

## Eastington Primary School Risk Assessment Update 4: 1.6.2020

<b>Location / Site</b>	
EASTINGTON PRIMARY SCHOOL	
<b>Activity / Procedure</b>	
RE-OPENING FOR KEY WORKER CHILDREN AND CHILDREN IN RECEPTION, Y1 AND Y6	
<b>Assessment date</b>	
18/5/2020 – to be updated regularly until re-opening and after opening in light of practical issues raised	

Identify people at risk	YES or NO
Employees	YES – especially in clinically vulnerable/extremely vulnerable groups
Children	YES– especially in clinically vulnerable/extremely vulnerable groups
Visitors	YES– especially in clinically vulnerable/extremely vulnerable groups
Contractors	YES – especially in clinically vulnerable/extremely vulnerable groups

**School employers are required to assess the risks associated with COVID-19 and implement preventative measures outlined in Government guidance.**

**As a school we recognise that risk can be reduced but not eliminated. We will work hard to reduce risk of direct and indirect transmission through measures set out in this risk assessment but we cannot guarantee they will be successful.**

**We are not experts in virology, Covid-19 or risk assessment and so will follow Government guidance wherever practical to do so – they believe following their guidance will reduce risk to an acceptable level to open school to key worker children, pupils in Rec, Y1 and Y6 and staff (if the other five tests Government set out are met, such as the rate of R, at the time of re-opening).**

**Working, while implementing measures in the risk assessment, will be new to staff (and children). As a result there might be mistakes – to reduce this all staff have copies of this risk assessment and been asked for their input in creating it.**

**This risk assessment is dynamic and will be monitored, reviewed and amended, when needed, in light of practical issues raised when we implement measures and of new advice.**

**As a school, we recognise returning a child to school in these exceptional times is a parent/carer choice and make no judgement on any parent/carer who chooses to return/not return their child– every family circumstance is different. We will share this risk assessment with parents/carers so they understand the measures we can make in our school setting and thereby enable them to make a more informed choice.**

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.”

“Protective measures will be put in place for staff and pupils as far as possible to ensure the risk of transmission is reduced.”

“We know that unlike older children and adults, early years and primary age children cannot be expected to remain 2 meters apart from each other and staff.”

“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 (schools) 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”

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.

Red texts are from Government Guidance:

- Coronavirus (COVID-19); implementing protective measures in education and childcare settings - published 11.5.2020
- Actions for education and childcare settings to prepare for wider opening from 1 June 2020 – 12.5.2020
- Planning Guide for Primary Schools – 25.5.2020

<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>A: Lack of social distancing in the classroom</b> resulting in direct/indirect transmission of the virus	
<b><u>Control measures</u></b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<p>1. Reduce the number of children in the classroom to enable social distancing (<b>No more than 15 pupils in a small group. Children will need to stay within their new class/groups wherever possible. Teacher and TA are assigned to these children and stay with these children throughout the day (and on sub-sequent days).</b>)</p> <p>Hubs will be created with children numbers always 15 or below. Each hub will work each day in the same learning space with the same staff. Based on returns from parents we have created: Reception hub, Y1 hub, Y6 hub, Y2-Y3 key worker hub, Y4-Y5 key worker hub. (Key worker and non-key worker children are mixed in the Rec, Y1 and Y6 hub to facilitate specific age teaching/friends to be together as much as possible. If a hub becomes full then key worker children can still be offered provision in one of the mixed age key worker hubs – even if not in that year group – thus allowing parents to return to work.)</p> <p>With up to 15 children in a classroom and a teacher/TA we will not be able to socially distance to 2m – guidance has recognised this.</p> <p>2. <b>Remove excess furniture to increase space in rooms used - if space to do so.</b></p> <p>Excess furniture stored in library/ICT suit/music room/stacked in the corner of the room to create more space.</p> <p>3. <b>Children to use same desk if returning next day</b></p> <p>-Children in hubs will have desk space in their learning room. They will store PE kits/bags etc under their desk. This will be their base. They will work at their desk space for some times in the day.</p> <p>-For children in Reception, we believe to working at a desk full time will be harmful to their emotional and social wellbeing. Children at this age learn through play/socialising with others so there will be many times when they will be given play opportunities. It is likely children will not be able to adhere to social distancing and will gravitate towards playing with others at this time. We will remind children of social distancing however we do not believe this will be achievable for significant periods of time in the school day.</p> <p>-Y1 children will work at their desk space as much as possible. Social contact for children at this age is very important and we believe they will find it difficult to be mindful of social distancing consistently. We will remind children of social distancing however we do not believe this will be achievable for periods of time during the school day, especially around transitions and play times.</p> <p>-Y2-Y6 children will work at their desk space as much as possible. Social contact for children at this age is still very important and we believe they will be able to do this with greater awareness of social distancing. However, individuals in a group may find it difficult to be mindful of social distancing consistently. We will remind children</p>	

