

**JULY COVID RE-OPENING Risk Assessment – ALL YEAR GROUPS –
SEPTEMBER 2020**

Location / Site	Insert location and site where activity taking place
ASPIRE federation – school buildings for Kingswood, Leeds and Broomfield, Platts Heath and Ulcombe	
Activity / Procedure	Insert name/type of activity or procedure being assessed
Full re-opening	
Assessment date	Insert date when assessment is being carried out
13/07/2020 – to be updated regularly until re-opening, updated 15th October 2020	
Assessment serial number	Insert local serial/identification number for future reference

Identify people at risk	YES or NO
Employees	YES
Children	YES
Visitors	YES
Contractors	Yes

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing in the classroom resulting in direct transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Remove excess furniture to increase space 2. Year 2 – year 6 set format of furniture to be followed – Children seated in rows – forward facing tables 3. Recognition Class Charter created for and with the children – (Include instructions how to line up (1 metre away), use of toilet, moving around the classroom and school) Charter re-visited and modelled many times a day and linked to school behaviour system – lots of recognition of adherence to policy 4. Lessons planned for individual work or paired work (not group work in first instance) 5. Where possible staff to be at front or side or back of room 6. Conversation in the classroom from adult height, where appropriate 7. If close feedback or communication needed – side to side not facing child 8. Set seating plan so children have their desk which is the same every day 9. Coats kept on pegs – children sent in small groups to hang up and collect coats – supervised when not in the classroom 10. Children stay in their class for the majority of the time, and can only mix with other children in their larger bubble 11. Playtimes – in bubbles – see rota in handbook. Lunch times in two sittings – see timings in handbook 12. When moving around – children move in small groups and managed by teacher to carpet and to tables etc. 13. Sitting on the carpet needs to be as spread out as possible (some could sit at desks) 14. Water bottle on desks or under desk to remove need of children moving around classrooms 15. Ensure good ventilation in each classroom all day (windows or doors open) 16. PE outside for first 4 weeks, and then we will review and decide how we can appropriately socially distance in the hall 17. BUBBLES: Children - Majority of the school day will be in classes, break time and lunch time in bubbles Staff – majority of the school day will be in class bubbles, staff can move around NB Ensure 2 metre clear access to all exits 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Toilets – Boys and girls – cleaned daily by cleaning staff 	

2. Children instructed – if cubicles are in use – wait outside
3. Close middle sink
4. Children reminded often to wash hands or use hand gel after using the toilet
5. Extra Signs in toilet re washing hands
6. Wedges for the toilet external toilet doors if not fire doors.
7. Extra soap ordered to ensure we do not run out

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing waiting to enter classroom in morning resulting in direct transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Markers outside the classrooms for the children and parents to wait – 1/2 metre apart – depending on space in site – preferably using flowers and butterflies as at Kingswood 2. Face coverings optional for adults and children when waiting and on site – removal on entry – in tissue bin (one in each class) – if reusable – given to parent to take home – removal decision based on child’s mental health and risk (SLT to be consulted if child wants or needs to wear in school.) 3. Instructions shared re social distancing between families in the morning with parents and children – via weekly letter from EHT 4. Signage for parents and children to remain socially distanced 5. Staggered drop off and pick up times for different year groups – see times in parent letter and handbook 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Staggered playtimes and/or allocated play area 2. Reduced playtime equipment – hard surfaces and can be easily cleaned (Equipment to be allocated per bubble) 3. Games discussed which encourage social distancing 4. Staff supervision throughout – year group staff not to mix and ensure more than 2 metre distancing between each other. 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing when eating lunch resulting in direct transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Children eat in two sittings - see parent letter / handbook for timings 	

2. Children seated at tables within bubble groups, social distancing achieved on tables as far as possible
3. Heads of school to devise rotas to ensure both playground and hall are supervised.

