

COVID Recovery Risk Assessment

Location / Site	Leasingham St. Andrew's Primary School
Activity / Procedure	Phased opening-proposed start date of 1 st June 2020
Assessment date	25/5/2020 – to be updated regularly until re-opening

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

Government guidance states for schools states:

“The safety of children and staff is our utmost priority.”

“The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”

“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.”

Government guidance for parents concerning re-opening of schools states:

“We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**”

“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

Consideration of the pupils’ mental health and well being

Background

It is important to highlight that there has been a lack of support and advice from DFE, LCC and Diocese regarding risk assessments. This document has been created with the support of staff in school. The Government has sent out over twenty different sets of guidelines, LCC have sent brief guidelines which contradict DFE and also teaching unions have given guidance. It has been shared with Chair of Governors and Health and Safety Governor Nick Johnson.

Key Concepts

The key concept in managing the wider attendance of children is 'Bubbles'. Each group in school will be in its own independent bubble which will not mix with the staff or children from any other bubble. This will then be broken down to each child having their own 'bubble' and the term will be used to remind individual children about social distancing when appropriate. This will be a whole school term. The use of a rota is in line with recommendations of the SAGE group to minimise infection and manage groups safely in our school building.

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing in the classroom resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Reduce the number of children in the classroom to enable social distancing (no more than 15) school estimate 12 children in the first instance 2. Remove excess furniture to increase space if space to do so 3. Children keep to their designated desks and carpet spaces when in the room 4. Social distancing systems created for and with the children –visual reminders around the classroom and in shared areas and on entrances. (Include instructions how to line up, use of toilet, moving around the classroom etc.) 5. Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance 6. Children need to be reminded of the need for social distancing. Both class bubble and own bubble. 7. Lessons planned with current circumstances integral to safety 8. Feedback – using large whiteboard and interactive whiteboard not close interaction between adults and children or peer on peer 9. Mark to be verbal feedback and in the moment. No marking or books to be done out of school 10. Children to use same desk if returning next day 11. Teachers, TA's and dinner Staff are assigned to these children and stay with these children throughout the day (<i>and on sub-sequent days</i>) 12. Children not mix with other groups. 13. Lunchboxes permitted on site-lunch must be plastic and wipe down Try to encourage use of UIFSM in EYFS and Year 1 14. Children not permitted to change on site-wear school uniform clothing each day. 15. Resources allocated for each pupils to use each day 16. Unnecessary items removed from the classroom and put in storage 17. Soft furnishing removed 18. No sharing of toys/equipment-clean all after use 19. Staff have a supply of PPE available for when needed 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Designated toilets used with only 2 children allowed to go to toilet at a time – middle sinks closed for handwashing (Taped off) 2. Hands always washed after toilet use. 3. Extra Signs in toilet re washing hands 4. Wedges for the toilet external toilet doors to reduce hand contact on doors 5. Extra soap ordered to ensure we do not run out 6. Reduced visits to the toilets-allocated timeslots timetabled for oldest groups of pupils 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		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			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Allocated gate for parents to arrive and leave from-2 metre spaced marking to be adhered to outside main gate 2. Staggered drop off and pick up times for different groups 3. All parents to be informed of groups and arrival/pick up time slot 4. Parents not to gather in groups outside the school with only one parent dropping child off. 5. Markers outside of school to promote social distancing 6. Instructions shared re social distancing between families in the morning with parents and children 7. Signage for parents and children displayed outside the classroom 8. HT and one member from each bubble to be on duty to supervise 9. Parents to be informed regarding drop off and pick up of families in more than one bubble. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<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			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Staggered playtimes and allocated play areas for bubbles 2. Reduced playtime equipment 3. Games discussed which encourage social distancing 4. Staff supervision throughout – actively encouraging social distancing –Use of Bubble Term. 5. Demarcate playground to allow 2 groups to be out at the same time but in separate areas 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<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			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Lunchtimes: In classroom/ outside space if possible. Children must be socially distanced and groups kept apart to minimise cross contamination. Lunchtime staff to serve food to allocated groups only 2. Children asked to bring packed lunch in first instance 3. LUNCHBOXES PERMITTED-Must be plastic and be able to be wiped down 4. Water bottles to be brought in from home must be clear and wipe friendly 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		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, shared spaces and office areas resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Children staying in their classroom and accessing outside from classroom door. 2. Maximum of 2 children going to toilet at one time 3. Messages to office via email/phones-NO pupils to take messages 4. Staff use empty classrooms and alcoves to maximise the distance between each other 5. Agree instructions with children concerning going and returning to toilet. Year 1 always an adult to supervise toilet area. 6. When moving class around the school – 2 metres between children – one adult at back insisting the distance is maintained – regular practice this in the first few days 7. Admin doors to have signs demarcating that access is not permitted 8. Signs on all telephones and desktops that if they have shared use, then they must be disinfected at the end of the day. 9. Shared office space to ensure social distancing measures are followed 10. Water coolers allocated to specific classes or classroom sinks used to fill water bottles (EYFS corridor, Y1 KS2 corridor, KWorker Y4 class sink, Y6 class sink) 11. Each BUBBLE will have access to their own specific FIRST AID kit in case for cuts and grazes etc. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Identify hazard		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			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. External deliveries to front of school to glass doors then instructed by staff to reduce COVID crossover risk 2. Children have packs of stationary labelled with their name on 3. Tubs of resources for individuals if needed – maths cubes etc. 4. Resources washed in anti-bacterial each night and left to dry if not same person 5. Tables, door handles and other surfaces cleaned with anti-bacterial every night 6. Lessons planned so resources are individual and not shared – or on white board 7. Resources on tables ready for lesson and not distributed within the lesson 8. Plastic packets (zippy) bags used for individual resources where possible 9. Children encouraged to wash hands / use hand gel before lessons and after each lesson 			

