

## Return to school risk assessment – Full Opening of Schools

School	Twerton Infant School & Nursery	Assessment Date	23/7/20	Completed by:	George Samios
--------	---------------------------------	-----------------	---------	---------------	---------------

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
<b>Incomplete H&amp;S compliance checks</b>	<b>All attending school</b>	<ul style="list-style-type: none"> <li>School has ensured all statutory compliance checks are up to date</li> <li>prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe, including legionella checks. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak.</li> </ul>	<ul style="list-style-type: none"> <li><b>HSE's <u>classroom checklist to be completed</u></b></li> <li>Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <u>emerging from lockdown</u></li> <li>Also refer to Refer to LCA document '<u>LCA Guidance for members on Reopening Buildings</u>'</li> </ul>	<b>School before return date.</b>	<b>Done</b>
<b>Contracting Covid 19 virus</b>	<b>All attending school by contracting the virus through:</b> <ul style="list-style-type: none"> <li><b>contact with an infected person</b></li> <li><b>poor hygiene</b></li> <li><b>not social distancing</b></li> </ul>	<b>Following up to date Government guidance by –</b> <ul style="list-style-type: none"> <li>minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges</li> <li>raise awareness of signs and symptoms</li> <li>cleaning hands more often than</li> </ul>	<b>The following applies to all hazards listed -</b>  <b>School to provide training, supervision, information.</b>  <b>Some children and young people will need additional support to follow these measures (for example, routes</b>	<b>Schools as and when necessary</b>  Ongoing  Ongoing	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
	<ul style="list-style-type: none"> <li>• <b>touching contaminated surfaces</b></li> </ul>	<p>usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</p> <ul style="list-style-type: none"> <li>○ Reviewing <u>guidance on hand cleaning</u></li> <li>○ ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> <li>○ clean hands on arrival at the setting, before and after eating, after sneezing or coughing, when returning from breaks, when changing rooms and after using the toilet</li> <li>○ encourage not to touch their mouth, eyes and nose</li> <li>○ ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> <li>○ Ensuring enough bins and tissues are available throughout school</li> <li>○ Assisting young pupils and those with complex needs maintain good respiratory hygiene</li> <li>○ minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)</li> <li>○ Staff aware of access to testing</li> </ul>	<p><b>round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)</b></p> <p><b>School to issue regular reminders to both staff and pupils</b>  <b>Posters to be displayed in line with Government advice</b></p> <ul style="list-style-type: none"> <li>• Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</li> </ul> <p>Bubble Zones have sinks, soap, paper towels and hand sanitiser which will be taken outside during outdoor sessions.</p> <p>Daily routine for bubbles will include "Keeping Safe" reminders at the start of every session.</p>	<p>Handwashing at least 9 times a day now routine.</p> <p>Establish excellent hand hygiene for YR and other new pupils on entry.</p> <p>More antiviral gel to be ordered for September.</p> <p>Ongoing</p> <p>New pedal bins (with lids) have been purchased and installed in classroom.</p>	<p><b>8/6/20</b></p>

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<p>arrangements</p> <ul style="list-style-type: none"> <li>○ follow the <u>COVID-19: cleaning of non-healthcare settings guidance</u> and further guidance issued by PHE SW <a href="http://thehub.bathnes.gov.uk/Services/4636">http://thehub.bathnes.gov.uk/Services/4636</a></li> <li>○ cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</li> <li>○ clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</li> <li>○ discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</li> <li>○ prop doors open during the school day, where safe to do so (not fire doors), consider fire and safeguarding issues, to limit use of door handles and aid ventilation</li> <li>○ cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. This should include when they arrive at school, when</li> </ul>	<p>Regular reminders are staff briefings.</p> <p>Daily Routine for Bubbles will start with reminders of Keeping Safe. Paper tissues in every Bubble Zone and regularly emptied.</p> <p>Classrooms prepared and resources cleared from tops of shelves, window sills and table tops; toys and resources rationalised according to guidance.</p> <p>SBM has briefed Cleaner in Charge with revised Cleaning Schedule and will review regularly.