of social distancing however we do not believe this will be achievable for periods of time during the school day, especially around transitions and play times.

4. Hub Charters will be created for and with the children – these will be appropriate for age. These charters will include: handwashing (method + time to sing happy birthday twice), how to move around/social distance in class; lining up (and undertake fire evacuation); use of toilets; reminder of not touching mouth/nose/eyes; talk while socially distancing, have good respiratory hygiene: catch-bin it – kill it/ cough/sneeze using their arm if they cannot get to a tissue in time etc. Charters will be re-visited and linked to school behaviour system – lots of praise for adherence. Children will be reminded if they forget to adhere to charter.

4. Lessons will be planned for individual work (not pairings or group work)

5. Feedback from staff – using large whiteboard, visualizer, interactive whiteboard and not close interaction wherever possible.

6. **Children stay in the classroom for majority of the day and not mix with other groups.**

-Children will work in their Hubs in the same learning room. Hubs to use external door where ever possible to reduce potential corridor contact.

-We will use: C1 for the reception hub; C2 for the Y2-Y4 key worker hub; C3 for the Y1 hub; C4 for the Y6 hub and C5 for the Y4-Y5 key worker hub. C3, C4 & C5 have external doors onto the playground which will be used and so reduce the sharing of corridor space where social distancing will be more difficult. Wherever practical, the hub in C1 will use their external door to access the playground/grass area .The hub in C2 will use the corridor.

-We have timetabled the playground and field area so they can be used by Hubs as much as possible. We have left a 5 minute gap so groups coming into/out of an outside area are less likely to cross each other.

- Hubs will have staggered drop off/pick up, lunch/break time

-Registers will be left in the library by a TA after morning register. In the pm they will be left in the libray/outside the classroom door - they will be collected by a member of the office staff (ZA/LB)

7. Bag, coat, PE kit, water bottle and lunchbox will be kept under child's tables to prevent clos contact in cloakroom areas. Children not to bring in pencil cases, toys etc from home.

8. Staff will work while socially distancing from children. This means there will be a focus on individual reading at a distance and group/class reading with children in their given seats using the interactive whiteboards etc. When children need help with work on the computer/books, staff will ask children to move from their seat to enable them to identify the problem and then teach to support the child while socially distancing wherever possible.

9. Windows/doors of classrooms will be opened to support ventilation.

10. Staff have requested and been provided with face shields. They can wear these when they wish. Staff understand that a face shield does not offer safety or replace the need for social distancing.

<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>B: Lack of social distancing using toilets and poor respiratory hygiene</b> resulting in direct and indirect transmission of the virus	
<b><u>Control measures</u></b>	
<ol style="list-style-type: none"> <li>1. The Y4/Y5 key worker hub in C5 and the Rec hub in C1 will use their toilet area exclusively.</li> <li>2. The three other hubs working in C2, C3 and C4 will share the main toilet area. One child from each group will be allowed to go at a time. Children will be taught to wait outside the toilet room until the person using it has come out. Waiting spots away from the door have been marked on the carpet for children.</li> <li>3. Children will review handwashing routine on return to school: they will wash hands when they arrive at school/before they leave; before/after eating, before/after going outside to play; after they cough/sneeze/toilet and any other time needed.</li> <li>4. Children will review: catch it-bin it-kill it on return to school. They will also be taught to cough/sneeze using their arm if they cannot get to a tissue in time.</li> <li>5. Child friendly signs in all toilet areas regarding washing hands.</li> <li>6. A good stock of hand towels, soap, sanitiser etc is ready.</li> </ol>	

