



COVID RE-OPENING Risk Assessment – ALL YEAR GROUPS – March 2021

Location / Site	St William of Perth
Activity / Procedure	Full re-opening of school
Assessment date	– 1 st March to be updated regularly until re-opening 8 th March Reviewed March 2021

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



Identify hazard

Contact with someone suffering from coronavirus

Control measures

Everyone will be asked not to come into school if they need to self-isolate under [current government guidance](#). Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household or the day their test was taken if they did not have symptoms and the next full ten days. Regular reminders will be given about this.

If pupils or staff have travelled abroad, they will be asked not to come into school and to quarantine under the [current government guidance](#).

Anyone self-isolating with symptoms will be advised to do so in line with current government guidance, and to access [testing](#) and engage with the NHS Test and Trace process.

If a symptomatic person comes into school or develops symptoms while in school, they will be sent home immediately or isolated until they can be picked up. Isolate in PPA room

999 will be called if they are seriously ill or injured or their life is at risk.

In the case of a pupil who needs to be supervised before being picked up:

- A window will be opened in the room to allow for fresh air ventilation
- If a distance of 2 metres can't be maintained, supervising staff will wear a fluid-resistant surgical mask
- If contact is necessary, supervising staff will also wear disposable gloves and a disposable apron
- If there's a risk of splashing to the eyes, such as from coughing, spitting or vomiting, supervising staff will also wear eye protection

Supervising staff will wash their hands thoroughly for 20 seconds after the pupil has been picked up.

We will provide home testing kits to parents/carers collecting symptomatic children, and to staff who've developed symptoms at school, if they are unable to get a test elsewhere.

In exceptional circumstances, if parents/carers cannot collect their child and they agree it's age-appropriate and safe to do so, the pupil can walk, cycle or scoot home. If the pupil cannot be collected or travel home independently, we will make alternative arrangements to transport the pupil home. In this case one of the following steps will be taken:

- Use of a vehicle with a bulkhead or partition that separates the driver and passenger; or
- The driver and passenger will maintain a distance of 2 metres from each other; or
- The driver will use PPE (the same PPE as when supervising a symptomatic pupil, as explained above) and the passenger will wear a face mask if they are old enough and able to do so

We will speak to the local authority about sourcing a vehicle that would provide appropriate protection for the driver, and we will inform the driver that the pupil is displaying symptoms

A deep clean will take place in the areas that the symptomatic person has been, and PPE will be disposed of properly, following [decontamination guidance](#).

Rapid testing programme:

We will provide staff with a privacy notice so they can consent to testing.

Staff will be offered 2 lateral flow tests per week, for use at home.

We will ask them to carefully read the government's guidance on self-administering tests, alongside the instructions in their test kit, to make sure they know how to safely do this.

We won't need to see evidence of a negative test result in order to allow staff to attend school.

Any staff members receiving a positive lateral flow test result will be told:

- To remain at home, take a standard coronavirus (PCR) test and let us know the result (if a home testing kit is available in school, this can be given to them, if they have barriers to accessing testing elsewhere)
- That they, and members of their household, should self-isolate in line with the latest government guidance
- That they should report their lateral flow test result to NHS Test and Trace



As soon as we hear that a staff member has tested positive with a lateral flow test, we will follow the same cleaning measures (laid out above) as if that staff member had been symptomatic while in school.

All staff and pupils will continue to follow the measures set out in this risk assessment, even if we're participating in rapid testing.

We will keep accurate records of all test results, and only share health records with the relevant people.

Primary age pupils will not be tested with LFDs. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab.

If the school becomes aware that a pupil or a staff member has tested positive for coronavirus and needs advice on next steps, the school will contact the DfE helpline on **0800 046 8687** and select option 1. (If no advice is required, the school will report the case using the DfE's '[online attendance form daily return](#)'). The advice service (or [local health protection team](#), if the call is escalated to them), will carry out a rapid risk assessment to confirm who's been in close contact with the person when infectious.

The school will ask (using a template letter from the local health protection team) all close contacts to self-isolate in line with current government guidance.

If there are 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, the school will work with the local health protection team, who can be reached by calling the DfE helpline and selecting option 1, to decide if additional action is needed. Any advice given by the team will be followed.

To help with identifying staff's and pupils' close contacts, records will be kept of:

- The pupils and staff in each group
- Any close contact that takes place between children and staff in different groups

Close contact with an infected person means:

- Face-to-face contact, including:
 - Being coughed on
 - A face-to-face conversation within 1 metre
- Being within 1 metre for 1 minute or longer without face-to-face contact
- Sexual contact
- Being within 2 metres for more than 15 minutes (either as a one-off contact or added up together over one day)
- Travelling in a small vehicle or a plane

Pupils or staff that have travelled abroad: we will point them to the [current government guidance on quarantine](#) and they must not come into school.

Remaining level of risk

HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			

**Identify hazard**

Contact with coronavirus when getting to and from school

Control measures

- Everyone will be encouraged to walk, cycle or scoot into school, and asked to avoid taking public transport during peak times if possible.
- Parents/carers who need to drop off and pick up pupils will be told through messages and signage: Their allocated drop off and collection times. Staggered start and finish times – Year R 8:40 – 3:00 – Year 1 8:40 – 3:00, Year 2 8:40 – 3:00, Year 3 - 8:50 – 3:10, Year 4 - 8:50 – 3:10, Year 5 9:00 – 3:20, Year 6 9:00 – 3:20
- Children to hand sanitise or wash hands upon entering the classroom for the first time.
- The protocols for minimising adult to adult contact. Different exit and entrance points. Staggered drop off and collection times. Signage to encourage social distancing.
- That only one parent/carer should attend
- Not to gather at entrance gates or doors, or enter the site unless they have a pre-arranged appointment

Face Coverings

- Staff and visitors will be asked to keep on or put on a face covering when arriving at school and moving around indoors in places where social distancing isn't possible, such as corridors and communal areas, unless they're exempt from wearing one. They will be asked to wash their hands before and after putting on or removing a face covering.
- A supply of spare face coverings will be kept for any staff member or visitor who arrives without one or has one that's unsafe to wear.
- Anyone wearing reusable face coverings when arriving to school will be expected to bring a plastic bag to keep these in during the school day when not in use. Disposable face coverings will be disposed of in a covered bin.
- Any pupils wearing any sort of face covering when arriving to school will wash their hands on arrival (as all individuals will), dispose of/store the covering, and wash their hands again upon entering their classroom.
- In primary schools, the guidance recommends that face coverings should be worn by staff and adult visitors where social distancing is not possible. The guidance states that children in primary school should not wear face coverings.
- Everyone will be made aware that they mustn't touch the front of the covering during use or removal.
- Face visors or shields should not routinely be wore as an alternative to face coverings.
- When a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.

Remaining level of risk**HIGH****MEDIUM****LOW****NEGLIGIBLE****Additional notes:**

**Identify hazard*****Spreading infection due to touch, sneezes and coughs*****Control measures**

- Handwashing facilities will be provided. Classroom sinks equipped with soap and hand sanitiser supplies.
- Allocated toilets for bubbles: Yr 5 and 6 to use the Year 5 and 6 toilets. Yr 2 to use toilets outside of Year 3. Year R and 1 to use toilets outside Year 1 classroom. Office and SLT to use disabled toilet. Staff to use staff toilets outside DHT office.
- Everyone in school will: Frequently wash their hands with soap and water for 20 seconds and dry thoroughly using NHS guidelines, or use alcohol-based hand sanitiser to cover all parts of their hands
- Clean their hands on arrival, after breaks, if they change rooms, before and after eating, and after sneezing or coughing
- Be encouraged not to touch their mouth, eyes and nose
- Use a tissue or elbow to cough or sneeze, and use orange bins for tissue waste
- Pupils will be encouraged to learn and practise these habits in lessons and by posters put up across the school.
- Help will be available for any pupils who have trouble cleaning their hands independently. Skin-friendly cleaning wipes can be used as an alternative. Young children will be supervised during hand washing.
- Supplies for soap, hand sanitiser and disposable paper towels and tissues will be topped up regularly and monitored to make sure they're not close to running out – school business manager and caretaker.
- Separate waste bins will be emptied throughout the day and every evening by the caretaker and cleaners.