</p> <p>Door wedges have been provided for use where appropriate. Cleaners to remove wedges at the end of the day. Doors to be closed in the event of fire evacuation.</p> <ul style="list-style-type: none"> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should</li> </ul>	<p>Testing arrangements mentioned at Staff Meetings 1/7 and 8/7.</p> <p>Ongoing and regular stocking up of antiviral spray and blue disposable towels</p> <p><b>New cleaner to be recruited on 15<sup>th</sup> July.</b></p> <p><b>Additional Doorstops in place.</b></p> <p><b>More sanitiser has been ordered.</b></p>	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<p>they return from breaks, when they change rooms before and after eating and after using the toilet</p> <ul style="list-style-type: none"> <li>○ engaging parents and children in education resources such as <u>e-bug</u> and <u>PHE schools resources</u></li> <li>○ <del>Reduce the use of</del> Shared resources such as books and games: <ul style="list-style-type: none"> <li>○ can be used and shared within the bubble</li> <li>○ these will be cleaned regularly along with all frequently touched surfaces</li> <li>○ Pupils and teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.</li> </ul> </li> <li>○ Individual and very frequently used equipment, such as pencils and pens, will not be shared. Staff and pupils will have their own</li> <li>○ resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left</li> </ul>	<p>continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</p> <ul style="list-style-type: none"> <li>● building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> </ul> <p>Guidance to be shared with teachers at staff meeting 15/7/20 and again on INSET.</p>	<p><b>Done and ongoing.</b></p> <p><b>Suitable classroom resources to be returned to classroom on 17/7/20, ready for September reopening.</b></p> <p><b>Each child to have their own pot of pencils, etc.</b></p>	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<p>unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <ul style="list-style-type: none"> <li>○ pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed</li> <li>○ school will keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups.</li> </ul>	<p>Communicate expectations in Newsletter T6w7.</p> <p>Ongoing</p>		
<b>Infection outbreak/cases</b>	<b>All attending school or in class/bubble</b>	<ul style="list-style-type: none"> <li>• Schools will take swift action when aware that someone who has attended has tested positive for coronavirus (COVID-19)</li> <li>• School will ensure they understand the NHS Test and Trace process and how to contact their local <u>Public Health England health protection team</u>.</li> <li>• School will engage with the NHS Test and Trace process <a href="https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus">https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus</a></li> </ul>	<p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p>		

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></p> <ul style="list-style-type: none"> <li>manage confirmed cases amongst the school community</li> <li>contain any outbreak by following local health protection team advice as detailed in PHE SW HPT: Guidance for Childcare and Educational Settings in the management of Covid-19, Version 3, 05.06.2020 – <a href="http://thehub.bathnes.gov.uk/Services/4636">http://thehub.bathnes.gov.uk/Services/4636</a></li> <li>school keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups</li> </ul>	<p>Ongoing.</p> <ul style="list-style-type: none"> <li>Attendance recorded on SIMS.</li> </ul>	<p>Teachers</p>	
<b>Cleaning</b>	<b>Cleaners and all others attending school</b>	<ul style="list-style-type: none"> <li>Following PHE and PHE SW guidance having a cleaning schedule, correct cleaning materials, disposal clothes, colour coded clothes for different areas etc.</li> </ul>	<ul style="list-style-type: none"> <li>School should have a 'Cleaning specific' risk assessment.</li> </ul>		
<b>Waste</b>	<b>All attending the school who may be in contact with it.</b>	<ul style="list-style-type: none"> <li>Following PHE and PHE SW guidance adequate facilities for the disposal of waste and PPE and adequate storage procedures prior to collection.</li> </ul>		<b>PPE in place</b>	
