

## Return to school risk assessment – Full Opening of Schools

School	St Keyna Primary School	Assessment Date	<a href="#">15/04/2021</a>	Completed by:	Steve Gumm
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In completing this risk assessment it needs to be recognised that neither myself, Steve Gumm, Headteacher, nor the Governors of our school have experience of viral transmission or of mitigating the risks. We are not able to eradicate the risks to staff or children but in carrying out the risk assessment and actions we hope to mitigate some of the risks to keep everyone safe.

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Incomplete H&S compliance checks	All attending school	<ul style="list-style-type: none"> <li>• School has ensured all statutory compliance checks are up to date</li> <li>• prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe, including legionella checks. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak.</li> </ul>	<ul style="list-style-type: none"> <li>• HSE's classroom checklist to be completed</li> <li>• Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown</li> <li>• Also refer to Refer to LCA document 'LCA Guidance for members on Reopening Buildings'</li> </ul>	PAT testing end of Aug - YC  School before return date.	May 2020  ongoing

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<p>Contracting Covid 19 virus</p>	<p>All attending school by contracting the virus through:</p> <ul style="list-style-type: none"> <li>• contact with an infected person</li> <li>• poor hygiene</li> </ul>	<p>Following up to date Government guidance by –</p> <ul style="list-style-type: none"> <li>○ minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges</li> <li>○ raise awareness of signs and symptoms</li> <li>○ cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</li> <li>○ Reviewing guidance on hand cleaning</li> <li>○ ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> <li>○ clean hands on arrival at the setting, before and after eating, after sneezing or coughing, when returning from breaks, when changing rooms and after using the toilet</li> </ul>	<p>Issue regular communications</p> <p>Teachers to use e-bug and other age appropriate resources. Issue regular reminders to both staff and pupils</p>	<p>SG</p>	
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	<ul style="list-style-type: none"> <li>• touching contaminated surfaces</li> </ul>	<ul style="list-style-type: none"> <li>○ encourage not to touch their mouth, eyes and nose</li> <li>○ ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> <li>○ Ensuring enough bins and tissues are available throughout school</li> <li>○ Assisting young pupils and those with complex needs maintain good respiratory hygiene</li> <li>○ minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)</li> <li>○ Staff aware of access to testing arrangements</li>   <li>○ follow the COVID-19: cleaning of non-healthcare settings guidance and further guidance issued by PHE SW <a href="http://thehub.bathnes.gov.uk/Services/4636">http://thehub.bathnes.gov.uk/Services/4636</a></li> <li>○ cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</li> <li>○ clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors,</li> </ul>	<p>All surfaces in classrooms to be cleared for easy cleaning.</p> <p>Dining hall to be set up to seat maximum of 60 (less than half capacity)(max 2 per table)</p> <p>Additional Cleaner employed during the school day every day.</p>	<p>SG</p> <p>SG</p> <p>SG</p>	

		sinks, toilets, light switches, bannisters, more regularly than normal			
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		<ul style="list-style-type: none"> <li>○ discuss with cleaning staff the additional cleaning requirements and agree additional hours to allow for this</li> <li>○ prop doors open during the school day, where safe to do so, consider fire and safeguarding issues, to limit use of door handles and aid ventilation</li> <li>○ cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. This should include when they arrive at school, when they return from breaks, when they change rooms before and after eating and after using the toilet</li> </ul> <p>• if required, ensuring young pupils have help in cleaning hands thoroughly</p> <ul style="list-style-type: none"> <li>○ engaging parents and children in education resources such as e bug and PHE schools resources</li> <li>○ Reduce the use of Shared resources such as books and games:</li> </ul>	<p>Routines/schedule for handwashing and resource cleaning has been shared.</p> <p>Further develop systems for recording when equipment was last used.</p> <p>Reading book changing procedures agreed and they need to be kept aside in a tray for 72 hours after use</p> <p>Reading book changing systems to be communicated by teachers</p>	<p>SG</p> <p>RE</p> <p>SMac</p> <p>SMac</p>	
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		<ul style="list-style-type: none"> <li>○ can be used and shared within the bubble</li> <li>○ these will be cleaned regularly along with all frequently touched surfaces</li> <li>○ Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.</li> <li>○ Individual and very frequently used equipment, such as pencils and pens, will not be shared. Staff and pupils will have their own</li> <li>○ prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces cleaned more frequently</li> <li>○ Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left</li> </ul>	Organise resources and resource packs for ASC and Breakfast Club	SG and ASB/BC staff	

unused and out of reach for a period of 48 hours (72 hours for

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		<p>plastics) between use by different bubbles.</p> <ul style="list-style-type: none"> <li>○ pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed</li> <li>○ school will keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups.</li> </ul>			