<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>C: Lack of social distancing waiting to enter classroom in morning/leaving at end of day</b> resulting in direct transmission of the virus	
<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. <b>Staggered drop off and pick up times for different year groups</b> Hubs will be given 10 min window for drop off/pick up to reduce crowding/cross contamination at the start/end of the day. Parents with a child attending more than one hub will be able to drop off these children at the same time.</li> <li>2. Floor markers, 2m apart, will be outside the school gate for children and parents to support socially distancing while queueing.</li> <li>3. Social distancing signage for parents and children will be displayed at the front of the school, by the school entrance, in the playground.</li> <li>4. Children in the Reception hub and Y2-Y3 Key worker hub will enter through the staff carpark and wooden gate. Staff will be asked to park their cars elsewhere to create waiting space/not move them during pick-up or drop off times.</li> <li>5. Children in other hubs will enter via the small gate in front of Mrs Birch's office, queue (if needed) to drop off their child at the main metal gate and leave via the wide car entrance (cones/tape/floor spots will be set out to support this).</li> <li>6. At the drop off gates, one of the staff team from the hub will welcome the children and direct them to their classroom while the other staff member will be in the room waiting to greet them and support them as they join their hub.</li> <li>7. Parents will be asked not to enter the school.</li> </ol>	

8. Parents will be asked to leave after drop off and not to congregate to reduce cross contamination/ ensure there is space for other parents to park in the next drop off time slot.
9. If a child is distressed at drop off, the parent/carer will be asked to take their child back to the car/away to a safe place until they become calm. The parent/carer can try to drop their child off again when ready or try again the next day.
10. At pick up one of the staff team will accompany their year group to the gate. Parents will be asked to wait outside the main gate or the reception wooden gate while socially distancing in a queue. Children will line up and wait with staff – socially distancing. Staff will look for parents of the child at the front of the line – pick up will take longer initially as some staff may be working outside their present year group.
11. Information for drop off/pick up will be shared with parents.
12. Parents will be asked to walk/cycle to school wherever possible.

<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>D: Lack of social distancing during playtimes and lunchtimes</b> resulting in direct transmission of the virus	
<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 washing in the classroom will be supervised before leaving and on returning from any outside time.</li> <li>2. Wet break time will be within the classroom</li> <li>3. <b>Staggered playtimes</b> The grass and playground area have been timetabled for Hubs</li> <li>3. <b>Outdoor equipment should not be used unless it is appropriately cleaned between groups.</b> Tennis nets, basketball net (as children usually play on the base of it) will not be used.</li> <li>4. <b>Reduced playtime equipment – hard surfaces can be easily cleaned</b> Limited equipment for play held in the classroom used by Hubs so no confusion over which children can use it. No shared equipment between hubs. Equipment to be cleaned after use.</li> <li>5. Games discussed which encourage social distancing – tag with not touch but magic hand touch/soft ball (children have come up with ideas already) etc</li> <li>6. Staff supervision throughout play – actively encouraging social distancing when needed</li> <li>7. Children practice talking 2 meters apart – modelled by staff</li> </ol>	

<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>E: Lack of social distancing when eating lunch</b> resulting in direct transmission of the virus	
<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. Handwashing before and after eating in class so it can be monitored/supervised.</li> <li>2. Children will have packed lunch at their classroom desk. If dry, they can use their allocated lunch time to eat outside while socially distancing.</li> <li>3. Children asked to bring packed lunch in – packed lunches kept under children's tables with bags.</li> <li>4. In the future we may consider Caterlink providing packed lunches for children in Rec/Y1/Y2 – at present we will not do this as Caterlink is not fully operational /it will introduce a potential way of the virus being transmitted. Our FSM pupils have been receiving food packs consistently and so will be able to provide a packed lunch from home.</li> </ol>	

