

## JUNE / JULY COVID RE-OPENING Risk Assessment – Yr R and 1

<b>Location / Site</b>	Insert location and site where activity taking place
Kingswood Primary School	
<b>Activity / Procedure</b>	Insert name/type of activity or procedure being assessed
June partial	
<b>Assessment date</b>	Insert date when assessment is being carried out
18/5/2020 – to be updated regularly until re-opening	
<b>Assessment serial number</b>	Insert local serial/identification number for future reference
EHT01	

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.”

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

Early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years settings and schools, we taking this into account. Schools should therefore work through the hierarchy of measures set above:

- Avoiding contact with anyone with symptoms
- Frequent hand cleaning and good respiratory hygiene practices
- Regular cleaning of settings
- Minimising contact and mixing

....the risk will be lowered.

Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief transitory contact, such as passing in a corridor is low risk.

Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 11<sup>th</sup> May 2020

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the classroom</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACDEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Reduce the number of children in the classroom to enable social distancing (<b>no more than 15</b>) school estimate 10 children in the first instance</li> <li>2. <b>Remove excess furniture and resources to increase space if space to do so– to hall</b></li> <li>3. Social distancing charter created for and with the children – including how many children playing with resources and how (either end of water tray) (Include instructions how to line up, physical contact use of toilet, moving around the classroom etc)</li> <li>4. Charter re-visited and modelled many times a day and linked to ASPIRE behaviour system – lots of praise for adherence.</li> <li>5. Resources and activities planned to reduce shared contact and individual learning</li> <li>6. Use of outdoor space – same charter for outdoors</li> <li>7. Staff allowed to stay at adult height – no requirement for getting to child level for interactions</li> <li>8. Interactions carried out where possible from a distance</li> <li>9. <b>Children to use same desk if returning next day</b></li> <li>10. <b>Teacher and TA are assigned to these children and stay with these children throughout the day (and on sub-sequent days)</b></li> <li>11. <b>Children stay in the classroom or designated area outside for majority of the day and not mix with other groups</b></li> <li>12. Bags and coats on pegs – children supported one at a time to hang up coats up put water bottle away</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing using toilets and poor hygiene</b> resulting in direct and indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Toilet bands / signing board used and only one child allowed to go to toilet at a time – middle sinks closed for handwashing – or one cubicle or at sink only</li> <li>2. Hand gel used after toilet use( in the classroom) as well as washing hands</li> <li>3. Extra Signs in toilet re washing hands</li> <li>4. Extra soap ordered to ensure we do not run out</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing waiting to enter classroom in morning</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Year R parents and children enter using gate by Front entrance – gate open from 9.00am – 9.15am – year R</li> <li>2. Face coverings requested when on school when dropping off and picking up by parents</li> <li>3. Instructions shared re social distancing between families in the morning with parents and children</li> <li>4. Signage for parents and children displayed outside the classroom</li> <li>5. Staggered drop off and pick up times for different year groups</li> <li>6. all children to be supported to wash their hands upon arrival at the setting</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing during playtimes and lunchtimes</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. <b>Staggered playtimes</b> and/or allocated play area in the first instance</li> <li>2. <b>Reduced playtime equipment – hard surfaces and can be easily cleaned (daily as part of cleaners routine)</b></li> <li>3. Games discussed which encourage social distancing – football passing, catch, hoola hooping</li> <li>4. Staff supervision throughout – actively encouraging and insisting on social distancing</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing when eating lunch</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Children to eat in the hall in two sittings – year 1, and year R bubble 12.10-12.40 and KW and year 6 and KW/ year 6 bubbles 12.40-1.10 – maximum of 22 children in hall</li> <li>2. Tables to be spread out using whole hall and with only 2 children on each table, diagonally opposite each other</li> <li>3. Children to sit in bubble areas in hall to ensure any possible contact with other children are within the same bubble</li> <li>4. Children will be reminded of the lunch hall social distancing procedures before each lunch time acting as a constant reminder especially until this new routine is established.</li> <li>5. One pupil at a time to access the servery to collect hot meal - staff to stand back and wear face mask</li> <li>6. Pupils to raise hands to staff and communicate from a distance</li> <li>7. One pupil at a time to access toilets where needed</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the corridors</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Children staying in their classroom and accessing outside from classroom door</li> <li>2. Messages to office via email.</li> <li>3. Staff use hall and cloakrooms to maximise the distance between each other</li> <li>4. 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</li> <li>5. Cloakroom areas cleared and used for passing areas – COVID LAYBYS!</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Contact of shared resources</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</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. Resources cleaned weekly before staff changes or following any member of a bubble displaying symptoms</li> <li>2. Tables, door handles and other surfaces cleaned daily</li> <li>3. Key stage 2 pupils to provide own pencil cases, year R,1 – to be provided with labelled equipment for their own use only</li> <li>4. Resources on tables ready for lesson and children have restricted choice of resources</li> <li>5. Children encouraged to wash hands / use hand gel before lessons and after each lesson</li> <li>6. Outdoor resources restricted each day and outdoor area separated between 2 bubbles (physical barrier so no mixing)</li> <li>7. Soft toys and furnishes including bean bags removed from the classroom before opening</li> <li>8. Books available split into separate sets one for each different group of children – not taken home or brought in</li> <li>9. Outdoor playground equipment allocated to the group of children and cleaned regularly</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Emotional distress of the children</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</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. Children to have teacher and TA (if possible under vulnerable staff guidance) in the first instance</li> <li>2. Small numbers of children to support their emotional need</li> <li>3. Flexible drop off to school school to ensure transition is successful from home to school</li> <li>4. 2 metre social distancing identified adult available for children who are distressed</li> <li>5. Flexible curriculum to be delivered for first two weeks to support children’s well-being – slowly increasing the cognitive load</li> <li>6. Comfort given from a distance – at adult height and hand gel used after if needed</li> <li>7. Transition item / activity for children to bring to school and share and discuss</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Emotional distress of the staff – including anxiety</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</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. Inclusion in risk assessment process – input into hazard identification and control measures</li> <li>2. Staff meeting in work force teams – virtually – to discuss concerns and shared control measures</li> <li>3. Sharing of support helplines – HCC and others</li> <li>4. At least one SLT member of staff on site everyday for staff to share concerns with</li> <li>5. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible</li> <li>6. Separate risk assessment for the office area</li> <li>7. Designated “staff areas” areas for different groups of staff – maybe rota for same area if needed</li> <li>8. Planned time for planning and preparation within the week especially for those with children in school</li> <li>9. PPE masks / face coverings offered to staff working with children (especially in Year 1 or 2)</li> </ol>			