<b>Class sizes and maintaining distances</b>	<b>All attending school by close contact with pupils/staff and being unable to keep a minimum of ideally 2 meters distance apart</b>	<ul style="list-style-type: none"> <li>Where possible, school to implement smaller groups the size of a full class keeping groups away from other groups where possible, to reduce transmission risk.</li> <li>If capacity allows, school will take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible</li> <li>older children should be encouraged to</li> </ul>	<ul style="list-style-type: none"> <li>Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for</li> </ul>	<p>Class bubbles in place from September.</p>	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<p>keep their distance within groups</p> <ul style="list-style-type: none"> <li>• All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable but will try to keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults</li> <li>• Staff to reduce face to face contact and avoid close face to face contact, minimising time spent within 1 metre of anyone (this will not be possible when working with pupils who have complex needs or need close contact care)</li> <li>• ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, consider seating students at the same desk each day if they attend on consecutive days</li> <li>• small adaptations to the classroom made to support distancing where possible, including seating pupils side by side and facing forwards, rather than face to face or side on</li> <li>• refresh the timetable: <ul style="list-style-type: none"> <li>○ decide which lessons or activities will be delivered</li> <li>○ consider which lessons or classroom activities could take place outdoors</li> <li>○ use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</li> <li>○ stagger assembly groups</li> </ul> </li> </ul>	<p>specialist teaching, wraparound care and transport. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits</p> <p>Additional risk assessment/procedures required for pupils with complex needs/close contact care</p> <p>New timetable shared with all staff and with parents too.</p> <p>HT to conduct Year Group Assemblies with two classes separate, or by Zoom with classes remaining in their classrooms.</p>	<p>EYFS ratios in place.</p> <p>A small number of staff are deployed across different classes.</p> <p>Staff expected to distance where possible.</p> <p>Y1 and Y2 classrooms to be set out with tables in rows.</p>	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<ul style="list-style-type: none"> <li>○ stagger break times (including lunch), so that all children are not moving around the school at the same time</li> <li>○ plan parents' drop-off and pick-up protocols that minimise adult to adult contact</li> <li>● in addition, childcare settings or early years groups in school should: <ul style="list-style-type: none"> <li>○ consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing</li> <li>○ consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously</li> </ul> </li> <li>● remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</li> <li>● remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</li> <li>● use outside space for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</li> <li>● school keeps a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups.</li> </ul>	<p>Staggered arrangements in place.</p> <p>Climbing frame to be used exclusively by YR children and by each class on alternate days.</p> <p>Majority of resources returned to classrooms for September. Soft toys and other resources that are difficult to clean are stored in cupboards.</p> <p>Extended play times and PE to take place outside as much as possible.</p>	<p>In place.</p>	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
<p><b>Pupils arriving/leaving school at start and end of day</b></p>	<p><b>All parents/carers/pupils being dropped off at school or arriving by school transport e.g. buses taxis</b></p>	<ul style="list-style-type: none"> <li>• School will consider how children and young people arrive at the education or childcare setting, avoiding peak times, and reduce any unnecessary travel on coaches, buses or public transport where possible. See <a href="#"><u>Coronavirus (COVID-19): safer travel guidance for passengers</u></a> for further details</li> <li>• stagger start/drop-off and end/collection times</li> <li>• parents and pupils advised of their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>• access rooms directly from outside where possible</li> <li>• if pupil needs to be accompanied to the education or childcare setting, only one parent can attend</li> <li>• made clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> <li>• If required, 2m markings by entrance to ensure social distancing and/or display guidance</li> </ul>	<p>Arrival and departure times are staggered by a minimum of 5 minutes.</p> <p>In place.</p> <p>Newsletter to parents on 13/7/20 and again prior to starting 24/8/20.</p> <p>Arrangements in place.</p> <p>Arrangements in place.</p> <p>Arrangements in place.</p> <p>Arrangements in place.</p>	<p>HT</p>	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
<b>A pupil routinely attending more than one school</b>	<b>All staff and pupils</b>	<ul style="list-style-type: none"> <li>School will work through the system of controls collaboratively to address any risks identified allowing to deliver a broad and balanced curriculum for the child.</li> </ul>	Not required.		