Remaining level of risk**HIGH****MEDIUM****LOW****NEGLIGIBLE****Additional notes:**



Identify hazard

Spreading infection due to excessive contact and mixing between pupils and staff in lessons.

Control measures

- Consistent bubbles including staff wherever possible.
- Pupils will be kept in the same groups at all times each day, and be kept separate from other groups.
- Bubbles will be using the same classrooms/ each bubble will be using specified classrooms and not enter the classrooms of other bubbles.
- Regular hand hygiene – timetabled throughout the day.
- Where pupils are old enough and capable enough, they will be taught and reminded to maintain their distance and not touch staff or peers. Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.
- Unnecessary furniture will be removed to allow for ease of access. Children will be spaced appropriately around the classroom.
- For physical activity, we will follow the same guidance for cleaning equipment and grouping pupils as in all areas of the school. Outdoor sports will be prioritised where possible - where it is not, we'll use large indoor spaces with sufficient ventilation. Distance between pupils will be maximised as much as possible.
- Staff can work across different groups in order to deliver the school timetable, but they will keep their distance from pupils and other staff as much as they can (ideally 2 metres apart). This won't always be possible, particularly when working with younger children, but close face-to-face contact will be avoided, and time spent within 1 metre will be minimised. As long as numbers allow staff will be allocated to a specific bubble and not be expected to move to different bubbles to provide supervision unless in the event of absence. Staff will have access to face visors / ppe should they choose to wear them. All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision.
- Any pupils with complex needs or who need close contact care will have the same support as normal as distancing isn't possible here. Staff will be rigorous about hand washing and respiratory hygiene.
- Pupils will be supervised at all times to ensure mixing between groups doesn't occur, and they will be reminded about the rules throughout the day.
- Classroom areas in use will be well ventilated by: Opening windows. Propping open internal and external doors, where fire safety and safeguarding wouldn't be compromised. Natural ventilation to create a throughput of air.
- Parents will be advised for children to wear additional layers to help maintain appropriate body temperature and to keep them warm during the school day.
- No school trips until further notice.
- Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.
- Singing, wind and brass playing should not take place in larger groups.
- Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, use a room with as much space as possible, for example hall. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance.
- Mixing of volunteers across groups will be kept to a minimum and they will adhere to the system of controls and measures outlined in this risk assessment.
- ITT trainees can continue to go into their host school on placement. They are expected to follow all control measures put in place by host school.
- The school will not host any performances with an audience.

Remaining level of risk



HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			

<u>Identify hazard</u>	<i>Spreading infection through contact with coronavirus on surfaces</i>		
<u>Control measures</u>			
<ul style="list-style-type: none">• Staff will regularly clean frequently touched surfaces at end of learning sessions - using standard cleaning products (COSH appropriate Detergent – zoflora detergent Orange bottle), including: Classroom desks and tables, Bathroom facilities (including taps and flush buttons), Door and window handles, Furniture, Light switches, Teaching and learning aids, Books and games and other classroom-based resources, Computer equipment (including keyboards and mouse), Sports equipment, Hard toys, Telephones, Fingerprint scanners, Outdoor play equipment• Pupils and parents/carers will be asked to limit the amount of equipment they bring into school each day to essentials like bags, lunch boxes, hats, coats. Stationery equipment will be provided to the children.• Areas of the school that are used by pupils will be cleaned thoroughly at the end of the day. Shared rooms, such as halls and dining areas, will be cleaned between different groups using them.• Any resources shared between groups, such as sports, art and science equipment, will be either: Cleaned frequently and meticulously, and always between groups using them; or Rotated / quarantined so they can be unused and out of reach for 48 hours (72 hours for plastics) between use by different groups• The same rules will be followed for books and other shared resources that pupils or staff take home e.g. reading books / homework books. However, unnecessary sharing will be avoided, especially where it doesn't contribute to pupil education and development.• Individual and very frequently used equipment, like pens and pencils, will not be shared. Children will use own designated pencil case.• Cleaning supplies will be topped up regularly and monitored to make sure they're not close to running out. School business manager and caretaker• Teachers will wash their hands and surfaces before and after handling pupils' books.• Caretaker and cleaning staff will be supplied with PPE aprons, gloves and face visors			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			

**Identify hazard**

Spreading infection due to excessive contact and mixing between pupils and staff around and outside of the school

Control measures

- Limit the sharing of rooms and shared spaces between groups. For lunch times the hall will be divided into zones to ensure bubbles kept separate. ICT suite and library will be timetabled to ensure bubbles do not mix. Playground will be rotaed for use and zoned to ensure separation between bubbles. All shared rooms, such as halls and dining areas, will be cleaned between each use.
- Different entrance and exit points for each bubble as well as staggered start and finish times to avoid potential mixing.
- Staggered playtimes and lunchtimes for use of the playground. Zoned areas on the playground to help keep bubbles separate.
- For physical activity, we will follow the same guidance for cleaning equipment and grouping pupils as in all areas of the school. Outdoor PE activities will be prioritised where possible - where it is not, we'll use large indoor spaces with sufficient ventilation. Distance between pupils will be maximised as much as possible.
- Staff can work across different groups in order to deliver the school timetable, but they will keep their distance from pupils and other staff as much as they can (ideally 2 metres apart). This won't always be possible, particularly when working with younger children, but close face-to-face contact will be avoided, and time spent within 1 metre will be minimised. As long as numbers allow staff will be allocated to a specific bubble and not be expected to move to different bubbles to provide supervision unless in the event of absence.
- Supply teachers, peripatetic teachers and other temporary staff will be told to minimise contact and maintain as much distance as possible from other staff. The number of temporary staff entering the school premises will be kept to a minimum
- Staff and visitors will be encouraged to wear face coverings in areas of the school where social distancing isn't possible, such as in staffrooms and corridors. School has a number of face coverings which can be provided to staff. They will be encouraged to keep on or put on a face covering when arriving at school and moving to classrooms or offices, unless they're exempt from wearing one. They'll be given clear instructions about how to put on, remove and store/dispose of face coverings safely.
- Pupils will be supervised at all times to ensure mixing between groups doesn't occur, and they will be reminded about the rules throughout the day.
- Staff use of staff rooms and offices will be staggered to limit occupancy.
- Areas in use will be well ventilated - opening windows. Propping open internal and external doors, where fire safety and safeguarding wouldn't be compromised

Remaining level of risk**HIGH****MEDIUM****LOW****NEGLIGIBLE****Additional notes:**

**Identify hazard*****Spreading infection due to excessive contact and mixing in meetings*****Control measures**

- Where possible, meetings will be conducted by telephone or using video conferencing. This includes meetings with staff, parents/carers, visitors and governors. The use of Microsoft teams for staff meetings and governor meetings. If virtual meetings are not possible the hall will be used. Attendees will wear masks and be socially distanced. Windows and doors will be opened to provide ventilation.
- Emails to be used to update staff about key information.
- School's emergency WhatsApp to be used as a source of communication in the event of emergency information needing to be shared.
- SEND and welfare parent phone calls / zoom meetings to take place via phone at agreed appointments. Should face to face meetings take place then masks will be worn and social distancing maintained.
- Class dojo to be used by teachers as a form of a virtual contact book to provide pastoral support to families through messaging. Telephone consultations available for appointments.
- Plastic barriers on office window to provide shielding for office staff. Demarcated areas in office to establish social distancing to protect office staff.
- Parentmail (School digital communication system) and letters to be sent out to parents updating them of key information. Parents to be encouraged to use the school email to digitally transfer information rather than supplying hard copies.
- All visitors to be limited to enter school building. Visitors to be vetted using the automated camera admission system. Office staff to use fencing and gates and outside areas to pass on resources to parents where possible to prevent parents from coming up to the school building.

