

JANUARY COVID RE-OPENING Risk Assessment – ALL YEAR GROUPS – January 2021

Location / Site	Insert location and site where activity taking place
ST MATTHEW'S BLOXAM PRIMARY SCHOOL	
Activity / Procedure	Insert name/type of activity or procedure being assessed
Opening school after Christmas	
Assessment date	Insert date when assessment is being carried out
02.11.20 10.12.20 04.01.21	

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
1. Class Behaviour Charter created for and with the children – (Include instructions how to line up 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 2. Group interventions happening in classes and in corridors/ other rooms. KS1 – practical area. Y3/4 Stage and Beehive. Y5/6 Outside hall and the Gods 3. If close feedback or communication needed – side to side not facing child – Live marking and supporting children in lessons. Keep 2m distance from Y1-6 – no live marking. Verbal and peer feedback only 4. Children stay in their class for the majority of the time 5. Playtimes – in Bubbles groups (2 Bubble groups can have half of the play area each but Bubble group children and staff must not mix – 2 metre distance at minimum) 6. When moving around – children move in small groups and managed by teacher to carpet and to tables etc. (EYFS) 7. Sitting on the carpet needs to be as spread out as possible (some could sit at desks) EYFS 8. Water bottle on desks or under desk to remove need of children moving around classrooms- some at the back of classroom to stop volume of toilet breaks 9. In nursery water bottles are kept on the snack table which can be accessed throughout the day 10. Ensure good ventilation in each classroom all day – 11. PE outside as much as poss. Can be inside. 12. BUBBLES: Children - Majority of the school day will be in Year Group bubbles and Break time and lunchtime – Phase bubbles (60) Staff – majority of the school day will be in class bubbles and PPA – year group bubbles. PPA time for teachers will be covered by staff from the Bubble. 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
1. Phase toilets – Boys and girls – Used by bubbles 2. EYFS and KS1 children to be supervised by an adult to ensure hand washing. - Not all chn need supervising – check and sanitise. 3. Year 3 to 6 – more than one child can go to go to the toilet at a time as they are in the same bubble 4. Children instructed – if cubicles are in use – wait outside 5. Year 1 and 2 not to wait in the corridor to use the toilets 6. Hand gel used after toilet use as well as washing hands – either 7. Extra Signs in toilet re washing hands 8. Wedges for the toilet external toilet doors if not fire doors. 9. 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/afternoon 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
1. Trickle in system should allow for children to be brought in at different times over a 20 minute period (8.30-8.50) 2. Instructions shared re social distancing between families in the morning with parents and children – specific information sheet for this situation 3. Signage for parents and children displayed outside the classroom 4. DHT and HT to be on duty to supervise 5. Staggered drop off and pick up times for different bubble groups 6. Parents to wear masks on school site. Staff to wear visors/masks when on the playground 7. Year 2 collected via car park entrance gate	

<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
1. Staggered playtimes and/or allocated play area (for phases – half play area	

- per bubble group)
- 2. Reduced playtime equipment – hard surfaces and can be easily cleaned (BUCKET OF TOYS PER PHASE GROUP)
- 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
1. Children eat packed lunch and hot meals in the dining hall will sit with bubble groups. 2. MDSs allocated to classes (and year groups) for supervision. 3. Bubble groups are colour coded and are separated by at least 2 metres in the dining hall. 4. <u>Children are seated and then called to the hatch by table to avoid queuing</u> 5. Emily has the latest timetable for lunchtimes – eating, playtime and zoned areas to use 6. Teachers must go outside to supervise at 1.05 as the MDS finish then	

<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
1. Children staying in their classroom and accessing outside from allocated stairs and corridors 2. EYFS and KS1 children to be supervised by an adult. 3. Messages to office via walkie-talkies 4. Agree instructions with children concerning going and returning to toilet	

<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
1. Children have shared (with a partner) stationary packs from year 1 – 6 2. Children may bring their own pencil case to school but it must remain in school and not go home (Y3-6)	

3. Tubs of resources for pairs if needed – maths cubes etc
4. Tables, door handles and other surfaces cleaned with Zoflora every night
5. Lessons planned with shared resources within class
6. Children allocated a white board and have on their desk (if required)
7. Resources on tables ready for lesson and not distributed within the lesson – where possible
8. Children encouraged to wash hands / use hand gel before lessons and after each lesson
9. Outdoor playground equipment allocated to phase group children and - all bubbles will have their own play equipment
10. All surfaces left clear at end of the day
11. Marking - Maths - as much self-marked as much as possible, English whole class verbal feedback. Books not to be taken home.
12. Returned books to go in a box and quarantined for 3 days

<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
1. Parents to complete a survey to alert school to any negative experiences during lockdown e.g bereavement or anxiety 2. Cohort profiles to be completed within first few weeks to identify children that may need individual Learning Support Mentor support 3. Claire will be on hand to provide support to pupils needing it. 4. Intervention rooms – Practical area – Y1/2. The Beehive and stage – Y3/4. The The Gods and by the large window outside the hall – Y5/6 5. Individual risk assessments for children with special educational and behavioural needs 6. Microsoft Teams transition meetings between staff 7. Jigsaw PSHE and Protective Behaviours 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
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. Use of code if assistance required and SLT to don PPE	

3. Masks and visors purchased if needed – instructions from PHE re cleaning – so issued to individuals
4. Extra disposable aprons ordered
5. Extra gloves ordered
6. Some visors also ordered if needed
7. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk
8. Personal care – PPE (mask, face shield, gloves and apron)
9. Administering first aid to be carried out side to side, using verbal instructions if possible. Gloves and aprons to be worn at all times and consider face shield and mask

10. Staff temperatures taken on entry to school

11. If child has temperature or new and continuous cough – child taken to COVID isolation bay in The Nest (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 bin bag and taken to outside bin**, wash hands and use hand gel. (Staff can return to work after this situation)

<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 inside of all classrooms 2. Hand gel order in large quantities 3. Extra soap dispensers and re-fills in each classroom 4. 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 5. Washing hands posters 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.	

<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
1. All surfaces, handles, toilets and shared equipment will be cleaned each day using Zoflora 2. Reading books to stay in school. (No library books in first instance) – home reading record not being used 3. Quarantine resources as per DFE guidance (point 5 – other considerations) 4. Shared resources left on front desks for cleaning at end of the day 5. Anti-bac spray in each classroom to be used before and after lunch if using the classroom for eating in 6. 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
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. <u>Staff to wear a mask or a visor when walking around the school</u> 3. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute	

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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

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Manager's comments	Insert comments relevant to assessment as appropriate

Name of manager	Signature of manager	Date

Risk assessment review 1	
Date	10.12.20
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review: Teaching staff	
Signature of those involved in the Review	

Risk assessment review 2	
Date	04.01.21
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	
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	

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Who was involved in the Review
Signature of those involved in the Review

Risk assessment review 4	
Date	
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	
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	

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Risk assessment review 6	
Date	
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	