<b>Pupils/staff arriving at school wearing face masks</b>	<b>Pupils and staff due to possible contamination</b>	<ul style="list-style-type: none"> <li>School has a process for removing face coverings which is communicate it clearly to everyone</li> <li>Pupils are instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom</li> <li>Guidance on <u>safe working in education, childcare and children's social care</u> provides more advice.</li> </ul>	Children are not expected to wear masks on arrival at school, other than when travelling on public transport.		
Supply teachers, peripatetic teachers and/or other temporary staff who move between schools	<b>All staff and pupils</b>	<ul style="list-style-type: none"> <li>School will minimise the numbers of temporary staff entering the school premises</li> <li>Tell visitor not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-</li> </ul>	Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. A separate	BF SLIP Bath Rec Trust	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<p>arranged calls will be allowed on site</p> <ul style="list-style-type: none"> <li>• Covid 19 posters displayed in reception area</li> <li>• Risk assessment from the contractor is viewed by the school before appointment (sent electronically)</li> <li>• Contractor will be expected to comply with the school's arrangements for managing and minimising risk</li> <li>• A copy of this risk assessment is available to view or can be sent electronically before visit</li> <li>• Physical distancing and hygiene is explained to visitors on or before arrival.</li> <li>• Contractors/school to ensure that they minimise contact and maintain as much distance as possible from other staff</li> <li>• Record date, contact name and contact details for visitor, and request they contact the school if they subsequently become symptomatic.</li> </ul>	<p>risk assessment / procedures will be in place .</p> <p>GS to request Risk Assessments from external agencies, prior to September.</p> <p>Arrangements in place.</p> <p>Arrangements in place.</p>		
<p>Extra-curricular provision- including breakfast club and after school provision</p>	<p><b>Pupils and staff</b></p>	<ul style="list-style-type: none"> <li>• Schools will carefully consider how to make such provision work alongside the wider protective measures, including keeping children within their year groups or bubbles where possible.</li> <li>• If it is not possible to maintain bubbles being used during the school day then schools will use small, consistent groups.</li> <li>• As with physical activity during the school day, contact sports should not take place.</li> </ul>	<p>Breakfast Club to be limited to Y1 and Y2 in Autumn Term.</p> <p>The two year groups to be kept in separate halves of the hall.</p>	<p>Breakfast Club Team</p>	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
Music Lessons	<p><b>Pupils and staff</b></p> <p>There may be an additional risk of infection in environments where people are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance</p>	<ul style="list-style-type: none"> <li>• School to consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example:               <ul style="list-style-type: none"> <li>○ physical distancing and playing outside wherever possible,</li> <li>○ limiting group sizes to no more than 15</li> <li>○ positioning pupils back-to-back or side-to-side</li> <li>○ avoiding sharing of instruments</li> <li>○ ensuring good ventilation.</li> <li>○ Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> </ul> </li> </ul>	<p>Further more detailed DfE guidance will be published shortly.</p> <p>Not required.</p>		
Physical activity	Pupils and staff	<ul style="list-style-type: none"> <li>• Pupils will be kept in consistent groups,</li> <li>• sports equipment will be thoroughly cleaned between each use by different individual groups</li> <li>• contact sports avoided.</li> <li>• Outdoor sports will be prioritised where possible</li> <li>• large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene</li> <li>• School will refer to and follow the following guidance <u>guidance on the phased return of sport and recreation</u> and guidance from <u>Sport England</u> for grassroots sport advice from organisations such as the <u>Association for Physical Education</u> and the <u>Youth Sport Trust</u></li> </ul>	All guidance to be followed in full.	Teachers	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