Remaining level of risk**HIGH****MEDIUM****LOW****NEGLIGIBLE****Additional notes:**

**Identify hazard*****Individuals vulnerable to serious infection coming into school*****Control measures**

- Staff who are clinically extremely vulnerable will have received a shielding letter or been advised to stay at home by their GP/clinician. They will not come into school, and instead will work from home if they can. This applies even if the staff member has received the vaccine. Clinically extremely vulnerable staff – staff who are shielding should continue to stay at home, even if they've received the vaccine
- Clinically vulnerable staff can come into school if agreement has been made between employee and employer based on current medical assessments with supporting risk assessments in place to minimise risk. If in school, they will: Where possible, maintain 2-metre distance from others, avoid close face-to-face contact and minimise time spent within 1 metre of others, have access to appropriate PPE. Discussions will take place with those staff in this criteria on a case by case basis.
- Staff that live with someone who's extremely clinically vulnerable or clinically vulnerable will come into school if they can't work from home and will follow good prevention practices.
- We will follow the [government guidance for pregnant employees](#). Staff who are pregnant will work from home where possible. Where home working isn't possible, we will carry out risk assessments for staff who are pregnant, and remove or manage identified risks where possible. Pregnant staff will not be required to continue working if this is not supported by the risk assessment, and will be offered alternative arrangements (which may include working from home or suspension on normal pay). If working in school, pregnant staff will closely follow the protective measures outlined in this risk assessment (and staff who are 28 weeks pregnant or beyond will be particularly attentive to social distancing and hygiene measures). Staff who are pregnant with underlying health conditions may be considered clinically extremely vulnerable and offered further flexibility to work from home in a different capacity.

Remaining level of risk**HIGH****MEDIUM****LOW****NEGLIGIBLE****Additional notes:**

**Identify hazard****Social distancing:-**

Lack of social distancing in the classroom resulting in direct transmission of the virus

Control measures

1. Keep children in year group sized bubbles
2. Keep children separate by maintaining consistent class bubbles that are kept apart
3. Ensure that class bubbles do not mix
4. Minimise the number of contacts between staff and children by having the same teacher and TA for each class bubble
5. No mass gatherings e.g. collective worship
6. Younger children will not be able to maintain social distancing and it is acceptable for them to not distance within their group
7. Support older children to maintain their distance within their class bubbles including not touching their peers and staff where possible
8. Maintain social distancing wherever possible
9. Remove unnecessary furniture to make distancing easier
10. Avoid and reduce the amount of time children are having face to face contact
11. If close contact is required then side to side not face to face
12. Teachers to stay at the front of the class wherever possible
13. Support staff to stay at the back or side of the room wherever possible (example during teacher input)
14. Face visor available to be used if working 1:1 with a child
15. If working with a group maintain distance and where possible maintain side to side posture
16. Where circumstances allow adults to maintain 2 metre distance from children
17. Adults to ideally maintain 2 metre distance from each other
18. Minimise time spent within 1 metre of anyone (15 mins approx.)
19. Movement around the school site kept to a minimum
20. Staggered break and lunchtimes

Remaining level of risk

HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



Identify hazard

Hygiene:-

Risk of spreading virus due to poor hygiene resulting in direct and indirect transmission of the virus

Control measures

1. Staff to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing (younger years).
2. Good hygiene routines built into school culture (timetabled handwashing times and children know when they are expected to wash hands)
3. Behaviour expectations and COVID-19 class charters support and reinforce school hygiene routines
4. Pupils clean their hands regularly, including when they arrive at school and before leaving, before and after playtimes, when they change rooms and before and after eating.
5. Every toilet and sink area to have soap
6. Extra soap dispensers and re-fills in each classroom
7. Younger children supervised when hand washing to remind and ensure washed thoroughly
8. Hand sanitiser 'stations' available in all classes and shared areas around the school
9. Staff to supervise use of hand sanitiser use given risks around ingestion.
10. Foundation Stage and Year 1 to use skin friendly skin cleaning wipes as an alternative to hand sanitiser if necessary
11. Younger children and any child with complex needs will be helped to clean their hands properly.
12. Age appropriate washing hand posters displayed prominently in all hand washing areas
13. Staff to teach the 'catch it, bin it, kill it' approach
14. Use a tissue or elbow to cough or sneeze and use bins for tissue waste
15. Staff to support younger children Younger and any child with complex needs to follow the 'catch it, bin it, kill it' approach
16. If the children need to use a tissue, they will be asked to thoroughly wash their hands afterwards
17. Children to be reminded throughout the day that they should avoid touching their mouth, nose and eyes.
18. If a child/younger children struggle to stop touching their face, then they will be required to wash their hands more frequently.
19. Age appropriate 'catch it, bin it, kill it' posters displayed prominently in all hand washing areas
20. Encourage younger children to learn and practise good hygiene habits through games, songs and repetition
21. Each classroom and shared area to have boxes of tissues and bins available
22. Keep classroom doors and windows open if possible for ventilation. Provide flexibility to allow additional suitable indoor clothing – e.g. extra layers vests and T-Shirts.
23. Office Staff to monitor stock level of soap, hand sanitiser, paper towels and tissues weekly in conjunction with the care taker and order when necessary.

Remaining level of risk

HIGH

MEDIUM

LOW

NEGLIGIBLE



Additional notes:

Visual timetable to include washing hands



Identify hazard

Children who become ill:-

Children exhibiting COVID-19 symptoms resulting in direct transmission of the virus

Control measures

1. When administering first aid carried out side to side and avoid face to face contact while wearing full face visor and gloves.
2. Pupils, staff and other adults will be asked **not** to come into school if they or anyone they live with is experiencing coronavirus symptoms, and instead follow official self-isolation guidance.
3. Children are reminded/taught COVID-19 symptoms and told to inform an adult if they are experiencing any symptoms - continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia)
4. If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell they will be sent home and advised to follow [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#).
5. Children/staff sent home with COVID-19 symptoms must self-isolate for at least 7 days and should [arrange to have a test](#) to see if they have coronavirus (COVID-19).
6. If the child has any siblings they should also be sent home to isolate.
7. If the staff member has any children in school they should also be sent home to isolate.
8. Other members of the symptomatic person’s household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.
9. If a child is awaiting collection, they will be moved to the isolation room (PPA room) with the door closed and window open for ventilation with appropriate adult supervision.
10. Year 5 and 6 toilets identified for use if needed by symptomatic child – Year 5 and 6 bubbles must be informed immediately not to use them.
11. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else.
12. PPE must be worn by staff caring for the symptomatic child while they await collection if a distance of 2 metres cannot be maintained.
13. **Everyone** must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is symptomatic.
14. Areas around the symptomatic person must be cleaned with normal household bleach after they have been removed from the class and isolation room.
15. Any PPE equipment worn will be disposed of properly, following decontamination guidance.
16. All PPE equipment worn by staff will be removed while wearing gloves, double bagged and immediately thrown in general waste dumpster located on the lower playground.
17. Staff/children who have been in contact with a symptomatic person only need to self-isolate **if they develop symptoms themselves** (in which case they need to arrange a test) or if the symptomatic person subsequently **tests positive** or if they have been requested to do so by **NHS Test and Trace**.
18. If staff/children **tests positive** they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#)