Infection outbreak/cases	All attending school or in class/bubble	<p>Schools will take swift action when aware that someone who has attended has tested positive for coronavirus (COVID-19)</p> <ul style="list-style-type: none"> <li>• School will ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.</li> <li>• School will engage with the NHS Test and Trace process  <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</a></li> </ul>	<p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing</p>		
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		<p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></p> <ul style="list-style-type: none"> <li>• manage confirmed cases amongst the school community</li> <li>• contain any outbreak by following local health protection team advice as detailed in PHE SW HPT: Guidance for Childcare and Educational Settings in the management of Covid-19, Version 3, 05.06.2020 –</li> </ul> <p><a href="http://thehub.bathnes.gov.uk/Services/4636">http://thehub.bathnes.gov.uk/Services/4636</a></p> <ul style="list-style-type: none"> <li>• school keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups</li> </ul> <p>All staff and visitors wear face coverings/masks when moving around the school</p> <p>All staff and regular visitors to school have access to rapid flow testing - please refer to separate risk assessment</p>	<p>remote education for all other pupils.</p> <p>Remote learning can easily be resumed.</p> <p>Paper work-packs would be delivered/sent to children.</p> <p>Emailed daily learning would continue</p>		
Cleaning	Cleaners and all others attending school	<ul style="list-style-type: none"> <li>• Following PHE and PHE SW guidance having a cleaning schedule, correct cleaning materials, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning schedule in place.</li> </ul>		
Waste	All attending the school who may be in contact with it.	<ul style="list-style-type: none"> <li>• Following PHE and PHE SW guidance adequate facilities for the disposal of waste and PPE and adequate storage procedures prior to collection.</li> </ul>			

Class sizes and maintaining distances	All attending school by close contact with pupils/staff and being unable to keep a minimum of ideally 2 meters distance apart	<ul style="list-style-type: none"> <li>• Where possible, school to implement smaller groups the size of a full class keeping groups away from other groups where possible, to reduce transmission risk.</li> <li>• If capacity allows, school will take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible</li> <li>• older children should be encouraged to keep their distance within groups</li> </ul>	<p>Tables will be allocated in rooms –Nursery and Reception children will continue to free-flow.</p> <p>Bubbles will be: <b>A.</b> Nursery and Reception. <b>B.</b> Y1, 2</p>	SG	September 1st
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		<ul style="list-style-type: none"> <li>• For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage continue to apply</li> <li>• All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable but will try to keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults</li> <li>• Staff to reduce face to face contact and avoid close face to face contact, minimising time spent within 1 metre of anyone (this will not be possible when working with pupils who have complex needs or need close contact care). Staff can wear face mask/covering or visor when not presenting to a group or class, especially when in close proximity to a child.</li> <li>• ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, consider seating students at the same desk each day if they attend on consecutive days</li> <li>• small adaptations to the classroom made to support distancing where possible, including seating pupils side by side and facing forwards, rather than face to face or side on</li> <li>• refresh the timetable: <ul style="list-style-type: none"> <li>○ decide which lessons or activities will be delivered</li> </ul> </li> </ul>	<p><b>C.</b>Y3 <b>D.</b> Y3/4. <b>E.</b> Y4. <b>F.</b> Y5 <b>G.</b> Y6</p> <p>Breakfast club and ASC will also be considered as bubbles</p> <p>Classrooms set up from year 2 upwards front facing in year 1 groups are kept to as small as possible</p> <p>No assemblies other than a virtual assembly on Fridays. Singing limited to 15 pupils or outside.</p> <p>Plan has been sent out to parents</p> <p>PE outside as much as possible. Hall can be used but social distancing and hand hygiene, sharing of resources to be considered.</p> <p>All surfaces to be cleared.</p> <p>Staggered starts relayed to parents in July and also at end of August</p> <p>Some schools may</p>	<p>SG</p>	<p>End of July and end of Aug</p>
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			keep children in their		
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		<ul style="list-style-type: none"> <li>○ consider which lessons or classroom activities could take place outdoors</li> <li>○ use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</li> <li>○ stagger break times (including lunch), so that all children are not moving around the school at the same time</li> <li>○ plan parents' drop-off and pick-up protocols that minimise adult to adult contact</li> <li>• in addition, childcare settings or early years groups in school should: <ul style="list-style-type: none"> <li>○ consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing</li> <li>○ consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously</li> </ul> </li> <li>• remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</li> <li>• remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</li> <li>• use outside space for outdoor education, where possible, as this can limit transmission and</li> </ul>	<p>class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits</p> <p>During lesson time pupils will be kept in class bubbles apart from phonics groupings (tables and chairs will be cleaned before and after phonics)</p> <p>Timetables are clear as to which teachers are teaching which classes when.</p> <p>Additional risk</p>		
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			assessment/procedures required for pupils with		
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		<p>more easily allow for distance between children and staff</p> <ul style="list-style-type: none"> <li>• school keeps a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups.</li> </ul>	<p>complex needs/close contact care</p>		