<p><b>Other visitors including parents/suppliers/contractors arriving at school</b></p>	<p><b>All staff, pupils and visitors/contractors</b></p>	<ul style="list-style-type: none"> <li>• Tell visitor not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site</li> <li>• Covid 19 posters displayed in reception area</li> <li>• Inform any visitor, suppliers, contractors of any infection control procedures on site e.g. site guidance on physical distancing and hygiene is explained to visitors on or before arrival</li> <li>• Deliveries arranged at quiet times or before or after school opening/closing.</li> <li>• Agreement from Suppliers of their confirmation and understanding of the new arrangements should ideally be sought</li> <li>• Record date, contact name and contact details for visitor, and request they contact the school if they subsequently become symptomatic.</li> </ul>	<ul style="list-style-type: none"> <li>• If possible provide separate toilet &amp; hand washing facilities for visitors and contractors.</li> <li>• Provide visitor / supplier / contractor with a designated point of contact and phone number</li> <li>• Unless an emergency ensure all contractors works are carried out 'outside of normal working hours'</li> <li>• Toddlers Club to be suspended for now.</li> </ul>	<p>In place (T2)</p> <p>In place SBM</p> <p>In place.</p>	
<p><b>Entering and exiting school/classrooms</b></p>	<p><b>All staff, pupils, visitors/contractors</b></p>	<ul style="list-style-type: none"> <li>• avoid creating busy corridors, entrances and exits</li> <li>• access rooms directly from outside where possible</li> <li>• consider one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> <li>• staggering breaks to ensure that any</li> </ul>	<p>Three entrances to school site now in use to minimise congestion. Staggered arrival / collection times create further separation.</p> <p>In place.</p>	<p>All</p>	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<p>corridors or circulation routes used have a limited number of pupils using them at any time</p> <ul style="list-style-type: none"> <li>staggering lunch breaks (see below)</li> </ul>	<p>3 lunch sittings. 11:45 YR - Top Hall 12:00 Y1 – Bottom Hall 12:15 Y2 – Top Hall</p>		
<b>Large gatherings in school hall/dining area/internal and external sports facilities</b>	<b>All staff, pupils, visitors, contractors</b>	<ul style="list-style-type: none"> <li>Use room/space at half capacity</li> <li>staggering lunch breaks</li> <li>children and young people should clean their hands beforehand and enter in the groups they are already in,</li> <li>groups should be kept apart as much as possible and</li> <li>tables should be cleaned between each group.</li> <li>If such measures are not possible, children should be brought their lunch in their classrooms</li> </ul>	<p>Additional tables to be used at lunchtime.</p> <p>3 sittings at 15 minutes intervals giving 1<sup>st</sup> Sitting 30 minutes to finish eating and cleaning to be undertaken before 3<sup>rd</sup> Sitting arrives.</p>	<p>SMSA Team</p> <p>SMSA Team</p>	
<b>Using toilets</b>	<b>All staff, pupils, visitors, contractors</b>	<ul style="list-style-type: none"> <li>ensuring that toilets do not become crowded by limiting the number using them. A 1 in 1 out system may be necessary</li> <li>pupils are encouraged to clean their hands thoroughly after using the toilet</li> <li>regular cleaning of area</li> </ul>	<ul style="list-style-type: none"> <li>If possible provide separate toilet/ handwashing facilities for visitors and contractors.</li> </ul>	In place	
<b>Pupil behaviour</b>	<b>All staff pupils, visitors, contractors</b>	<ul style="list-style-type: none"> <li>Behaviour policy updated due to the need of pupils to behave differently when they return to school, this includes all new systems put in place due to Covid 19</li> <li>Communicated changes to pupils, parents</li> </ul>	Existing policy is suitable, other than Stage 3 incidents being dealt with within own classroom.	Teachers & TAs	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		and staff.			