19. They must self-isolate for at least 7 days from when they first became ill and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. (This is because a cough or anosmia can last for several weeks once the infection has gone)
20. **If they still have a high temperature, they should keep self-isolating until their temperature returns to normal.**
21. Other members of their household should continue self-isolating for the full 10 days as they could still develop coronavirus.
22. If someone **tests positive** then school will notify DFE coronavirus helpline
23. Follow the risk assessment and advice the school including giving definitive advice on who must be sent home. Close contact means:
 - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
 - proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
 - travelling in a small vehicle, like a car, with an infected person
24. Letter to be sent home as advised (children must not be named within communication)
25. If someone **tests negative**, if they feel well and no longer have symptoms similar to coronavirus then they can stop self-isolating. Other members of their household can stop self-isolating as well.
26. If they **tested negative**, but still have a virus, such as a cold or flu – they should avoid contact with other people until they are better.
27. Keep a record of pupils and staff in each group
28. Keep a record of any close contact that takes place between children and staff in different groups.
29. Test and Trace will alert school if they know that a pupil has **tested positive**.
30. Parents to inform school immediately if their child books a test and inform the school of the result.
31. If two or more confirmed cases within 14 days this may be an outbreak and school will continue to work with local health protection team and follow their advice.
32. PPE equipment (x2 sets) stored and ready in isolation room (PPA room)
33. Each classroom has x2 sets of PPE equipment. X2 sets of PPE equipment can also be found in the school office.
34. Mrs Meredith school secretary to monitor stock level of PPE equipment weekly and order when necessary.

Remaining level of risk

HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



<u>Identify hazard</u>	Toileting:- Lack of social distancing when using toilets and poor hygiene resulting in direct and indirect transmission of the virus		
<u>Control measures</u>			
<div>1. Year 6, 5 and 4 to use Year 5 and 6 Toilets</div> <div>2. Year 2 and 3 to use toilets outside Year 3. Year 1 and R to use toilets outside Year R.</div> <div>3. Procedure – each year group has an assigned toilet and sink with clear signage. Toilet and sink in-between not to be used.</div> <div>4. Cleaners/SLT to clean all toilets.</div> <div>5. Staff receive a cleaning timetable to know when their toilets are not to be used.</div> <div>6. Teachers/TAs to clean ‘hot spots’ in class toilets e.g. surfaces that children/adults are touching regularly such doors, sink taps, light switches cleaned more regularly throughout the day</div> <div>7. Children to clean their hands thoroughly after using the toilet</div> <div>8. Only one boy or one girl allowed to go to toilet at a time – staff supervision required</div> <div>9. Year 5 and 6 - ensure that toilets do not become crowded – no queuing</div> <div>10. Extra Signs in toilet re washing hands</div> <div>11. Continue teaching, reminding and prompting correct handwashing procedure</div> <div>12. Bins emptied throughout the day by cleaners/SLT (tbc)</div> <div>13. All toilets cleaned each day</div>			
<u>Remaining level of risk</u>			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:	<div>Younger children will still be more at risk and will need adult supervision and constant reminding to ensure new routine and social distancing.</div> <div>To be continually reviewed – increased numbers and new cleaning procedures</div>		



Identify hazard

Resources:-

Contact of shared resources resulting in indirect transmission of the virus

Control measures

1. Water bottles kept on or under own desk
2. Water bottles brought in to school daily and taken home every night
3. Staff to have their own stationary items that are not to be shared
4. Children to have a labelled stationary pack with their name on and stored on their assigned desk
5. Children do not share stationary
6. A4 zipped wallet ordered for every child to store stationary
7. Each child to have: whiteboard, whiteboard pen, whiteboard rubber, pencil, pen, rubber, ruler and own set of colouring pencils which they can bring in from home but must not be shared.
8. Class to have shared sharpeners that need to be cleaned after use
9. Classroom based resources such as books, games can be used and shared within a year group 'bubble' but must be cleaned at the end of each day
10. Children to wash hands before and after handling shared resources
11. Resources that are shared between year group 'bubbles' e.g. sport equipment, science or art resources **must** be cleaned straight after use with disinfectant wipes.
12. Classroom resources have to either be cleaned at the end of the day or have to be isolated out of reach for 48 hours - 72 hours for plastic (isolated resources must be clearly labelled with dates). Eg -Maths equipment or golden time toys
13. Children are allowed to bring a school bag with them
14. Limit the amount of equipment brought to school to essentials including: lunch box, hat, coat, books and mobile phones (Form required).
15. Pupils can take reading books home (although unnecessary sharing should be avoided). Reading books to be returned by end of week and left for 48 hours before the start of the new week ready to be handed out.
16. Any books brought in from home must be isolated on return – including homework
17. Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books.
18. Teachers can take children's books home – marking encouraged to be completed in school
19. Class resources that have been shared during the day placed in a sterilisation box during the day to be cleaned at the end of the day.
20. All surfaces in the classroom to be left clear at the end of the day to ensure cleaners can clean thoroughly

Remaining level of risk

HIGH

MEDIUM

LOW

NEGLIGIBLE

Additional notes:



<u>Identify hazard</u>	Corridors and moving around the school:- Lack of social distancing in the corridors resulting in direct and indirect transmission of the virus		
<u>Control measures</u>			
<div>1. Year groups to be kept apart in class ‘bubbles’</div> <div>2. Movement around the school kept to a minimum</div> <div>3. Children stay in their classroom for the majority of the day and not mix with other groups</div> <div>4. Keep groups apart, but if brief, transitory contact, such as passing in a corridor occurs this is deemed a low risk - one way system.</div> <div>5. Children access outside (drop off/playtimes) from external classroom door where possible. Different entrance and exit points used at staggered times – main entrance and Year 5 and 6 gate.</div> <div>6. One child goes to toilet at one time</div> <div>7. Messages to office via walkie-talkies/email/phones</div> <div>8. Lines to divide where necessary to encourage social distancing</div> <div>9. ICT suite, library and Forest School (Wednesday and Thursday) timetabled for one group per day</div> <div>10. When moving class around the school – 1 metres between children – one adult at back insisting the distance is maintained and one adult at the back monitoring distance and giving reminders</div> <div>11. If you encounter another person in the corridor stop and give way with a 1 meter distance</div>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:	Staff Phones to be used only in emergencies and should not be out on display and should be on vibrate (safeguarding) – <i>needs to be reminded and emphasised to staff</i>		



Identify hazard

Drop off and pick up:-

Lack of social distancing waiting to enter/leave school in morning/afternoon resulting in direct and indirect transmission of the virus