<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>F: Lack of social distancing in the corridors/fire drills</b> resulting in direct transmission of the virus	
<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. <b>Consider one-way system around the school using walkway and outside. Access via external doors where possible</b> Corridors will be divided with masking tape and children will be taught to walk on the left. Outside the school. a one way system will be set up for the main gate and the Reception wooden gate to support parents dropping off children while socially distancing.</li> <li>2. Access to classrooms will be via external doors wherever possible. This works for C5 room, C1 room, C3 room and C4 room. For C2 room children will need to walk down the corridor.</li> <li>3. Hubs working in C1 room and C5 room have easy access to their own toilets.</li> <li>4. Hubs working in C3 room, C2 room and C4 room will need to access the main toilet block via a corridor/ICT suite. One person at a time from each of these hubs will use the toilet to reduce children crossing in corridors.</li> <li>5. In the am, registers will be placed on the library table by staff, in the pm registers will be put on the library table/outside classroom doors for collection by LB/ZA.</li> <li>6. For Rec/Y1 when moving around the school/lining up – we will try to use 1 metre between children– one adult at the front of the line (and one at the back if available) supporting the distance being maintained. For children in Y2 and above a 2 metres distance will try to be maintained. Staff will practice this in the first few days. We are not sure if we will be able to implement this – we will need to see how the children respond when we try and update the RA accordingly so it reflects what is possible.</li> <li>7. Staff to enter leave the building via the main gate wherever possible. Staff to sign-in the library.</li> <li>8. Staff will use corridors when needed while socially distancing as much as possible.</li> <li>9. The present fire evacuation process will remain in place: children lining up and leaving a room via the nearest exit, with staff at the front of the line. Children will line up in the main playground: Rec on the white spot line, Y1 on the red spot line, Y2/Y3 key worker hub on the orange spot line, Y4/Y5 key worker hub on the yellow spot line and Y6 on the blue spot line. We will encourage children to line up while socially distancing however the priority will be ensuring all children are out of the building/accounted for. Registers will be brought/taken in the usual way. Children will be asked to return to class in a way where hubs do not cross each other. Fire drills will be undertaken in the usual way to support children understanding this process.</li> </ol>	

<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>G: Contact of shared resources</b> resulting in indirect transmission of the virus	



## **Control measures**

List your control measures required to reduce risk – add appropriate detail about the type and location of controls

### **Limit shared resources taken home/limit exchange of take-home resource between children.**

1. Children have table trays/wallets on their desks with pencils/glue stick/ruler etc so commonly used equipment is not shared.
2. Individual tubs of resources when needed – maths cubes etc . will be stored in the table tray/wallets for the child. Resources on tables ready for lesson and not distributed within the lesson wherever possible.
3. Lessons planned so resources are individual and not shared.
4. Resources used will be washed in steriliser by class staff at the end of the day if a different child will need to use them.
5. Reading books will be put in pupil trays/desks by staff. On return to school, books will be stored for 72 hours/covers wiped before they are re-issued. Staff to wash hands before/after handling books.
6. Children to complete work in one book, stored in their tray/desk. Books will not be taken home by staff. Staff to wash hands before/after handling books.
7. Children will be encouraged to wash hands regularly as set out in other areas in this RA.

<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>H: Emotional distress of the children</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. Smaller numbers of children so staff can support their emotional need.</li> <li>2. Children to have same staff working with them daily.</li> <li>3. Children working in Hubs so will get to know each other quickly, if they don't already.</li> <li>4. Wellbeing to be prioritised – theme of 'Being Healthy' used to support work on physical &amp; mental wellbeing, mindfulness, resilience activities etc.</li> <li>5. Playground/grass area timetabled so outside can be used as much as possible. Including non-contact PE session using minimal equipment EG: Go Noodle, aerobic dance etc.</li> <li>6. There will be a gradual increasing the cognitive load recognising children will have had different work patterns at home.</li> <li>7. Rec and Y1 hubs to focus teaching on word and sentence work for reading/writing and White Rose Hub Maths objectives (strong focus on number/core skills). Y6 hub to focus teaching on WRH maths objectives and a mix of word/sentence/text work and reading. Mixed age key worker hubs will undertake home learning with support.</li> </ol>		