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing in the corridors resulting in direct transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Children staying in their classroom and accessing outside from classroom door 2. One boy and one girl going to toilet at one time 3. Messages to office via one child and written message 4. Agree instructions with children concerning going and returning to toilet 5. When moving class around the school – 1 metre between children – one adult at back insisting the distance is maintained – regular practice this in the first few days – Staff keeping at least one metre away from children 6. Cloakroom areas cleared and used for passing areas – COVID LAYBYS! 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Contact of shared resources resulting in indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Children have own pencil cases (see parent letter) from year 3 – 6 key stage 1 to have own equipment – provided by school, which stays on tables and only used by that child. 2. Tubs of resources for pairs if needed – maths cubes etc 3. Tables, door handles and other surfaces cleaned with disinfectant every night 4. Lessons planned so resources are paired and not group 5. Children allocated a white board and have on their desk 6. Resources on tables ready for lesson and not distributed within the lesson 7. Children encouraged to wash hands / use hand gel before lessons and after each lesson 8. Outdoor playground equipment allocated to year group children and cleaned each day at the end of the day 9. Resources left on front tables for cleaning – if shared within the day 10. All surfaces left clear at end of the day 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Emotional distress of the children	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Recovery curriculum planned with well being content daily for first four weeks 2. Phased transition first week to suggested timetable to support children’s mental health and build relationships with adults in their classrooms 	

3. Pupil passports to be completed within first few weeks to identify children that may need individual Thrive support
4. Individual risk assessments for children with special educational and behavioural needs
5. Zoom transition meetings between staff
6. Recovery curriculum to be delivered for first few weeks to support children's well-being – slowly increasing the cognitive load

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Seek expert guidance from special schools re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments 2. Masks purchased if needed – instructions form PHE re cleaning – so issued to individuals 3. Extra disposable aprons ordered 4. Extra gloves ordered 5. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk 6. Personal care – PPE (mask, gloves and apron) 7. Administering first aid to be carried out side to side, using verbal instructions if possible. Gloves to be worn at all times and consider face shield and mask 8. If child has temperature or new and continuous cough – child taken to COVID isolation bay in allocated space (staff to keep 2 metre distance when escorting them or wear PPE) Staff to put on PPE and take temperature. If child has temperature or new cough then inform office and parents will be contacted. Staff in PPE to stay with child until parent arrives. Siblings also sent home. Parent told to get test and keep children off school until test has been returned. Member of SLT to make decision re children returning to school. Member of staff who was with child – removes PPE in disabled toilet by office and place in yellow bins, wash hands and use hand gel. 9. UPDATE - DFE guidance - OCTOBER 2020 - staff may also need to isolate in this situation if they have been in contact with the pupil with symptoms even if they are wearing PPE. - advice should be sought from either the DFE helpline or PHE 10. Staff can also use PPE when in close contact with pupils in a first aid situation Pls note the Government guidance states “Wearing face coverings or face masks is not recommended” 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls

1. Hand gel dispenser inside of all classrooms
2. Hand gel order in large quantities
3. Extra soap dispensers and re-fills in each classroom
4. Children handwash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze
5. Washing hands posters replaced in all washing areas
6. Reminders how to wash hands properly – videos and posters
7. Procedure agreed for children to wash hands so thorough hand washing – soap walk to back of line, rubbing hands and then rinse off when back to the front of the line.
8. Timetables created to enable all children to wash hands before and after lunch, after break if not possible hand gel used.

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using disinfectant 2. PPE will be worn by all cleaning staff 3. Reading books given and collected out once a week – home reading record, and homework books the same. Please leave 48 hours before sending home again 4. Soft furnishings and soft / cloth toys will be removed from use in classrooms 5. Shared resources left on front desks for cleaning at end of the day 6. Toilets cleaned daily 7. Anti-bac spray in each classroom to be used as teacher sees necessary 8. Displays to be designed to engage children but not encourage touching – so decoration above the children’s heads and class doors to be left clear. 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Those who are clinically extremely vulnerable or living with those that are clinically extremely vulnerable to complete personal risk assessment – based on staff risk assessment. These staff to keep strict social distancing from other adults and as much social distancing from children as possible. 2. Agree if staff are allowed to wear PPE when in school if they wish 3. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate
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	detail about the type and location of hazards
Risk of illness of vulnerable children and family members through direct and indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
Children who are extremely clinically vulnerable or are living with anyone who is extremely clinically vulnerable if have concerns to have discussion with HT and individual risk assessment completed if necessary.	

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

Name of assessor	Signature of assessor	Date

Manager's comments	Insert comments relevant to assessment as appropriate

Name of manager	Signature of manager	Date

Risk assessment review 1	
Date	After day one
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

Risk assessment review 2	
Date	After day 3
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

Risk assessment review 3	
Date	After first week

CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

Risk assessment review 4	
Date	After second week
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

Risk assessment review 4	
Date	After fourth week
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

Risk assessment review 5	
Date	
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	

Signature of those involved in the Review

Risk assessment review 6

Date	
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CHANGES TO CONTROLS MEASURES AND OR HAZARDS

Who was involved in the Review

Signature of those involved in the Review