Control measures

1. Staggered drop off and pick up times for different year groups to keep year groups apart
2. Year R 8:40 – 3:00 (Year R Gate), Year 1 - 8:40 (Main Entrance). Collection 15:00 (Main Entrance), Year 2 – 8:40 (Year 5 and 6 Gate). Collection 15:00 (Year 5 and 6 Gate)
3. Year 3 – 8:50 (Main Entrance). Collection 15:10 (Main Entrance), Year 4 – 8:50 (Year 5 and 6 Gate). Collection 15:10 (Year 5 and 6 Gate)
4. Year 5 – 9:00 (Main Entrance). Collection 15:20 (Main Entrance), Year 6 – 9:00 (Year 5 and 6 Gate). Collection 15:20 (Year 5 and 6 Gate)
5. Siblings permitted to enter with youngest sibling at designated time. For example, Year 5 pupil can enter with a Year 1 pupil at Year 1 time of 8:50. Year Group class enters as a bubble. Once the class has entered siblings are invited to enter to ensure contact does not occur between other bubbles. This reduces the need for families with siblings to wait and gather in Canon Close.
6. Communicate to parents process for drop off and collection (letter beginning of March)
7. Parents discouraged from gathering at school gates including talking to other parents by following scheduled drop off and pick up times and communicated prior to reopening
8. Parents only to enter site with a pre-booked appointment.
9. Parents when entering school site must wear a mask.
10. One parent/carer per child for drop off/pick up to discourage adults gathering in the interest of infection control
11. SLT to be on duty to supervise gate duties where possible
12. Staff to greet each child and entering appropriately. TA to oversee children as they are waiting while teacher greets. Staff to encourage quick procession of entering and leaving.
13. If brief transitory contact occurs such as passing a child outside this is deemed a low risk especially as outside
14. Where possible Children to access their classroom from outside to reduce contact with other bubbles
15. Children wash hands immediately on entering school building
16. If a child is late (misses their designated time slot) then children will not enter school until 9:10 through main school entrance after all other bubbles have entered
17. Child minders and commercial breakfast clubs to supervise their students until appropriate drop off time for year group in order to prevent bubbles mixing when entering school.

Remaining level of risk

HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



<u>Identify hazard</u>	Parental / carer communication – parents requesting meetings with staff Parents evenings / curriculum presentations for parents to attend New Year R prospective parent tours.		
<u>Control measures</u>			
<div>1. Where possible parents encouraged to undertake phone consultations with class teacher.</div> <div>2. If a meeting is deemed necessary then only one parent / carer will be permitted to attend the onsite meeting.</div> <div>3. Parent / carer must hand sanitise before entering and exiting the building.</div> <div>4. Parent / carer attending a meeting must wear a mask when entering school site and continue to wear it while in meeting.</div> <div>5. Meeting to take place in a room where social distancing can be maintained.</div> <div>6. Parents encouraged to use class dojo to send messages for teachers to answer during an agreed time to mean that physical contact books which will go back and forth between home and school will no longer be needed. This further mitigates potential transmission from home environments to the school environment.</div> <div>7. Parents evening – Large number of parents gathering in confined space. Parents to receive a written report of their child’s progress and be given the opportunity of a phone consultation should they choose instead of a physical meeting. Zoom virtual meetings to be considered.</div> <div>8. New Year R parental tours. Tours to take place after school when children not present and to allow for cleaning upon their conclusion.</div> <div>9. New parental tours for Year R. Groups limited to maximum of 5 parents. Only one parent allowed to attend per family – no younger children permitted to attend.</div>			
<u>Remaining level of risk</u>			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



<u>Identify hazard</u>	Visitors and contractors:- Lack of social distancing and poor hygiene when visiting the school resulting in direct and indirect transmission of the virus		
<u>Control measures</u>			
<div>1. Visiting staff need to ensure that they minimise contact and maintain as much distance as possible from other staff in school.</div> <div>2. All visiting staff must have guidance on physical distancing and hygiene explained on or before arrival. (laminated sheet kept in office)</div> <div>3. Parents must have a pre-arranged appointment to visit the school.</div> <div>4. Only one parent should attend an appointment (unless for example, an interpreter or other support is required).</div> <div>5. Class email or phone calls to school office to be used as main form of communication to speed up drop off and pick-ups.</div> <div>6. Visitors to abide by social distancing signage and markings in the reception area and when waiting outside and within school</div> <div>7. All visitors to use the hand sanitiser provided in the reception area before entering the school building</div> <div>8. Where possible visits (contractors) should occur outside of school hours.</div> <div>9. Record kept of all visitors. – phone numbers taken for track and trace purposes.</div> <div>10. Any meetings take place in a designated room (the library) – ICT suite windows open for ventilation if the door is shut. Ensure social distancing and that the room is cleaned afterwards.</div>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:	Supply teachers and other specialist and clinician staff can move between schools and provide interventions as usual.		



<u>Identify hazard</u>	Children with SEND/have 1:1 support:- Interventions Risk of spreading virus due to lack of understanding and close contact with children who need 1:1 resulting in direct and indirect transmission of the virus		
<u>Control measures</u>			
<div>1. Risk assessments to be completed on children who require extra support including EHCP or SEN support</div> <div>2. SENCo to plan use of social stories where necessary to support SEN pupils</div> <div>3. Full face visors ordered for all staff for any instances of face to face contact/where distancing cannot be maintained</div> <div>4. Face visor available to be used if working 1:1. with a child. Staff choice whether to use them.</div> <div>5. Support older children to maintain their distance within their class bubbles including not touching their peers and staff where possible</div> <div>6. Maintain social distancing wherever possible</div> <div>7. Where circumstances allow adults to maintain 2 metre distance from children</div> <div>8. Minimise time spent within 1 metre of anyone</div> <div>9. Avoid close face to face contact</div>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



<u>Identify hazard</u>	Playtimes:- Lack of social distancing during playtimes and lunchtimes resulting in direct and indirect transmission of the virus		
<u>Control measures</u>			
<div>1. Children to access rooms directly from outside to reduce contact with other bubbles (Fire exits)</div> <div>2. Staggered playtimes and allocated play area for each year group bubble</div> <div>3. Playground divided to create four zones – three on top playground and one on the infant playground. Field divided into zones using cones. Where possible use field for playtimes and lunchtimes weather permitting.</div> <div>4. Where possible each year group bubble to have their own box of playtime equipment which needs to be cleaned at the end of the day</div> <div>1. Non-contact games discussed and modelled to year group bubbles</div> <div>2. Contact sports avoided</div> <div>3. Staff supervision at playtimes – actively encouraging social distancing</div> <div>4. When lining up to enter classroom children should be socially distanced</div> <div>5. Hands must be washed before and after playtime</div> <div>6. Healthy snacks to only be eaten at playtime after washing hands</div>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



<u>Identify hazard</u>	Children's Lunchtimes:- Lack of social distancing/hygiene when eating lunch resulting in direct and indirect transmission of the virus		
<u>Control measures</u>			
<div>1. Staggered lunchtimes for each year group</div> <div>2. Hall to be divided into three clear areas and bubbles to be kept separate if dinning at the same time in the hall.</div> <div>3. Tables to be cleaned before and after eating</div> <div>4. Children to wash their hands before eating</div> <div>5. Children to wash their hands before playtime</div> <div>6. Staggered playtimes and allocated play area for each year group bubble</div> <div>7. School kitchen to be fully open from the start of the autumn term</div> <div>8. All children to have a school packed lunch or home packed lunch for Term 1</div> <div>9. Children store packed lunches outside classroom and collect it one at a time supervised by an adult</div> <div>10. Children wash their hands before and after eating</div> <div>11. Touched 'hot spots' including doors etc... to be cleaned afterwards</div> <div>12. Bins to be emptied after lunch</div> <div>13. Table service – children to be served by MDMS and have plates collected when finished. This mitigates the need for children to get out of seats to move around and means they keep to their bubbles.</div> <div>14. MDMS to pre prepare tables with cutlery meaning the children remain with bubbles.</div>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