<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>I: Emotional distress of the staff</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. Inclusion in the risk assessment process – input into hazard identification and control measures via TEAMS meeting, e-mail, in person.</li> <li>2. Staff meeting time – via TEAMS – to discuss concerns and shared control measures as we return to school/implement the RA measures. Staff have been asked to share concerns/problems with SLT, so we can explore options/further measures needed.</li> <li>3. Risk assessments is dynamic and will be reviewed every day in week 1 and weekly after that – this is flexible as it will be updated/amended as needed/in light of new advice/guidance.</li> <li>4. Time for planning and preparation of lessons/home learning/communicating with parents via calls/e-mail given for Hub teachers on Mond pm. Additional time can be gained if needed by asking the Hub partner staff member to lead for a lesson when needed.</li> <li>5. At least one SLT member of staff on site every day to support staff. Staff to share concerns with SLT to support working to reduce risk as much as possible.</li> <li>6. HT has made it clear that it is important that staff look after themselves as well as the children. If overwhelmed by work staff can always talk with ZA - we recognise the additional worry over Covid-19 affects every person. OH support can be offered to a staff member who wants it.</li> </ol>		

7. Hub teams to support each other in having break/lunch.
8. Lunch/Breaks can be taken outside where socially distancing is easy or in the kitchen by the hall with the window/doors open (max 3 people) (not the upstairs SR as ventilation and space are limited or the music room as this is the isolation room when needed). Social distancing must be maintained.
9. If staff want a comfort break in the afternoon/need help for any reason in they are welcome to call ZA/JC who will support. This can be done via the walkie talkie system. Walkie talkies to be charged daily so ready for the next day. Talk on walkie talkies could potentially be overheard by others tuning in the our frequency- staff will use first names of children and not discuss personal details on the walkie talkies. (Mobiles used only if walkie talkie fails).

<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>J: Risk of spreading virus due to close contact with children – working with young children &amp; 1:1 first aid resulting in direct transmission of the virus</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. <b>The majority of staff in education settings will not require PPE....even if they are not always able to maintain a social distance of 2m from others.</b></li> <li>2. <b>PPE is only need in a small number of cases: intimate care, waiting with a child with symptoms of COVID 19 if 2 m distancing cannot be maintained.</b></li> <li>3. Visors, gloves (and plastic aprons, goggles if wanted) will be worn by staff when administering first aid.</li> <li>4. If a child has a toilet accident and can change themselves, they will be encouraged to do this. Spare clothes can be provided by parents. If spare clothes are not provided, school spares will be used. These have been bagged into individual sets ready so staff will not need to handle them. If a child is not able to change themselves, we will ask parents/carers to collect their child.</li> <li>5. Timetabling will continue to support a paediatric first aider being on site (we have 1 FT and 2 PT staff trained and available to work on site). This will only be broken in exceptional circumstances.</li> <li>6. Visors are available for staff on requested for general use. These will be named and looked after by the staff member. Every staff member needs to have one of these in their learning room in case a child develops symptoms of Covid 19 and needs to be accompanied until parents collect.</li> <li>7. Reduced timetable considered if children are acting in a way other children/staff at risk. Exclusion considered if children deliberately act in ways which put children/staff at risk – in line with behaviour policy.</li> <li>8. If children need medicine at school (antibiotics), parents will be asked to come to school to administer it at the appropriate time by the front entrance.</li> </ol>	

<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>K: Risk of spreading virus due to poor hygiene</b> resulting in indirect transmission of the virus	
<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 soap (bar and liquid) / paper towels available in all rooms. These will be checked daily by cleaner.</li> <li>2. Children handwash on entry/before leaving school, before/after eating, before/after going outside, after using the toilet and any time they cough or sneeze</li> <li>3. Hand washing to be monitored by staff in classroom (every class has a sink)</li> <li>4. Child friendly washing hands posters replaced in all toilet areas/sink areas.</li> <li>5. Staff reminders how to wash hands properly – videos and posters – class practise/modelling and praise. Happy Birthday x2 singing and all areas of hand cleaned.</li> <li>6. Staff reminders of Catch it-Bin it-Kill it/sneezing into their sleeve if they are unable to get a tissue in time.</li> </ol>	