10. IPADs allocated to specific classes and wipes kept next to them. Laptops for Keyworkers only.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress of the children			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Children be taught by their class teacher and TA in their classroom. 2. Small numbers of children to support their emotional need 3. Reduced time in school to ensure transition is successful from home to school 4. Use of ELSA and Jigsaw provision available for all children 5. A balanced curriculum to be delivered for first two weeks to support children’s well-being as well as key English and Maths skills 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress of the staff – including anxiety			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Inclusion in risk assessment process – input into hazard identification and control measures 2. At least one SLT member of staff on site every day for staff to share concerns with 3. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible 4. Designated “staff areas” for different groups of staff – maybe rota for same area if needed. 5. Hand sanitiser available as staff enter “staff areas” before accessing any equipment. 6. Planned time for planning and preparation within the week especially for those with children in school 7. Extremely vulnerable staff (Shielding) work from home 8. Vulnerable staff – those suggests to strict social distancing – working at home or in school with strict 2 metre distancing measures in place 			

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

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments 2. PPE purchased if needed 3. Extra gloves ordered 4. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk <p>PLEASE note the Government guidance states “Wearing face coverings or face masks is not recommended”</p>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Hand gel dispenser outside of all classrooms 2. Hand gel order in large quantities 3. Extra soap dispensers and re-fills in each classroom 4. PPE available if needed 5. Children hand wash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze 6. Washing hands posters replaced in all washing areas 7. Reminders how to wash hands properly – videos and posters 8. Procedure agreed for children to wash hands so thorough hand washing 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using antibacterial Gloves must be worn. 2. PPE will be worn by all cleaning staff 3. Soft furnishings and soft / cloth toys will be removed from use in classrooms 4. Cleaners to return to work before the school re-opens and daily tasks done at 4 o'clock everyday after all children and staff have left the site. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		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			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Those 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 2. Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work at home or work in school adhering to strict 2 metre social distancing from colleagues and children. 3. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Child/Adult in school showing symptoms of COVID			

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

Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Designated space for children to be placed-Safe room (Sunshine Room) 2. Parent contacted to pickup 3. PPE available in Safe room. Thermometer available. 4. Safe exit out safe room out to school gate 5. Details given for testing of child and isolation until test results given 			

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