<b>Meeting in staff room and offices</b>	<b>All staff, visitors and contractors</b>	<ul style="list-style-type: none"> <li>Stagger use of rooms to limit occupancy and consider using other rooms to maintain social distancing</li> </ul>	3 rest areas in place, including staffroom.	Staff	
<b>Transporting pupils to school via school transport</b>	<b>Driver, guide escort and pupils</b>	<ul style="list-style-type: none"> <li>encouraging parents and children and young people to walk or cycle to their education setting where possible</li> <li>consider using 'walking buses'</li> <li>making sure schools, parents and young people follow the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u> when planning their travel</li> <li>ensuring that transport arrangements cater for any changes to start and finish times</li> <li>making sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus</li> <li>making sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers</li> <li>taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts</li> <li>local authorities or transport providers could consider the following: <ul style="list-style-type: none"> <li>guidance or training for school transport colleagues</li> <li>substituting smaller vehicles with</li> </ul> </li> </ul>	<p>Walking encouraged.</p> <p>Detailed Letter sent to all parents and bespoke SMS sent to parents to clarify specifics for their child, identifying entry to site, time of drop-off and time of collection.</p> <p>Parents will accompany children if they are travelling on public transport.</p> <p>Masks to be worn.</p>	HT & Teachers	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<p>larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers</p> <ul style="list-style-type: none"> <li>○ cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out</li> <li>● communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</li> </ul> <p>Consideration is also given to:</p> <ul style="list-style-type: none"> <li>● how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>● use of hand sanitiser upon boarding and/or disembarking</li> <li>● additional cleaning of vehicles</li> <li>● organised queuing and boarding where possible</li> <li>● distancing within vehicles wherever possible</li> <li>● the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> </ul>			
<b>Use of public transport</b>	<b>Staff/pupils</b>	<ul style="list-style-type: none"> <li>● Advised to keep use to an absolute minimum, particularly during peak times</li> </ul>	Masks to be worn if using public transport.	Parents	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<ul style="list-style-type: none"> <li>• the use of face coverings for children over the age of 11</li> <li>• School encourages parents, staff and pupils to walk or cycle to school if at all possible.</li> <li>• consider using 'walking buses'</li> <li>• parents drive to children to school</li> </ul>	<p>Hand sanitiser to be used by all children on entry to school.</p> <p>Walking to be promoted.</p>	Teachers	
<p><b>Use of play equipment including outdoor playground equipment</b></p>	<p><b>Staff/Pupils from contaminated surfaces</b></p>	<ul style="list-style-type: none"> <li>• Equipment is appropriately cleaned more frequently. This includes resources used inside and outside by wraparound care providers</li> <li>• Equipment is cleaned appropriately between each group use</li> <li>• multiple groups do not use it simultaneously</li> </ul>	<p>Climbing frame to be reserved for YR children exclusively, and used by each class on alternate days. No other year groups to use frame.</p>	Teachers	
<p><b>Poor mental health and pupil wellbeing and support</b></p>	<p><b>Staff/pupils due to concerns over Covid 19 and changes being made in schools</b></p>	<ul style="list-style-type: none"> <li>○ Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful</li> <li>○ Keep staff and pupils informed about changes</li> <li>○ School will consider the provision of pastoral and extra-curricular activities to all pupils designed to:</li> <li>○ support the rebuilding of friendships and social engagement</li> <li>○ address and equip pupils to respond to issues linked to COVID-19</li> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> </ul>	<p>Briefings and Staff Surveys used prior to changes, feedback taken on board. Members of SLT available to support staff.</p> <p>Reminder to staff about Employee Assistance Programme.</p> <p>Open channels of communication between Bubble Groups and SLT. Regular check-ins.</p> <p>Staffing will be reviewed on ongoing daily basis. Compassionate approach will be adopted and leave provided in accordance with policies.</p> <p>Brighter Futures will support the staff team through supervision and consultation as required.</p>		