<p>Pupils arriving/leaving school at start and end of day</p>	<p>All parents/carers/pupils being dropped off at school or arriving by school transport e.g. buses taxis</p>	<p>School will consider how children and young people arrive at the education or childcare setting, avoiding peak times, and reduce any unnecessary travel on coaches, buses or public transport where possible. See Coronavirus (COVID-19): safer travel guidance for passengers for further details</p> <ul style="list-style-type: none"> <li>• stagger start/drop-off and end/collection times</li> <li>• parents and pupils advised of their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>• staff to not leave the doorway of the classroom, with parent/carers not passing the plastic barriers. Messages and information need to be</li> </ul>	<p>This involves very few children – plans in place</p> <p>Children and 1 adult to follow the one-way system. No parents to enter school building without an appointment. Schedule in place</p>		
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		<p>phoned into the school office, not shared at the classroom door</p> <ul style="list-style-type: none"> <li>• access rooms directly from outside where possible</li> <li>• if pupil needs to be accompanied to the education or childcare setting, only one parent can attend</li> <li>• all parent/carers to wear a face mask or face covering when on the school site</li> <li>• made clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> <li>• If required, 2m markings by entrance to ensure social distancing and/or display guidance</li> </ul>	SLT to oversee drop-off and collection times.		
A pupil routinely attending more than one school	All staff and pupils	<ul style="list-style-type: none"> <li>• School will work through the system of controls collaboratively to address any risks identified allowing to deliver a broad and balanced curriculum for the child.</li> </ul>	Nursery children can attend more than one setting. SG to communicate with Nursery parents. SG and Chi to communicate with appropriate EY settings.	SG LC	Sept 20
Pupils/staff arriving at school wearing face masks	Pupils and staff due to possible contamination	<ul style="list-style-type: none"> <li>• School has a process for removing face coverings which is communicate it clearly to everyone</li> <li>• Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands</li> </ul>			

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		<p>immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom</p> <ul style="list-style-type: none"> <li>• Guidance on safe working in education, childcare and children's social care provides more advice.</li> </ul>	Lidded bins to be used for disposal of any temporary facemasks		