Identify hazard

Children's wellbeing and mental health:-

Emotional distress of the children & re-establishing routines

Control measures

1. Transition day at the end of Term 6 for Years 2, 3, 4 and 5 (20/7 and 21/7)
2. Transition activities - week beginning 13th July for Years R and 1.
3. Children in year groups bubbles and do not mix with other groups
4. First week back is transition week with a focus on settling children and establishing new routines
5. Return after class bubble self isolation or from lockdown staff to plan to meet these needs for example sharing social stories on class dojo.
6. During periods of isolation i.e lockdown, bubble closure social sessions using zoom to be facilitated to allow the children social contact.
7. Adapt the curriculum to support children's well-being and to establish expectations slowly increasing the cognitive/academic load.
8. Class TA and teacher to be on hand at drop off/pick up to support pupils and parents who may be reluctant or anxious about returning
9. SENCo to liaise with children with SEND and their families to support pupils and parents who may be reluctant or anxious about returning
10. Communicate and provide reassurance to parents of the measures being put in place at school to reduce the risk
11. Communication must be clear that attendance is statutory and children should be attending
12. Maintain 2 metre social distancing where possible
13. Teachers to greet children on drop-off
14. Establish a routine for the day and timetable for each year group to help settle children including enhanced hygiene procedures (when to wash hands)
15. Place an emphasis on the school being a safe environment and that they are loved and cared for.
16. Re-establish behaviour expectations as quickly as possible with behaviours for learning.
17. Social distancing charter created for and with the children in the year group bubble. Include instructions how to line up, use of toilet, moving around the classroom etc...
18. Class charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and warnings and consequences for non-compliance where appropriate
19. Build new behaviour expectations into reward systems
20. Teachers to access training module on [teaching about mental wellbeing](#), to improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom.
21. Teachers to access the free MindEd learning platform [coronavirus \(COVID-19\) staff resilience hub](#) with materials on peer support, stress, fear and trauma and bereavement.
22. SENCo if necessary to work with nursing services to support the health and wellbeing of their pupils through [healthy child programme](#) to:



- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for pupils with additional and complex health needs
- supporting vulnerable children and keeping children safe

23. RHE / PSHE curriculum to provide pastoral and extra-curricular activities to

24. Play therapy sessions to resume. See individual risk assessment.

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus
- support pupils with approaches to improving their physical and mental wellbeing

Remaining level of risk

HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:	It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.		



<u>Identify hazard</u>	Staff wellbeing and mental health:- Emotional distress of the staff – including anxiety		
<u>Control measures</u>			
<div>1. Staff should try and keep their distance from pupils as much as they can</div> <div>2. Staff should try and keep their distance from other staff and ideally maintain 2 metres from other adults</div> <div>3. Support older children to maintain their social distance within their class bubbles and provide reminders including not touching staff where possible</div> <div>4. Inclusion in risk assessment process and new procedures and routines shared with staff</div> <div>5. Sharing of support helplines (Carefirst)</div> <div>6. SLT team on site every day for staff to share concerns with and to oversee procedures/guidelines especially during early part of wider opening</div> <div>7. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible</div> <div>8. Updated behaviour policy shared to reflect the new rules and routines</div> <div>9. Designated “staff areas” identified (staffroom and staff toilets)</div> <div>10. Staggered use of the staffroom for breaks and lunch</div> <div>11. Full PPE provided by school including aprons, gloves and full face visor if staff require them</div> <div>12. Full face visor and PPE to be used if any child presents with symptoms typical of COVID-19</div> <div>13. Any child who presents with symptoms is to be removed to isolation room until parents are contacted</div> <div>14. Face visor available to be used if working 1.1. with a child</div> <div>15. If staff present with coronavirus symptoms then they have access to priority testing.</div>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:	Staff have expressed concerns around PPE equipment and GOV guidelines produced, so school has purchased PPE including full face visors should staff feel the need for them.		



<u>Identify hazard</u>		Early Years Setting:- Lack of social distancing by younger children and poor hygiene resulting in direct transmission of the virus	
Existing level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>			
<ol style="list-style-type: none"> 1. Unlike older children and adults, early years age children cannot be expected to remain 2 metres apart from each other and staff. 2. Children should be encouraged to remain 2 meters apart wherever possible 3. Avoid contact with anyone with symptoms 4. Children be placed in a 'safe bubble' to minimise contact and mixing 5. Appointment of an additional TA for September 2020. To ensure two TAs and one class teacher to provide additional pastoral and behavioural support. 6. Children to have same teacher and TAs 7. Mrs Crowther PPA cover to be deployed to two weekly sessions with reception to provide additional adult support during first term. 8. Phased introduction into school to help acclimatisation and emotional well-being. Week 1 9:30 – 11:45. Week 2 8:40 – 13:00. Week 3 8:40 – 15:00. 9. Teachers to greet children on drop-off in outdoor area / lower playground 10. Children will be registered by class teacher or TA – no self-registration 11. Children have assigned spots on the carpet area two meters apart 12. Tables, door handles and other surfaces cleaned with disinfectant every night and throughout the day 13. Equipment and toys assigned for each group and should be cleaned each day and between each group 14. Remove soft furnishing, toys and soft toys that cannot be cleaned easily everyday 15. Lessons planned to focus on resocialisation into new style school routines; speaking and listening, and regaining momentum in particular with early reading. 16. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines. 17. Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use and where possible, children should be discouraged from sharing these. 18. Staff to explicitly teach and supervise health and hygiene arrangements such as handwashing, tissue disposal and toilet flushing (younger years). 19. Frequent hand washing – before entering setting, before and after lessons especially after being outside on wheeled bikes/trikes, after toileting, before and after eating 20. Encourage, teach and remind about good respiratory hygiene practices e.g. catch it – bin it – kill it! 21. Children to toilet one at a time and supervised by an adult to ensure proper handwashing and toilet flushing 22. Any outdoor equipment including climbing frame and trim trail must be cleaned after use 23. Limit the amount of things coming into school – only coat, packed lunch, reading satchel and water bottle 24. Water bottles brought in to school daily and taken home every night 			



25. Children need to walk onto the school site independently, parents not allowed on school site.
26. Children to bring in spare clothes in case of toilet accidents. Children encouraged from a safe distance to clean themselves. Parents called to take child home for hygiene reasons.
27. Children to practise walking around the classroom and school site as there is a new layout to support children with specific needs.

Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Assessment:			



Identify hazard

PE:-

Lack of social distancing/hygiene resulting in direct and indirect transmission of the virus

Control measures

1. PE outside for Term 1 and then reviewed
2. PE kits to be brought back into school.
3. Sports equipment thoroughly cleaned immediately after use by each year group bubble
4. Contact sports avoided. No contact games to be played until distancing advice changes. However individual skills e.g. dribbling a football or hockey ball, can still be taught.
5. Outdoor sports should be prioritised. Athletics for term 1. No invasion games.
6. Indoor hall can be used for PE lessons. Indoor hall to maximise natural ventilation flows by opening windows and doors.
7. Large indoor spaces used maximising distancing between pupils
8. After use of indoor spaces clean equipment and shared space immediately after use
9. Students should work in their own zone which may be marked out, depending on allocated teaching space. PE outside could be preferable to indoor PE.
10. Participation in intraschool competitions will need to be considered carefully (all are currently on hold).
11. Follow advice from [guidance on the phased return of sport and recreation](#) and guidance from [Association for Physical Education](#) and the [Youth Sport Trust](#)
12. No after school clubs for term 1. Gillingham football club postponed and will be reviewed on a termly basis.
13. Swimming sessions at SJWMS postponed for the year.
14. The school can work with external coaches, clubs and organisations for curricular and extra curricular activities.

