to aid parents in supporting their child.

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| <u>Identify hazard</u> | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards |
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Emotional distress of the staff - including anxiety

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| <u>Control measures</u> | List your control measures required to reduce risk - add appropriate detail about the type and location of controls |
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- Inclusion in risk assessment process - input into hazard identification and control measures.
- Staff meeting to discuss concerns and shared control measures.



3. Sharing of support helplines.
4. HT or DHT on site and available every day for staff to share concerns with.
5. Risk assessments reviewed after week one and as appropriate after that.
6. Planned time on a Friday for planning and preparation within the week and for supporting home learning.
7. Adapted marking system to ensure effective but not time consuming.
8. Use of outside area at the end of the school day for staff to talk to each other (with social distancing in place).
9. A 'Well-being Wednesday' will be set up by Iain Usher to check in on the well-being and work progress of all staff who continue to work from home.
10. Extremely vulnerable staff (Shielding) work from home.
11. Vulnerable staff - those suggested to strictly social distance - working at home or in the later waves of school return.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
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| Identify hazard | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards |
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Risk of spreading virus due to close contact with children - 1:1 and restraint resulting in direct transmission of the virus

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| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Control measures | List your control measures required to reduce risk - add appropriate detail about the type and location of controls |
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1. Risk Assessment completed for individual children if necessary.
 2. Policies amended to allow school to take special measures with regard to behaviour issues that may result in spreading of the guidance.
 3. Masks available if needed.
 4. If children have a toilet accident that they are unable to clean up independently, parents will be contacted to take the child home.
 5. Disposable aprons available.
 6. Gloves available if needed.
 7. Visors available if needed.
 8. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk.
- Note the Government guidance states "Wearing face coverings or face masks is not recommended"

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| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |



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| Identify hazard | | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards | |
| Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| Control measures | | List your control measures required to reduce risk - add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Parents advised that children must wear fresh clean clothes every day - uniform optional to facilitate this. 2. Parents contacted if there is a concern that children are wearing clothing from a previous day. 3. Parents advised that children should wash hands before coming to school. 4. Hand gel dispenser in every classroom and at all entry/ exit points. 5. Hand gel order in large quantities. 6. Extra soap dispensers and re-fills at each wash area. 7. Children hand wash or 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. 8. Washing hands posters placed in all washing areas. 9. Each bubble to be issued with a cleaning pack, children and adults to be included in cleaning their own tables/equipment/resources used. 10. Reminders how to wash hands properly - videos and posters with a weekly lesson. 11. Procedure agreed for children to wash hands resulting in thorough hand washing. 12. Toilet band system in place to ensure only one child is in the toilets at any one time. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| Identify hazard | | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards | |
| Risk of infection due to lack of cleaning resulting in indirect transmission of the virus | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| Control measures | | List your control measures required to reduce risk - add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using disinfecting fluid. 2. PPE will be worn by all cleaning staff. 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. | | | |



4. Soft furnishings and soft/cloth toys will be removed from use in classrooms.
5. All areas deep cleaned before school re-opens on June 8th and again weekly.
6. Reduction of movement around classrooms and around the school.
7. Cleaning packs available throughout the day in each teaching area.
8. Toilets cleaned throughout the day.
9. Weekly review of key cleaning items to ensure sufficient stock, carried out by John Scrafton.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
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| <u>Identify hazard</u> | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards |
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Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus

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| Existing level of risk | Consider current level of risk | | |
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| <u>Control measures</u> | List your control measures required to reduce risk - add appropriate detail about the type and location of controls |
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1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) are to work from home
2. Those who are clinically vulnerable - those strongly advised to social distance in the original guidance are to adhere to strict 2 metre social distancing from colleagues and children, or enter school within the later planning wave.
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.
4. Issuing of all relevant risk assessments to staff concerning returning to work - and allow them to comment and contribute.
5. Separate risk assessment for staff who are clinically vulnerable, if necessary.

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| Remaining level of risk | | Consider level of risk following use of control measures | |
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| <u>Identify hazard</u> | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards |
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Risk of illness of vulnerable children and family members through direct and indirect transmission of the virus

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| Existing level of risk | Consider current level of risk | | |
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| <u>Control measures</u> | | List your control measures required to reduce risk - add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Children who are clinically extremely vulnerable - those being shielded should not attend school. 2. Children living with someone who is clinically extremely vulnerable should not attend school. 3. Children living with someone who is clinically vulnerable can attend school - parents will be given the choice. 4. HT/DHT available to speak to parents about any concerns they have over an email exchange. 5. Decision ultimately made by parents - no penalties for non-attendance at school during this time. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards | |
| Risk of spreading virus due to close contact with children - providing First Aid | | | |
| Existing level of risk | | Consider current level of risk | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| <u>Control measures</u> | | List your control measures required to reduce risk - add appropriate detail about the type and location of controls | |
| <ol style="list-style-type: none"> 1. Staff member to wash hands and use disposable gloves before breaking 2m distance. 2. Staff can use face masks, aprons and visors if they feel it necessary. 3. Provide First Aid following usual first aid protocols, this will be carried out by Andrea Scott. 4. Staff to contact Andrea Scott via telephone to inform of first aid, Andrea Scott and child to meet at first aid room once telephone communication has confirmed attendance. 5. First aid to be recorded on CPOMs and stickers issued, in line with policy. 6. Follow normal procedures for dealing with waste. 7. Remove and dispose of gloves. 8. Where possible, no medication given during this period, other than inhalers or emergency medication e.g. epi pens. Interim Health Care Plans to be completed if medication does need to be brought into school and supervised self-administration encouraged as much as possible. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
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| <u>Identify hazard</u> | | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards | |
| Emergency situation e.g. fire and evacuating building | | | |
| Existing level of risk | | Consider current level of risk | |



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| <u>Control measures</u> | | List your control measures required to reduce risk - add appropriate detail about the type and location of controls | |
| <ul style="list-style-type: none"> • All staff briefed in new emergency procedure checklist. • All areas have designated fire exit. • Staff to evacuate children from the building in the usual way; priority given to getting children out of the building quickly, while reminding about staying 2m apart wherever possible. • Field used as additional Fire Safety Point in order for less crowding on the yard area and to minimise 'bottle neck' points of entry and exit. | | | |
| Remaining level of risk | | Consider level of risk following use of control measures | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |

| Name of managers | Signature of manager | Date |
|--------------------------|----------------------|---------------------------------------|
| Helen Smith Jade Pape | | 23.5.2020 Reviewed: 16.06.2020 |

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| Risk assessment reviews | Reviewed daily within the first instance |
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