<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>L: Risk of spreading virus due to visitors on site</b> resulting in indirect transmission of the virus	

<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. Visitors will be limited to the site as much as possible.</li> <li>2. Parents will be asked not to enter the school site. Teachers can be contacted by e-mail/phone. If a face to face meeting is needed for special reasons such as EHCP review etc social distancing will be used.</li> <li>3. Office staff will share work packs etc with parents outside the front of the school where possible.</li> <li>4. Hand sanitiser is available in the front entrance waiting area, shared areas, classrooms.</li> <li>5. Office staff will keep glass panels shut when talking with parents/visitors in the front entrance.</li> <li>6. Any maintenance/remedial work needing to be undertaken will be in line with social distancing.</li> <li>7. Office staff sharing the old building will social distance as they use the area as much as is practical.</li> </ol>	

<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>M: Risk of infection due to lack of cleaning</b> resulting in indirect transmission of the virus	
<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. As much as possible, soft furnishings and soft / cloth toys will be removed from use in classrooms</li> <li>2. The cleaner will wear a new top /apron protection when cleaning to prevent cross contamination from previous settings to school. Hands will be washed on entry to our site. Gloves are available if wanted.</li> <li>3. All rooms used by hubs to be cleaned daily with disinfectant including: tables, handles, taps, toilets etc</li> <li>4. Disposable paper roll will be used for cleaning wherever possible. A new cloth will be used for each classroom if needed. Cloths will be boil washed before reuse.</li> <li>5. The cleaner will quadruple line tissue bins ready for use through-out the day.</li> <li>6. Tables/door handles etc will be cleaned by staff over lunch time. Gloves/disinfectant/paper rolls/wipes are available in class (stored high so out of reach of children). Steriliser will be available too when stock arrives.</li> <li>7. If tissue bins are used in the am, double bags will be removed, tied and put in the main classroom bin by hub staff.</li> <li>8. Computers have been allocated to classrooms and will not shared between rooms. These will be cleaned after use by the staff/child if older. (If computer are transferred from one room to another by staff, this will be done after school when the computers can be cleaned thoroughly by an adult.)</li> <li>9. Toys/equipment to be disinfected/sterilised at the end of the day if going to be used by another child.</li> <li>10. Books will be put in table trays for children rather than children using the class library to self-select. Books can go home if parents wish (please see Hub staff). On return to school books will be placed in a separate box and not reissued for at least 3 days. Covers will be wiped. Staff will wash hands before and after handling books.</li> </ol>	

<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>N: Risk of illness of vulnerable children, staff and family members</b> through direct and indirect transmission of the virus	
<b><u>Control measures</u></b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<p>1. Parents/Carers informed that children with Covid- 19 symptoms should not attend school. Children living with someone in their household who has COVID-19 symptoms should not attend school. Current COVID – 19 symptoms are: <b>a new continuous cough; a high temperature; the loss/change in normal sense of smell/taste.</b></p> <p>2. A system is in place for any child/adult developing COVID 19 symptoms on the school site to be taken to a safe space away from others (music room/outside dependant on weather) while parents/carers are called to collect the child.</p> <ul style="list-style-type: none"> <li>-Staff waiting with a child will wear a fluid resistance face mask (in 1<sup>st</sup> aid kits) and a face shield and maintain a 2m distance.</li> <li>-If contact with the child is necessary then staff will wear: disposable gloves, disposable apron as well as the mask/shield. If there is a risk of splashing to the eyes then a eye protection should be worn too (face shield/goggles)</li> <li>-If a pupil in a hub becomes ill with Covid symptoms we will share this with parents within the hub-names will not be shared.</li> <li>-If a pupil/staff member becomes ill onsite we will ask them to have a test as soon as possible. We will close the hub until test result are back in. If positive, all members of the hub will be informed (names of adult/pupil will not be shared) and asked to follow self-isolation guidance. (See the latest 'test and trace' information on the link:: <a href="https://www.gov.uk/government/news/government-launches-nhs-test-and-trace-service">https://www.gov.uk/government/news/government-launches-nhs-test-and-trace-service</a> )</li> </ul> <p>When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario.</p> <p>Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</p> <p>Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</p> <p>As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take. In some cases a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention</p>	

and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.