Supply teachers, peripatetic teachers and/or other temporary staff who move between schools	All staff and pupils	<ul style="list-style-type: none"> <li>• School will minimise the numbers of temporary staff entering the school premises</li> <li>• Tell visitor not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre arranged calls will be allowed on site</li> <li>• Covid 19 posters displayed in reception area</li> <li>• Risk assessment from the contractor is viewed by the school before appointment (sent electronically)</li> <li>• Contractor will be expected to comply with the school's arrangements for managing and minimising risk</li> <li>• A copy of this risk assessment is available to view or can be sent electronically before visit</li> <li>• Physical distancing and hygiene is explained to visitors on or before arrival.</li> <li>• Contractors/school to ensure that they minimise contact and maintain as much distance as possible from other staff</li> </ul>	<ul style="list-style-type: none"> <li>• Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Separate procedures will be in place</li> <li>All visitors will be expected to follow the schools COVID procedures.</li> <li>All visitors to use the designated visitors' toilet</li> </ul>		
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		<ul style="list-style-type: none"> <li>• Record date, contact name and contact details for visitor, and request they contact the school if they subsequently become symptomatic.</li> </ul>		Office staff to maintain log of all visitors	

Extra-curricular provision- including breakfast club and after school provision	Pupils and staff	<ul style="list-style-type: none"> <li>• Schools will carefully consider how to make such provision work alongside the wider protective measures, including keeping children within their year groups or bubbles where possible.</li> <li>• If it is not possible to maintain bubbles being used during the school day then schools will use small, consistent groups. • As with physical activity during the school day, contact sports should not take place.</li> </ul>	<p>Breakfast Club and ASC to follow procedures during the school day.</p> <p>After school clubs resuming in term 5 - limited to individual classes</p>	SG	3 <sup>rd</sup> sept
Music Lessons	<p>Pupils and staff</p> <p>There may be an additional risk of infection in environments where people are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance</p>	<ul style="list-style-type: none"> <li>• School to consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example: <ul style="list-style-type: none"> <li>○ physical distancing and playing outside wherever possible,</li> <li>○ limiting group sizes to no more than 15</li> <li>○ positioning pupils back-to-back or side-to-side</li> <li>○ avoiding sharing of instruments</li> <li>○ ensuring good ventilation.</li> <li>○ Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul> </li> </ul>	<p>No whole school singing no full class singing.</p> <p>No recorder lessons in classes but whole-class violin lessons can resume</p>		

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Physical activity		<ul style="list-style-type: none"> <li>• Pupils will be kept in consistent groups, • sports equipment will be thoroughly cleaned between each use by different individual groups</li> <li>• contact sports avoided.</li> <li>• Outdoor sports will be prioritised where possible</li> <li>• large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene</li> <li>• School will refer to and follow the following guidance guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport advice from organisations such as the Association for Physical Education and the Youth Sport Trust</li> </ul>	All classes have allocated 2 PE slots outside each week. PDA/run a mile in bubbles daily. Socially distanced fitness in the hall for individual work out when weather stops sport outside – to include Joe Wicks and Jumpstart Johnny etc.		
Other visitors including parents/suppliers/Contractors arriving at school	All staff, pupils and visitors/contractors	<ul style="list-style-type: none"> <li>• Tell visitor not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre arranged calls will be allowed on site</li> <li>• Covid 19 posters displayed in reception area • Inform any visitor, suppliers, contractors of any infection control procedures on site e.g. site guidance on physical distancing and hygiene is explained to visitors on or before arrival</li> <li>• Deliveries arranged at quiet times or before or after school opening/closing.</li> </ul>	<ul style="list-style-type: none"> <li>• Disabled toilet next to hall to be used.</li> <li>• Wash/sanitize hands on entering and leaving</li> </ul>	SBL/Office staff to brief visitors/contractors  DJ to review posters in school entrance area	ongoing

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		<ul style="list-style-type: none"> <li>Agreement from Suppliers of their confirmation and understanding of the new arrangements should ideally be sought</li> <li>Record date, contact name and contact details for visitor, and request they contact the school if they subsequently become symptomatic.</li> </ul>	Unless an emergency ensure all contractors works are carried out 'outside of normal working hours'		
Entering and exiting school/classrooms	All staff, pupils, visitors/contractors	<ul style="list-style-type: none"> <li>avoid creating busy corridors, entrances and exits</li> <li>access rooms directly from outside where possible</li> <li>consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> <li>staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> <li>staggering lunch breaks (see below)</li> </ul>	One-way system inside school as well as outside of school  When changing books children in KS2 take the shortest route back to class	Teachers to brief their children about all expectations	

