

## CORONAVIRUS REOPENING RISK ASSESSMENT & PROCEDURE

<b>Location / Site</b>	<b>Purbrook Infant School</b>
<b>Activity / Procedure</b>	School full opening
<b>Assessment date</b>	9th July 2020
<b>Assessment serial number</b>	1

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

Government guidance for schools states:

- The safety of children and staff is our utmost priority.
- The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.
- In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.
- 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 pupil's mental health and wellbeing

Red font: control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings – published 2020.

<b><u>Identify hazard</u></b>	
<b>Lack of social distancing in the classroom</b> resulting in direct transmission of the virus	
<b><u>Control measures</u></b>	
<ol style="list-style-type: none"> <li>1. Year group bubbles to ensure children have the best possible academic opportunities but transmission is reduced</li> <li>2. Year R is completely self-contained within the unit</li> <li>3. In Year 2 the children will work on forward facing desks where possible</li> <li>4. Year 1 children will sit in rows on the carpet not rainbows</li> <li>5. When live marking the teacher will either stand behind the child or side by side, never in front</li> <li>6. LSAs will be used more to provide split inputs to reduce teaching group sizes</li> <li>7. <b>Teacher to remain at the front of the class where possible, only work in close proximity for 15 minutes or less (unless SEND)</b></li> <li>8. KS1 lessons will be ½ hour sessions to start with to increase stamina</li> <li>9. PPA covered internally and outside where possible (PE/Forest school)</li> <li>10. Year group assemblies, no singing</li> <li>11. Head teacher awards will be given in classrooms; head teacher will enter the bubbles rather than children walking down to the office</li> <li>12. Fantastics will be carried out in class, chosen child will choose a friend to have squash and a biscuit with and play a game in the book corner</li> <li>13. Phonic sessions will be the ONLY time classes mix within their year group bubble, hands will be washed upon entering and exiting (Year 1 will use hand sanitiser on entry to phonics and Year 2 will use hand sanitiser on exit to speed up and ensure optimum teaching time) <b>This will be the only time in the day when hand sanitiser will be used as opposed to soap</b></li> <li>14. Breakfast and after school club will work in year group bubbles (see additional risk assessment)</li> </ol>	

<b><u>Identify hazard</u></b>	
<b>Lack of social distancing using toilets and poor 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. Only one child from the class can use the toilets at a time</li> <li>2. Year group toilets assigned</li> <li>3. SLT to wipe over contact points regularly throughout the day</li> <li>4. Extra signs in toilet re washing hands</li> <li>5. Extra soap ordered to ensure we do not run out</li> <li>6. All toilets have blender valves which give a water temperature of 40°C</li> </ol>	

<b><u>Identify hazard</u></b>	
	<b>Lack of social distancing on entrance and exit in morning / after school</b> resulting in direct transmission of the virus
<b><u>Control measures</u></b>	
	<ol style="list-style-type: none"> <li>1. Signs on every gate reminding parents and children about the 2 metre (where possible) rule and reminding parents which gate to use</li> <li>2. Communication issued to parents so they are aware of our social distancing requirements whilst on the school site</li> <li>3. Parents are not to enter the school building where it is not necessary</li> <li>4. Parents who need to speak to the office will be asked to ring the school or email</li> <li>5. Two members of SLT on duty reminding parents and children to maintain social distancing and to follow the one-way system</li> <li>6. Hazard tape used to demarcate the routes</li> <li>7. Maps of the one-way system provided to parents</li> <li>8. <b>Staggered start and finish times</b></li> <li>9. Instructions shared with parents and children re social distancing between families in the morning</li> <li>10. Signage for parents and children displayed outside the classroom</li> <li>11. Parents to leave immediately – 10 minute window for drop off and pick up times</li> <li>12. Any one late will have to wait until 9.20 and then come in through the front office. If a parent is late picking up, the child will go into the Beehive bubble and their parent will be called. This will be logged and parents will be given 3 strikes.</li> <li>13. If dropping off siblings into different bubbles the parents will have to still follow the one-way system and if having to wait, they will wait outside the school ground</li> <li>14. Childminders picking up at varying bubbles can pick up early and drop off late to one place. This will need to be pre-arranged</li> <li>15. Each class will be assigned their own door for pick up and drop off to avoid congestion</li> <li>16. Year 1 and 2 parents will drop off at the door and will not enter the classrooms</li> <li>17. Year R parents during transition may enter the building to help settle their child - 6 parents in at a time. Other parents will be asked to queue and wait, as one leaves one can enter. Year R will be given further staggered times within the bubble.</li> </ol>