Remaining level of risk

HIGH

MEDIUM

LOW

NEGLIGIBLE

Additional notes:



<u>Identify hazard</u>	Music:- Lack of social distancing and poor hygiene when singing/using instruments resulting in direct and indirect transmission of the virus		
<u>Control measures</u>			
<div>1. Singing, wind and brass playing not to take place in large groups e.g whole school choirs or assemblies and performances</div> <div>2. School to consider live pre recorded performances subject to the usual safety considerations and parental permission.</div> <div>3. Groups of no more than 30 children when singing or playing instruments</div> <div>4. When playing instruments or singing children must be physical distanced and playing outside wherever possible.</div> <div>5. Keep any background or accompanying music to levels which do not encourage teachers or performers to raise their voices unduly.</div> <div>6. Music coordinator during summer holiday to disinfect all recorders and ocarinas in preparation for term 1 - 2020 / 2021.</div> <div>7. Disinfecting of music instruments after use – antibacterial wipes can be used (Alcohol based).</div> <div>8. Positioning children back-to-back or side-to-side</div> <div>9. No sharing of instruments</div> <div>10. Use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing.</div> <div>11. Extra music tuition sessions provided by external agencies to reviewed in line with current guidance. The school's present position is that these sessions will not be recommencing immediately in term 1. This will be reviewed moving forward.</div> <div>12. Ensuring good ventilation by opening windows and where possible doors if indoors</div> <div>13. Year 5 Cathedral Christmas carol concert not to take place in December.</div> <div>14. No assemblies or concerts due to guidance on mass gatherings.</div> <div>15. No concerts / performances including Christmas celebrations to go ahead during autumn term. No passion play in spring term.</div> <div>16. Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Violin lessons to recommence from Term 4.</div> <div>17. Choir club for Year 5 and 6 to be restarted in term 5. Numbers to be limited, bubbles to be kept separate. In the smaller groups where the activities of singing and playing musical instruments take place. The school will observe strict social distancing between singers and player.</div>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:	Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.		



<u>Identify hazard</u>	School Office:- Risk of infection due to lack of social distancing resulting in direct and indirect transmission of the virus		
<u>Control measures</u>			
<div>1. Encourage social distancing where possible</div> <div>2. Only three members of staff in the office area working at a time</div> <div>3. Messages to office from classrooms via walkie-talkies/email/phones to limit contact</div> <div>4. As a sink is not nearby hand sanitiser provided</div> <div>5. All 'hot spot surfaces' that are touched such as desks, chairs, doors, light switches cleaned more regularly throughout the day and at the end of the day</div> <div>6. Bins will be emptied after lunchtime and at the end of the day (by cleaners)</div> <div>7. Visitors to school to follow social distancing guidelines of one visitor in reception at a time</div> <div>8. Use hand gel before and after using the printer / photocopier / scanner.</div> <div>9. Use antibacterial wipes to wipe down printer / photocopier / scanner after use</div> <div>10.If you need to use the phone then use hand gel before and after using</div> <div>11. Use antibacterial wipes to wipe down the phone after use</div> <div>12.Registers to be delivered to office by class TA. No child register monitors at present.</div>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



<u>Identify hazard</u>	Registers:- Lack of social distancing and poor hygiene when giving out and collecting registers resulting in direct and indirect transmission of the virus		
<u>Control measures</u>			
<div>1. Attendance mandatory from the beginning of the autumn term and for the return on 8th March after national lockdown</div> <div>2. SIMs registers to be taken from September</div> <div>3. Lunch registers to be taken and collected daily and delivered to the office to minimise movement around the school</div> <div>4. Lunch registers to be left in an allocated point outside of office</div> <div>5. TA to wash her hands before collecting dinner registers from the office every morning</div> <div>15. TAs to wash her hands before delivering registers to each classroom every morning</div> <div>16. Class teacher to collect register and complete in their bubble</div> <div>17. TA to wash her hands before collecting and delivering registers to main office</div> <div>18. School secretary to deliver lunch registers to the school kitchen</div> <div>19. Cook to wash her hands before touching dinner registers</div> <div>20. School secretary (Mrs Meredith) to update SIMs with attendance information</div>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



<u>Identify hazard</u>	Staff lunchtimes:- Lack of social distancing by staff at lunchtimes resulting in direct and indirect transmission of the virus		
<u>Control measures</u>			
<div>1. Use of staffroom to be minimised</div> <div>2. Staggered lunchtimes in line with your year group bubble</div> <div>3. One way system in place in school</div> <div>4. Maintain social distancing in staffroom</div> <div>5. Wash hands before entering the staffroom</div> <div>6. Wash hands before leaving the staffroom</div> <div>7. Clean all areas after use with provided cleaning supplies including table, chair, microwave etc...</div> <div>8. Do not use tea towels</div> <div>9. Ensure all items are placed in the dishwasher or washed individually and returned to the cupboard after drying and that <u>nothing is left in the sink or on the side</u></div>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



<u>Identify hazard</u>	Staff toileting:- Lack of social distancing when using toilets and poor hygiene resulting in direct and indirect transmission of the virus			
<u>Control measures</u>				
<div>1. Allocated toilets for staff outside staffroom and disabled toilet.</div> <div>2. On entering the staffroom wash your hands</div> <div>3. After using the toilet use soap when washing hands for 20 seconds</div> <div>4. Return to class maintaining social distancing and through most direct route to the staffroom</div> <div>5. Signs in toilet re: hygiene procedures</div> <div>6. Bins emptied throughout the day</div> <div>7. All toilets cleaned twice each day</div>				
Remaining level of risk				
HIGH	MEDIUM	LOW	NEGLIGIBLE	
Additional notes:				



<u>Identify hazard</u>	Year 6 phones:- Lack of social distancing and poor hygiene when collecting in/giving out phones resulting in direct and indirect transmission of the virus			
<u>Control measures</u>				
Collecting in phones: <div><div>1. All children to wash their hands once they have entered the classroom</div><div>2. Each child to have a named punched pocket for their mobile phone to be left on their individually named desk before entering the classroom</div><div>3. Child places their phone in their named punched wallet</div><div>4. Class teacher or TAs carries the 'phone box' to each pupil who places their punched pocket in the box</div><div>5. The lid is placed on the box and the box is placed in the teacher's secured cupboard until the end of the day</div><div>6. Teacher/TA washes their hands afterwards</div></div> Giving out phones: <div><div>1. Class teacher or TA to wear gloves</div><div>2. Open the secured cupboard and retrieve the box of phones</div><div>3. Remove lid and hand each punched pocket to children as they are sat waiting at their desk</div><div>4. Child removes the phone from the punched pocket and places the punched pocket back into the box</div><div>5. Child holds their phone, but does not use it until dismissed from school premises</div><div>6. Class teacher/TA to dispose of gloves</div></div>				
Remaining level of risk				
HIGH	MEDIUM	LOW	NEGLIGIBLE	
Additional notes:				



<u>Identify hazard</u>	1:1 Reading:- Lack of social distancing during reading resulting in direct and indirect transmission of the virus		
<u>Control measures</u>			
<div><div>1. Children and adults will wash their hands before and after each 1:1 reading session and each intervention</div><div>2. Teacher or TA hearing a child read will sit <u>next</u> to the child in a reading station (designated area in the classroom) as far apart as possible</div><div>3. When reading, children will have their own book</div><div>4. The teacher will use a finger pointer (e.g. wooden lolly stick) to follow words and support as necessary</div><div>5. Face visor available to be used if working 1:1. with a child</div><div>6. Box for reading books. Collected in at the end of the week and left for 48 hrs. Reading books handed out at the beginning of the week. Cycle starts again.</div><div>7. Volunteers can return to hear children read but must be briefed with regards to safety protocols outlined above.</div></div> <p>Reading book process tbc – home reading diaries etc.</p>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