<b>Identify hazard</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 close contact with children – 1:1 and restraint resulting in direct transmission of the virus</b>			

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<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</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. 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</li> <li>2. Masks purchased if needed – N95 grade and instructions form PHE re cleaning – so issued to individuals</li> <li>3. Extra disposable aprons ordered</li> <li>4. Extra gloves ordered</li> <li>5. Use of masks/gloves and aprons where there are toileting or vomiting incidents</li> <li>6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk</li> <li>7. PPE offered to staff for those working close with children</li> </ol> <p>Pls note the Government guidance states “Wearing face coverings or face masks is not recommended”</p>			

<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 poor hygiene</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</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. Hand gel dispenser outside of all classrooms</li> <li>2. Hand gel order in large quantities</li> <li>3. Handwashing PHSE lessons, songs and rhymes</li> <li>4. Extra soap dispensers and re-fills in each classroom</li> <li>5. Extra hand washing bowls in each classroom</li> <li>6. 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</li> <li>7. Washing hands posters replaced in all washing areas</li> <li>8. Reminders how to wash hands properly – videos and posters</li> <li>9. Procedure agreed for children to wash hands so thorough hand washing</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of infection due to lack of cleaning</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</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. All surfaces, handles, toilets and shared equipment will be cleaned each day</li> <li>2. Outside resources to be cleaned on a rotation – meaning all are cleaned every other day.</li> <li>3. PPE will be worn by all cleaning staff</li> <li>4. Staff are aware of all DFE covid 19 guidance as this has been summarised and issued to them</li> <li>5. 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>6. Soft furnishings and soft / cloth toys will be removed from use in classrooms</li> </ol>			

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of illness of vulnerable staff and family members</b> through direct and indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</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. 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</li> <li>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.</li> <li>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.</li> <li>4. Agree that staff are allowed to wear PPE when in school if they wish</li> <li>5. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute</li> <li>6. Windows to be open where possible to provide adequate ventilation, this may help prevent the spread of the virus.</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	
<b>Risk of illness of vulnerable children and family members through direct and indirect transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</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	
<p style="color: red;">Children who are clinically extremely vulnerable – those being shielded should not attend school</p> <p style="color: red;">Children living with someone who is clinically extremely vulnerable should not attend school</p> <p style="color: red;">Children who are clinically vulnerable parents should seek medical advice concerning the children returning to school</p> <p style="color: red;">Children living with someone who is clinically vulnerable can attend school – parents will be given the choice</p> <p>Individual risk assessments to be completed for those vulnerable staff returning to work</p>			

<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>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</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	
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<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>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</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	

**ASPIRE Federation HEALTH & SAFETY**

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<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
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<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</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
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<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>OVERALL level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</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>

<b>Manager's comments</b>	Insert comments relevant to assessment as appropriate
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<b>Name of manager</b>	<b>Signature of manager</b>	<b>Date</b>

<b>Risk assessment reviews</b>	Set future review dates & sign/comment upon completion
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