

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

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
Full re-opening in September	
Assessment date	Insert date when assessment is being carried out
10/07/2020 – to be updated regularly until re-opening. Reviewed 13/08/2020	

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. Remove excess furniture to increase space (no individual trays but shared trays on desks with resources in them) 2. Year 2 – year 6 set format of furniture to be followed. Desks facing the front and children sitting side by side (as they were in June) 3. Class Behaviour 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. All belongings to be kept in classroom at/under desks. 10. Children stay in their class for the majority of the time, including lunchtimes for packed lunches. 11. 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) 12. When moving around – children move in small groups and managed by teacher to carpet and to tables etc. (EYFS) 13. Sitting on the carpet needs to be as spread out as possible (some could sit at desks) EYFS 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 reviewed re use of hall 17. 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 – sprayed during the day. 2. EYFS and KS1 children to be supervised by an adult to ensure hand washing. 3. Year 2 and 6 – one child to go to the toilet at a time and if there is someone from another class in the toilet to wait outside. 4. Children instructed – if cubicles are in use – wait outside 5. Hand gel used after toilet use as well as washing hands 6. Extra Signs in toilet re washing hands 7. Wedges for the toilet external toilet doors if not fire doors. 8. 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
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	

<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.	

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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 lunches in their classrooms 2. Children eat hot meals in the dining hall will sit with bubble groups 3. MDSs allocated to classes (and year groups) for supervision.	

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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. One boy and one girl going to toilet at one time. 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 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	

<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 own stationary packs from year 2 – 6 2. Tubs of resources for pairs if needed – maths cubes etc 3. Tables, door handles and other surfaces cleaned with Zoflora 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 phase 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	

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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. The library will become Claire's area for this, so please do not use. 4. Individual risk assessments for children with special educational and behavioural needs 5. Microsoft Teams transition meetings between staff 6. Microsoft Teams class meetings with new teacher before end of term 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. Masks and visors purchased if needed – instructions from PHE re cleaning – so issued to individuals 3. Extra disposable aprons ordered 4. Extra gloves ordered 5. Some visors also ordered if needed 6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk 7. Personal care – PPE (mask, face shield, gloves and apron) 8. 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 9. 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 designated bin, wash hands and use hand gel. (Staff can return to work after this situation)
 Please 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 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 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
1. All surfaces, handles, toilets and shared equipment will be cleaned each day using Zoflora 2. Reading books given and collected out once a week – home reading record (to be left at home and collected in once every 3 weeks) (No library books in first instance) 3. Shared resources left on front desks for cleaning at end of the day 4. Toilets cleaned throughout the day 5. Anti-bac spray in each classroom to be used before and after lunch 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. Agree 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	

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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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ST MATTHEW'S BLOXAM C OF E PRIMARY SCHOOL HEALTH & SAFETY

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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 forth week

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