3. Parents/Carers have been informed in relation to attendance of their child where child/households have a clinically vulnerable/extremely clinically vulnerable member in them: Clinically extremely vulnerable should not attend. If a child lives with someone extremely clinically vulnerable, they should not attend as we do not believe stringent social distancing will possible due to our environment. Children who are vulnerable can attend if parents decide this after they have gained medical advice. Children who live with someone clinically vulnerable can attend if parents choose.

Opening School and Educational Setting to more pupils from June 1: guidance for parents and carers 20.5.2020: <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>.

Children and young people who are considered extremely clinically vulnerable and shielding should continue to shield and should not be expected to attend.

Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. A minority of children will fall into this category, and parents should follow medical advice if their child is in this category.

Children and young people who live in a household with someone who is extremely clinically vulnerable and shielding should only attend if stringent social distancing can be adhered to and the child or young person is able to understand and follow those instructions.

Children and young people who live with someone who is clinically vulnerable (but not extremely clinically vulnerable) as defined in the social distancing guidance and including those who are pregnant, can attend.

4. Staff have been informed they should not attend if they have symptoms of COVID-19 or someone in their household does.
5. Staff who are clinically vulnerable/extremely clinically vulnerable have been made aware of guidance around working at school and have discussed this with the HT if relevant to them. Advice will be/has been sought when needed. Staff will be supported to work at home in line with guidance. It will be reviewed as more guidance is issued on clinically vulnerable groups

Staff 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.

Those who are clinically vulnerable and therefore of higher risk of severe illness should work from home if possible and education establishments should endeavour to support this.

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

<b>Assessor's comments</b>	Insert comments relevant to findings as appropriate
<p>The space in classrooms will not allow for 14 children/2 adults to work at 2m distance so 'stringent' social distancing is not possible. Guidance states this has been allowed for in schools returning. This has been confirmed by the Safety, Health and Environment (SHE team).</p> <p>We believe stringent social distancing will not be possible in school with children. With older children it will be more successful as they can be more consistently mindful of it. We do not believe children in Reception and Year 1 will be able to adhere to social distancing measures or that working while socially distancing will be conducive to their social &amp; emotional development.</p> <p>This RA has been created with staff and reviewed by Governors-all have engaged actively and positively. Though the RA cannot be 'signed off' by the LA, it has been shared with the SHE team and adjustments made, in light of advice given.</p> <p>We believe we need to be honest with parents so they can make an informed choice about returning their child to school.</p>	

Name of assessor	Signature of assessor	Date
Zoe Avastu	<i>Zoe Avastu</i>	19.5.2020

<b>Risk assessment reviews</b>	<p>Staff will continue to be asked on ways we can work as safely as possible with children on our site, especially over the first week of return. SLT will be on site so any concerns around H&amp;S/the measures can be shared swiftly.</p> <p>Concerns will be reviewed by the HT/SLT/staff and changes will be made to this RA, if/when needed, to ensure measures are implemented to reduce risk.</p>
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<b>Governor comments</b>	Insert comments relevant to assessment as appropriate
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The school has undertaken a detailed risk assessment to reduce risk for children, staff and parents. We support and ratify this.

Name of Governor	Signature of Governor	Date
K Smith and the Governing Body		20.5.2020

<u>Review Date</u>	<u>By whom</u>	<u>Outcome</u> <small>(change /no change needs to be recorded)</small>
1.6.20 – update 4 (re-sent to Sandra Parker + SHE team)	HT in consultation with staff	No change
2.6.20	HT in consultation with staff HT in consultation with staff	No change
3.6.20	HT in consultation with staff	No change
4.6.20	HT in consultation with staff	No change
5.6.20		
12.6.20		
19.6.20		
26.6.20		
3.7.20		
10.7.20		