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<ul style="list-style-type: none"> <li>• School and school nurses will need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</li> <li>• Situations to be monitored and appropriate actions taken in line with school wellbeing policies for staff and pupils</li> <li>• Systems in place to deal with bereavements</li> <li>• Referring staff and pupils to information about the <u>extra mental health support for pupils and teachers</u> provided by the DfE</li> </ul>	<p>Flu Immunisations to take place in school on 7/10/20.</p> <p>Staff Wellbeing Survey undertaken at end of this academic year and responses considered.</p>		
<p><b>Pupils and families who are anxious about return to school</b></p>	<p><b>Pupils including those who:</b></p> <ul style="list-style-type: none"> <li>• <b>have</b> been shielding previously but have been advised that this is no longer necessary.</li> <li>• those living in households where someone is clinically vulnerable, or</li> <li>• those concerned about the comparatively increased risk from</li> </ul>	<ul style="list-style-type: none"> <li>• School will identify those who are concerned and put the right support in place to address this</li> <li>• School to discuss their concerns and provide reassurance of the measures being put in place to reduce the risk in school.</li> </ul>	<p>HT to reach out to concerned parents through Newsletter/SMS and teachers to pass on information to SLT.</p> <p>Provide information to parents on current arrangements to allay fears.</p>	<p>SLT &amp; Teachers</p>	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
	<p>coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or</p> <ul style="list-style-type: none"> <li>• who have certain conditions such as obesity and diabetes.</li> </ul>				
<b>Staff returning form holidays (including travel abroad)</b>	<b>All staff and pupils</b>	<ul style="list-style-type: none"> <li>• School will advise staff to follow government requirements for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at <a href="#">coronavirus (COVID-19): how to self-isolate when you travel to the UK</a>.</li> </ul>	Expectation communicated to all staff to report for work at beginning of term on 8/7/20.	Repeat expectation in Staff Update at end of term.	
<b>Clinically extremely vulnerable pupils and staff</b>	<b>Staff/pupils</b>	<ul style="list-style-type: none"> <li>• Parents and staff to follow medical advice if in this category</li> <li>• Read the <a href="#">current advice on shielding &amp; COVID-19 - 'shielding' guidance for children and young people</a>.</li> </ul>	Not currently relevant.	Review on admission of new pupils and appointment of staff.	
<b>Clinically vulnerable individuals</b> (including pregnant staff)	<b>Staff/pupils</b>	<ul style="list-style-type: none"> <li>• Parents and staff to follow medical advice if in this category</li> <li>• Read the <a href="#">clinically-vulnerable people &amp;</a></li> </ul>	Staff Risk Assessment completed and 2 staff identified to be part of the SDSC – Socially Distanced Support	Ongoing review	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<u>COVID-19 - 'shielding' guidance for children and young people.</u>	Crew – and will undertake duties away from children and staff.		
<b>Safeguarding</b>	<b>Pupils</b>	<ul style="list-style-type: none"> <li>Schools should consider revising their child protection policy to reflect the return of more pupils.</li> </ul>			
<b>Changes to building use being safe for pupils &amp; staff– e.g. storage, one way systems, floor tape</b>	<b>Staff/pupils by being unfamiliar with new layout of school</b>	<ul style="list-style-type: none"> <li>The Fire Risk assessment must be updated if changes are made to the use of rooms or escape routes eg through measures to provide segregation of routes.</li> <li>Specifically revise Fire evacuation routes and drill</li> <li>Ensure fire, first aid and other Health &amp; Safety needs are met and that all risk assessments have been updated</li> </ul>	<p>New arrangements communicated to staff at Zoom Briefing on 1.6.20 and reminder to be given at INSET 2/9/20.</p> <p>Assembly points marked with labelled posters.</p> <p>Bubbles will separately rehearse the evacuation procedure, in co-ordination with neighbouring groups.</p> <p>Schedule for Bubble Evacuation Drills to be agreed.</p> <p>Teachers to keep a paper register of attendance in their classrooms and to bring these with them during an evacuation.</p>	<p>Done</p> <p>Teachers in Term 1</p> <p>HT T1w1</p> <p>Ongoing</p>	