<b><u>Identify hazard</u></b>	
	<b>Lack of social distancing during playtimes and lunchtimes</b> resulting in direct transmission of the virus
<b><u>Control measures</u></b>	
	<ol style="list-style-type: none"> <li>1. All hands must be washed before and after eating</li> <li>2. <b>Staggered playtimes</b> and allocated play area</li> <li>3. <b>Staggered lunchtimes</b> - half hour eating lunch in classroom; half hour outside</li> <li>4. <b>One lunch time assistant per class, these will not mix within bubbles</b> – they will not mix with other children out of the year group / bubble</li> <li>5. Lunches in bags to be collected by the lunch time assistant and taken down to the classroom</li> </ol>

6. **Reduced playtime equipment, using plastic class-based equipment which can be easily cleaned – not to be shared across bubbles before cleaning has taken place**
7. Play trails assigned to a year groups each week allowing for 48 hours before a change of bubble
8. Suggestions for games / activities discussed and shared
9. Staff supervision throughout – actively encouraging social distancing where possible
10. Lunch time assistants to have first aid bags with them at all times
11. Walkie talkies available in the case of a big accident
12. Admin office not to be used as a through route

<b><u>Identify hazard</u></b>	
<b>Lack of social distancing when eating lunch</b> resulting in direct transmission of the virus	
<b><u>Control measures</u></b>	
<ol style="list-style-type: none"> <li>1. Children eat in their classrooms / class base</li> <li>2. If children bring packed lunches, they will be stored away once finished</li> <li>3. <b>Prepared meals to be collected from the hall by an adult</b></li> <li>4. <b>Hands washed before and after eating</b></li> </ol>	

<b><u>Identify hazard</u></b>	
<b>Lack of social distancing in the corridors</b> resulting in direct transmission of the virus	
<b><u>Control measures</u></b>	
<ol style="list-style-type: none"> <li>1. Children to stay in their classroom and access the outside from classroom back door or closest corridor door</li> <li>2. One child from each class may go to the toilet at one time. Toilets spread out so children from different bubbles should not meet in the corridor</li> <li>3. Stay on left side of the corridor if someone else is coming the other way on the other side of the corridor</li> </ol>	

<b><u>Identify hazard</u></b>	
<b>Contact with shared resources</b> resulting in indirect transmission of the virus	
<b><u>Control measures</u></b>	
<ol style="list-style-type: none"> <li>1. Year 2 children to be given their own pencil, white board pen and board on their first day. This will be used at all times and will move with them if going to group work</li> <li>2. Phonics packs for Year 1 children that require it</li> <li>3. Resources wiped down each night and left to dry where possible – rotas can be used</li> <li>4. Tables, chairs, door handles, switches and other surfaces cleaned with bleach solution every night. (See separate Thorough Clean Daily Schedule)</li> <li>5. Resources on tables ready for lesson and not distributed within the lesson where possible</li> <li>6. Children to wash hands during natural breaks in the day and before and after leaving the room to attend group work</li> </ol>	

<b><u>Identify hazard</u></b>	
<b>Emotional distress of the children</b>	
<b><u>Control measures</u></b>	
<ol style="list-style-type: none"> <li>1. Additional transition activities at the start of the term</li> <li>2. Transition activities over the summer holidays</li> <li>3. Children moving up as whole classed to remain with their friends and familiar faces</li> <li>4. Daily class group circle time to encourage discussion of worries</li> <li>5. 2 metre social distancing ELSA provision available for children who are distressed or anxious - additional ELSA practitioner employed</li> <li>6. Children within their bubbles will be allowed to play with each other as normal</li> <li>7. Weekly PSHE session as part of PPA with a familiar member of SLT</li> <li>8. ELSAs and nurture staff to deliver weekly KS1 nurture sessions</li> <li>9. CPD and training taken up as and when it becomes available</li> </ol>	

<b><u>Identify hazard</u></b>	
<b>Emotional distress of the staff – including anxiety</b>	
<b><u>Control measures</u></b>	
<ol style="list-style-type: none"> <li>1. Inclusion of all staff in planning process of school reopening – input into hazard identification and control measures</li> <li>2. Online / phone conversations for any staff who request it over the summer</li> <li>3. Staff weekly catch up in bubbles with SLT</li> <li>4. Risk assessments reviewed daily for first week, and then after week one on a weekly basis</li> <li>5. Planned time for planning and preparation within the week for those who are teaching</li> <li>6. Outside lunch where possible sitting together but 2 metres apart</li> <li>7. No weekly staff meetings; this time to be used for CPD, wellbeing time and yearly group time</li> <li>8. Two staff rooms; staff advised not to sit alone but also not sit in an overcrowded space</li> </ol>	

<b><u>Identify hazard</u></b>	
<b>Risk of spreading virus due to close contact with children (including 1:1 support and times where restraint is required) resulting in direct transmission of the virus</b>	
<b><u>Control measures</u></b>	
<ol style="list-style-type: none"> <li>1. Use the school's "Restrictive Physical Restraint" procedures. This advises necessary intervention only. Intervention should be proportionate and for as little time as possible</li> <li>2. Masks to be purchased and used as required where a member of staff is in close contact with a child who is displaying Covid symptoms and needs medical restraint / support</li> <li>3. Extra disposable aprons, masks and gloves ordered for medical support</li> </ol>	