<p>Large gatherings in school hall/dining area/internal and external sports facilities</p>	<p>All staff, pupils, visitors, contractors</p>	<ul style="list-style-type: none"> <li>• Use room/space at half capacity</li> <li>• staggering lunch breaks</li> <li>• children and young people should clean their hands beforehand and enter in the groups they are already in,</li> <li>• groups should be kept apart as much as possible and</li> <li>• tables should be cleaned between each group.</li> </ul>	<p>All packed lunches to be eaten in class (Nursery and R)</p> <p>Playground to be split up,</p> <p>hall seats and tables to be cleaned after each child has finished eating</p> <p>Three sittings.</p>	<p>SG</p>	<p>Staff briefed by 2nd September 2020</p>
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		<ul style="list-style-type: none"> <li>• If such measures are not possible, children should be brought their lunch in their classrooms</li> </ul>	<p>N and YR bubble KS1 bubble KS2 children All groups for hot meals below half capacity</p> <p>KS2 children from different classes not allowed to sit next to each other</p> <p>Table cleaning routines in place Play areas timetabled and staggered use.</p> <p>Children leave the hall from the side of their class and take the shortest route to class</p>		
Using toilets	All staff, pupils, visitors, contractors	<ul style="list-style-type: none"> <li>• ensuring that toilets do not become crowded by limiting the number using them. A 1 in 1 out system may be necessary</li> <li>• pupils are encouraged to clean their hands thoroughly after using the toilet</li> <li>• regular cleaning of area</li> </ul>			
Pupil behaviour	All staff pupils, visitors, contractors	<ul style="list-style-type: none"> <li>• Behaviour policy updated due to the need of pupils to behave differently when they return to school, this includes</li> </ul>	Temporary adjustments shared and agreed with staff and Governors		



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		<p>all new systems put in place due to Covid 19</p> <ul style="list-style-type: none"> <li>• Communicated changes to pupils, parents and staff.</li> </ul>			
Meeting in staff room and offices	All staff, visitors and contractors	<ul style="list-style-type: none"> <li>• Stagger use of rooms to limit occupancy and consider using other rooms to maintain social distancing</li> </ul>	<p>Staff garden capacity =7. Staff room capacity = 8. Meeting Room capacity = 6 Moonstone, Opal and staff room to be used for small meetings. The hall or a classroom to be used for larger meetings</p>		Staff to be reminded 1 <sup>st</sup> September

Transporting pupils to school via school transport	Driver, guide escort and pupils	<ul style="list-style-type: none"> <li>• encouraging parents and children and young people to walk or cycle to their education setting where possible</li> <li>• consider using 'walking buses'</li> <li>• making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel</li> <li>• ensuring that transport arrangements cater for any changes to start and finish times</li> <li>• making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus</li> <li>• making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers</li> <li>• taking appropriate actions to reduce risk if hygiene rules and social distancing is not</li> </ul>			
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		<p>possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts</p> <ul style="list-style-type: none"> <li>• local authorities or transport providers could consider the following: <ul style="list-style-type: none"> <li>○ guidance or training for school transport colleagues</li> <li>○ substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers</li> <li>○ cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out</li> </ul> </li> <li>• communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</li> </ul> <p>Consideration is also given to:</p> <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>• use of hand sanitiser upon boarding and/or disembarking</li> <li>• additional cleaning of vehicles</li> </ul>			
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		<ul style="list-style-type: none"> <li>• organised queuing and boarding where possible</li> <li>• distancing within vehicles wherever possible</li> <li>• the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> </ul>			
Use of public transport	Staff/pupils	<ul style="list-style-type: none"> <li>• Advised to keep use to an absolute minimum, particularly during peak times</li> <li>• the use of face coverings for children over the age of 11</li> <li>• School encourages parents, staff and pupils to walk or cycle to school if at all possible.</li> <li>• consider using 'walking buses'</li> <li>• parents drive to children to school</li> </ul>	Does not apply to any families currently		
Use of play equipment including outdoor playground equipment	Staff/Pupils from contaminated surfaces	<ul style="list-style-type: none"> <li>• Equipment is appropriately cleaned more frequently. This includes resources used inside and outside by wraparound care providers</li> <li>• Equipment is cleaned appropriately between each group use</li> <li>• multiple groups do not use it simultaneously</li> </ul>	Continue increased cleaning		SG to discuss with staff 2 <sup>nd</sup> Sept