<b>Member of a class becoming unwell with COVID19</b>	<b>Staff/pupils by possible contamination</b>	<ul style="list-style-type: none"> <li>Contact PHE SW by phone or email and follow their advice</li> <li>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <u>safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)</u> guidance.</li> </ul>	<p>Suggested protocols are in place and have been enacted.</p> <p>Emergency Packs of PPE to be ready on the door of the Thrive Room and in each bubble.</p> <p>PPE available for staff to wear when supporting a child with symptoms</p>	<p>Ongoing</p> <p>SBM to check stocks each week.</p>	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		<ul style="list-style-type: none"> <li>if direct personal care is required, a fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</li> <li>Area to be cleaned in accordance with government guidelines <u>COVID-19: cleaning of non-healthcare settings guidance</u></li> <li>If toilet needed whilst waiting for collection, a separate toilet will be used if possible. It will be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> </ul>	<p>Thrive Room had previously been set aside as an isolation room, but the top of the hall (or outside) is preferable as the supervising member of staff can distance more effectively.</p> <p>Child to be asked if they would like to wear a mask while waiting to limit aerosol dispersion.</p>		
<b>PPE</b>	<b>Staff/pupil by incorrect use or no appropriate PPE available</b>	<ul style="list-style-type: none"> <li>Staff appropriately trained in correct use</li> <li>Adequate supplies maintained</li> <li>Guidance from B&amp;NES Public Health being followed</li> <li>Guidance on <u>safe working in education, childcare and children's social care</u> is followed</li> </ul>	<p>Staff to watched HSE video on safe removal of gloves 1.6.20.</p> <p><a href="https://www.hse.gov.uk/mvr/resources/videos/video9.htm">https://www.hse.gov.uk/mvr/resources/videos/video9.htm</a></p>	Ongoing reminders	
<b>Legionella</b>	<b>All staff/pupils/visitors/contractors due to legionella bacteria</b>	<ul style="list-style-type: none"> <li>Regular temperature checks and flushing of the hot and cold water systems 'little used outlets' is being undertaken in accordance with legionella written scheme and risk</li> </ul>	<p>Ongoing monthly monitoring by Zita to take place from 3:15pm, to avoid contact with children. Cleaners to follow path of Zita engineer.</p>	Ongoing	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		assessment.	<ul style="list-style-type: none"> <li>Refer to LCA document <u>'LCA Guidance for members on Reopening Buildings'</u> <u>13/05/20</u></li> </ul>		
<b>Lack of qualified first aiders</b>	<b>All staff/pupils due to limited access to appropriately qualified staff</b>	<ul style="list-style-type: none"> <li>A first aid risk assessment has been completed to confirm the number of first aiders required on site at one time For early years, in addition to the above, at least one paediatric qualified first aider is available on site at all times or if this not possible, it is currently acceptable to have a fully qualified first aider (3 day course) or an emergency paediatric first aider (6 hour course)</li> <li>Expiry date of qualifications have been checked and evidence available to confirm that arrangements were in place to update any qualification that was due to expire during lock down.</li> </ul>	<p>Accident Folders in each Bubble Space. First Aid kits taken outside at playtime.</p> <p>Blended Paediatric First Aid training in place with practical session taking place in hall on Tuesday 1<sup>st</sup> September for 12 members of staff.</p>	<p>Done</p> <p>In hand</p>	
<b>Educational visits</b>	<b>Staff and pupils</b>	<ul style="list-style-type: none"> <li>School will not be participating in domestic (UK) overnight and overseas educational visits at this stage see <u>coronavirus: travel guidance for educational settings</u></li> <li>non-overnight domestic educational visits may commence from the Autumn term. This will be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination</li> <li>schools will undertake full and thorough risk assessments in relation to all educational</li> </ul>	<p>Not relevant</p> <p>Risk assessments will be undertaken (as usual) prior to educational visits and will cover COVID secure measures.</p>	<p>As required</p>	

What are the hazards?	Who might be harmed?	What are you already doing?	What further action is necessary?	Action by whom and by when?	Date Complete d/Outcome
		visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the <u>health and safety guidance on educational visits</u> when considering visits including advice from the <u>OEAP</u>			
<b>Catering facilities</b>	<b>If meals are being produced at the school an additional risk assessment will be required to ensure safe practices are being observed. School must comply with the <u>guidance for food businesses on coronavirus (COVID-19)</u>.</b>				

Assessment Next Review Date: 31/8/20

Assessor: George Samios

Manager: George Samios