4. Reduced timetable / exclusion / inclusion considered where necessary if children are acting in such a way that staff or other children are put at risk. This includes running off and breaking the bubble

Please note the Government guidance states “Wearing face coverings or face masks is not recommended”

<b><u>Identify hazard</u></b>	
<b>Risk of spreading virus due to poor hygiene</b> resulting in indirect transmission of the virus	
<b><u>Control measures</u></b>	
<ol style="list-style-type: none"> <li>1. Extra soap dispensers and re-fills in each classroom</li> <li>2. Children supervised washing their hands for at least 20 seconds and drying them thoroughly: <ul style="list-style-type: none"> <li>• On arrival</li> <li>• Before and After playtimes</li> <li>• Before lunch and after lunchtimes</li> <li>• After they have sneezed / coughed</li> <li>• When moving from room to room</li> </ul> </li> <li>3. If they sneeze or cough into a tissue, this must be placed in the nearest bin and then hands washed. Highlight the slogan: “Catch it, Bin it, kill it”</li> <li>4. Washing hands posters replaced in all washing areas</li> <li>5. Procedure agreed for children to wash hands</li> </ol>	

<b><u>Identify hazard</u></b>	
<b>Risk of infection due to lack of cleaning</b> resulting in indirect transmission of the virus	
<b><u>Control measures</u></b>	
<ol style="list-style-type: none"> <li>1. All surfaces, handles, toilets and shared equipment will be cleaned each day using diluted bleach, disinfectant or Milton solutions</li> <li>2. PPE will be provided to all cleaning staff</li> <li>3. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning, to reduce the risk of indirect transmission</li> <li>4. Cleaners’ hours to be increased before the school re-opens – recruitment of a new cleaner</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
Risk of child who becomes ill during the day.	
<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. Any member of staff who believes a child is unwell with COVID-19 symptoms should isolate them in the well-ventilated office on the wipe clean blue chairs</li> <li>2. An adult from the child’s bubble will sit with the child wearing PPE</li> </ol>	

3. If they need the toilet they must use the slidy door one (this will then be closed until cleaned)
4. Parents will be contacted and the child sent home as soon as is possible
5. A test will be ordered for the ill child
6. If the test is NEGATIVE the child can return to school when recovered
7. If the test is POSITIVE, the child must self-isolate for 7 days and the rest of their family for 2 weeks
8. Symptoms to look out for:
  - New continuous cough
  - High temperature
  - Change in taste
9. Staff working with this child does NOT need to go home until they themselves start showing symptoms
10. If someone test positive the school will contact the local health protection team. They will then support the school on who needs to be contacted to isolate. Bubbles will only close on advice from the health protection team.

<b><u>Identify hazard</u></b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
<b>Risk of spreading virus due to pupil needing first aid, resulting in indirect 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. Class first aid boxes to be checked and used in first instance</li> <li>2. Contact office for more serious injuries</li> <li>3. Do not send pupils to the office for injuries or illness</li> <li>4. Child cared for in the class bubble</li> <li>5. Radio the office for them to call home – child to wait in the class until parent arrives. Child to be picked up from the office once parents arrive</li> </ol>	

<b>OVERALL level of risk</b>	Consider level of risk following use of control measures HIGHLIGHT the appropriate assessment of risk	
<b>NOT REDUCED THE OVERALL RISK</b>	<b>REDUCED THE OVERALL RISK TO SOME DEGREE</b>	<b>CONSIDERABLY REDUCED THE RISK</b>
<b>Assessor's comments</b>	Insert comments relevant to findings as appropriate	

<b>Name of assessor</b>	<b>Signature of assessor</b>	<b>Date</b>
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<b>Lisa De Carteret</b>		<b>18.5.2020</b>
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<b>Headteacher's comments</b>	Insert comments relevant to assessment as appropriate
This Risk Assessment will be shared with staff prior to school reopening.	

<b>Name of headteacher</b>	<b>Signature of headteacher</b>	<b>Date</b>
<b>Lisa De Carteret</b>		<b>18.5.2020</b>

<b>Risk assessment review 1</b>	
<b>Date</b>	After Day 1
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review n/a	
Signature of those involved in the Review n/a	

<b>Risk assessment review 2</b>	
<b>Date</b>	After Day 2
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

<b>Risk assessment review 3</b>	
<b>Date</b>	After Day 3
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

<b>Risk assessment review 4</b>	
<b>Date</b>	After Day 4
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

<b>Risk assessment review 5</b>	
<b>Date</b>	After Day 5
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
No changes needed	
Who was involved in the Review	
Signature of those involved in the Review	

<b>Risk assessment review 6</b>	
<b>Date</b>	After second week
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

<b>Risk assessment review 7</b>	
<b>Date</b>	After third week
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

<b>Risk assessment review 8</b>	
<b>Date</b>	After fourth week
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