<p>Poor mental health and pupil wellbeing and support</p>	<p>Staff/pupils due to concerns over Covid 19 and changes being made in schools</p>	<ul style="list-style-type: none"> <li>○ Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</li> <li>○ Keep staff and pupils informed about changes</li> </ul>	<p>Agenda item in all staff meetings</p> <p>DJ to lead staff training</p> <p>DJ to organise and oversee support and</p>		
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<p>What are the hazards?</p>	<p>Who might be harmed?</p>	<p>What are you already doing?</p>	<p>What further action is necessary?</p>	<p>Action by whom and by when?</p>	<p>Date Completed/ Outcome</p>
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		<ul style="list-style-type: none"> <li>○ School will consider the provision of pastoral and extra-curricular activities to all pupils designed to:</li> <li>○ support the rebuilding of friendships and social engagement <ul style="list-style-type: none"> <li>○ address and equip pupils to respond to issues linked to COVID-19</li> </ul> </li> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <ul style="list-style-type: none"> <li>• School and school nurses will need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</li> <li>• Situations to be monitored and appropriate actions taken in line with school wellbeing policies for staff and pupils</li> <li>• Systems in place to deal with bereavements <ul style="list-style-type: none"> <li>• Referring staff and pupils to information about the extra mental health support for pupils and teachers provided by the DfE</li> </ul> </li> </ul>	referrals for individual children		
Pupils and families who are anxious about return to school	Pupils including those who: <ul style="list-style-type: none"> <li>• have been shielding previously but have been</li> </ul>	<ul style="list-style-type: none"> <li>• School will identify those who are concerned and put the right support in place to address this</li> <li>• School to discuss their concerns and provide reassurance of the measures being put in place to reduce the risk in school.</li> </ul>	SLT, class teachers to make contact with families anxious about returning  Promptly make contact with CMEO	SG	Mid Sept

			All pupils attending - Child mental -health an ongoing priority		
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What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Completed/ Outcome
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	<p>advised that this is no longer necessary.</p> <ul style="list-style-type: none"> <li>• those living in households where someone is clinically vulnerable, or</li> <li>• those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or</li> <li>• who have certain conditions such as obesity and diabetes.</li> </ul>				
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What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Completed/ Outcome
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<p>Staff returning from holidays (including travel abroad)</p>	<p>All staff and pupils</p>	<ul style="list-style-type: none"> <li>• School will advise staff to follow government requirements for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK.</li> </ul>	<p>Staff aware of quarantines</p>		
<p>Clinically extremely vulnerable pupils and staff</p>	<p>Staff/pupils</p>	<ul style="list-style-type: none"> <li>• Parents and staff to follow medical advice if in this category</li> <li>• Read the current advice on shielding &amp; COVID-19 - 'shielding' guidance for children and young people.</li> </ul> <p>Strongly adhere to DFE systems of controls:</p> <ul style="list-style-type: none"> <li>• Ensure face coverings are used in recommended circumstances.</li> <li>• Ensure everyone is advised to clean their hands thoroughly and more often than usual.</li> <li>• Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.</li> <li>• Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</li> <li>• Consider how to minimise contact across the site and maintain social distancing wherever possible.</li> <li>• Keep occupied spaces well ventilated.</li> </ul> <p>In specific circumstances:</p> <ul style="list-style-type: none"> <li>• Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.</li> <li>• Promote and engage in asymptomatic</li> </ul>	<p>Staff to share any medical advice to SG promptly</p>	<p>SG</p>	<p>Remind staff on 01/09</p>

		<p>testing, where available</p> <p>Response to any infection</p> <p>You must always:</p> <ul style="list-style-type: none"> <li>• Promote and engage with the NHS Test and Trace process.</li> <li>• Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.</li> <li>• Contain any outbreak by following local health protection team advice.</li> </ul>			
Clinically vulnerable individuals (including pregnant staff)	Staff/pupils	<ul style="list-style-type: none"> <li>• Parents and staff to follow medical advice if in this category</li> <li>• Read the clinically-vulnerable people &amp; COVID-19 - 'shielding' guidance for children and young people.</li> </ul> <p>As above</p>	<p>As above</p> <p>In addition - only use the staff room when it is not busy</p>		
Safeguarding	Pupils	<ul style="list-style-type: none"> <li>• Schools should consider revising their child protection policy to reflect the return of more pupils.</li> </ul>	No changes made although we have a strong focus on pupil mental-health		
Changes to building use being safe for pupils & staff– e.g. storage, one way systems, floor tape	Staff/pupils by being unfamiliar with new layout of school	<ul style="list-style-type: none"> <li>• The Fire Risk assessment must be updated if changes are made to the use of rooms or escape routes eg through measures to provide segregation of routes.</li> <li>• Specifically revise Fire evacuation routes and drill</li> </ul>	No changes to be made although more regular fire practices to be held	SG	Discuss on 1 <sup>st</sup> Sept

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		<ul style="list-style-type: none"> <li>• Ensure fire, first aid and other Health &amp; Safety needs are met and that all risk assessments have been updated</li> </ul>			
<p>Member of a class becoming unwell with COVID19</p>	<p>Staff/pupils by possible contamination</p>	<ul style="list-style-type: none"> <li>• Guidance from PHE and PHE SW being followed</li> <li>• If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</li> <li>• PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</li> <li>• if direct personal care is required, a fluid resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with</li> </ul>	<p>Moved to the Meeting Room Member of staff or SG to be supported with donning and doffing appropriate PPE.</p> <p>Room to be left for 72 hours and then cleaned as per cleaning guidance</p>	<p>SLT to be aware of updated PHE flowchart,</p>	

		the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to			
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		<p>the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <ul style="list-style-type: none"> <li>• Area to be cleaned in accordance with government guidelines COVID-19: cleaning of non-healthcare settings guidance</li> <li>• If toilet needed whilst waiting for collection, a separate toilet will be used if possible. It will be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> </ul>			
PPE	Staff/pupil by incorrect use or no appropriate PPE available	<ul style="list-style-type: none"> <li>• Staff appropriately trained in correct use</li> <li>• Adequate supplies maintained</li> <li>• Guidance from B&amp;NES Public Health being followed</li> <li>• Guidance on safe working in education, childcare and children's social care is followed</li> </ul>			

Legionella	All staff/pupils/visitors/contact factors due to legionella bacteria	<ul style="list-style-type: none"> <li>Regular temperature checks and flushing of the hot and cold water systems 'little used outlets' is being undertaken in accordance with legionella written scheme and risk assessment.</li> </ul>	All Completed		
Lack of qualified first aiders	All staff/pupils due to limited access to appropriately qualified staff	<ul style="list-style-type: none"> <li>A first aid risk assessment has been completed to confirm the number of first aiders required on site at one time For early years, in addition to the above, at least one paediatric qualified first aider is available on site at all times or if this not possible, it is currently acceptable to have a fully qualified first aider (3 day course) or an</li> </ul>	<p>LC and SG to organise refresher training for newly lapsed first aid training</p> <p>Will be completed on 8.5.21</p>	LC and SG	1.10

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		<p>emergency paediatric first aider (6 hour course)</p> <ul style="list-style-type: none"> <li>Expiry date of qualifications have been checked and evidence available to confirm that arrangements were in place to update any qualification that was due to expire during lock down.</li> </ul>			

Educational visits	Staff and pupils	<ul style="list-style-type: none"> <li>• School will not be participating in domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings</li> <li>• non-overnight domestic educational visits may commence from the Autumn term. This will be done in line with protective measures, such as keeping children within their consistent group, and the COVID secure measures in place at the destination • schools will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits including advice from the OEAP</li> </ul>	<p>No visits other than local walks in terms 1 and 2</p> <p>No trips planned in term 5 but are planned for term 6</p>		
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Catering facilities	If meals are being produced at the school an additional risk assessment will be required to ensure safe practices are being observed. School must comply with the guidance for food businesses on coronavirus (COVID-19). Risk assessment received from caterers Edwards & Ward				

Assessment Next Review Date: 20/05/21 Assessor: Manager: Steve Gumm