<u>Identify hazard</u>	Safeguarding Increase safeguarding concerns as a result of school closure and lockdown.		
<u>Control measures</u>			
<div>1. DSL to revise child protection policy to reflect the return of more pupils.</div> <div>2. Policy to refer to statutory safeguarding guidance, keeping children safe in education and to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</div> <div>3. Whole staff safeguarding inset to be delivered in September</div> <div>4. DSLs to have allocated time especially in the first few weeks of term, to help provide support parents children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate</div> <div>5. Teachers reminded to actively look for signs of harm.</div> <div>6. SENCo if appropriate and necessary to work with school nurse to support safeguarding and wellbeing of pupils</div>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



<u>Identify hazard</u>	ICT suite and library: Computing lessons / Library sessions Lack of social distancing when using ICT suite. Shared use of computers and iPads during ICT lessons. Shared area that will be used by multiple bubbles during school week.		
<u>Control measures</u>			
<div>1. Children to be grouped in groups of 15 when using the ICT suite</div> <div>2. Computers to be wiped down after use at end of sessions.</div> <div>3. Children in groups of 15 to have 1 hr sessions every fortnight instead of two groups using the ICT suite on the same session.</div> <div>4. Windows to be opened to encourage circulation of air to mitigate transmission of the virus.</div> <div>5. Where possible, children and staff to not bring resources into the ICT suite.</div> <div>6. ICT coordinator to produce ICT suite timetable to ensure where possible phased key stage bubbles use ICT suite on specified day to reduce cross contamination of bubbles.</div> <div>7. iPads to be allocated to individual classes and to remain in class bubbles as much as possible. iPads to be wiped down when they do need to be shared.</div>			
Remaining level of risk			
HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:			



<u>Identify hazard</u>	Staff Meetings / Governor meetings / CPD staff training: Lack of social distancing. Confined spaces with higher number of adults present			
<u>Control measures</u>				
<div>1. Staff meetings to take place in the hall or in classrooms.</div> <div>2. Seating to be spaced two metres apart</div> <div>3. Seating and tables to be wiped down at the conclusion of staff meetings to ensure environments remain sterile for teaching bubbles.</div> <div>4. Where possible any resources or documents to be reproduced to enable individual copies to minimise sharing of resources.</div> <div>5. Meetings to start promptly at 3:30 and end promptly at 5pm to ensure staff wellbeing by managing workload. Where possible meetings to be concise to reduce time staff require to attend meetings and potential risk of contamination.</div> <div>6. Any ICT resources used to aid delivery of staff insets to be wiped with antibacterial wipes after use.</div> <div>7. TA meetings to take place regularly to cascade information from main staff meetings in order to limit number of adults required to attend staff meetings</div> <div>8. MDMS meetings held regularly in order to cascade information and to limit need for larger meetings</div> <div>9. Where staff have to attend CPD at external locations – staff to be given a pack containing hand sanitizer and anti-bacterial wipes.</div> <div>10. Where staff attend CPD at external locations staff to follow risk assessment and guidance given by host venue.</div> <div>11. Where possible staff CPD training to be undertaken online through Microsoft teams and zoom meetings rather than in person.</div>				
Remaining level of risk				
HIGH	MEDIUM	LOW	NEGLIGIBLE	
Additional notes:				



Identify hazard

Vulnerable members of staff with specific characteristics for example BAME.

There is an officially acknowledged high and disproportionate number of deaths of Black, Asian and Minority Ethnic (BAME) people due to COVID-19.

Contact with coronavirus going to and from school

Exposure to coronavirus due their role involving excessive contact with other staff or pupils.

Whole-school social distancing measures - still risk exposure to coronavirus. Implementation of more stringent social distancing measures if necessary after consultation.

Exposure to coronavirus due to contact and mixing in meetings

Control measures

1. Line manager to meet with individuals with specific characteristics to design individual risk assessments. Line managers to continue to assess staff who may be at increased risk and take account of reasonable adjustments, individual health concerns and caring responsibilities based on mutual dialogue.
2. Where appropriate put in measures to provide more stringent social distancing measures including measures stated above including specific areas for break times, access to unique entrance and exits to minimise contact, flexible working times to allow different start and finish times.
3. Line managers to use resources and toolkits from <https://www.bameednetwork.com/resources/> to devise appropriate risk assessments.
4. Engagement with staff and relevant networks is paramount. Communication with these should be strengthened so that managers can hear and learn from lived experience - this includes initiating webinars and facilitated discussions including BAME and non-BAME colleagues within unions, MATs, BAME network leaders, local authorities, the DfE, leadership and governance associations and other stakeholders with the aim of identifying best practice.
5. Social distancing in all work areas including staff rooms, classrooms and dining areas and hand washing should be undertaken as described in national guidance and should be strictly maintained.
6. Appropriate PPE will be made available and clear instruction and training should be provided to school staff regarding how to wear and dispose of, or re-use these, where fitting.
7. Staff testing - There is now a national testing process for England. It should be offered to staff with consideration given to prioritising BAME staff and their families, to enable healthy staff to attend work.
8. BAME staff duties will be monitored as part of an ongoing review, and if necessary additional measures and redeployment will be considered to reduce contact with other members of school community in order to reduce exposure. The organisation



will provide resources for remote working for all staff – outlined in the school contingency plan.

9. BAME staff will be considered for redeployment to lower risk work areas. Strict adherence to working exclusively with designated “bubble”. In the event of outbreak within school or local lockdown home working arrangements to be explored as a proactive offer by the manager.

Remaining level of risk

HIGH	MEDIUM	LOW	NEGLIGIBLE
Additional notes:	<p>There is an officially acknowledged high and disproportionate number of deaths of Black, Asian and Minority Ethnic (BAME) people due to COVID-19. As such, there is a need for initial guidance on risk mitigation for urgent implementation across all education settings.</p> <p>Section 1 (2) Health and Safety at Work etc Act 1974 which states: “It shall be the duty of every employer to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all his employees.”</p> <p>Regulation 3 (1) of the Management of Health and Safety at Work Regulations 1999 which provides that: “Every employer shall make a suitable and sufficient assessment of the risks to the health and safety of his employees to which they are exposed whilst they are at work; and the risks to the health and safety of persons not in his employment arising out of or in connection with the conduct by him of his undertaking”</p> <p>An Equality Impact Assessment or some other means of meeting the requirement of the Public Sector Equality Duty contained in section 149 of the Equality Act 2010, which requires public authorities to have due regard to a number of equality considerations when exercising their functions.</p>		



To be read in conjunction with other related risk assessments & policies/procedures; especially St William of Perth's Covid-19 Risk Assesment

NB: It is accepted that this risk benefit assessment is applicable to everyone attending the programme

Name of person compiling this risk benefit assessment:

Mrs. Charlotte Crowther

Please state the benefits to the children of offering this experience?

Perseverance, resilience, self-confidence, confidence boosting, self-esteem building, gross motor skills, fine motor skills, developing strength, muscle building, independence, survival skills, developing dexterity, hand eye co-ordination, purposefulness, problem solving, reasoning, creativity, risk taking, communication, team work, critical thinking, estimation, well-being, friendship

In response to the global pandemic, studies have shown the benefits both physically and mentally of being outdoors for all ages, including primary aged children.

Probability Score:

1. <5% chance that it will occur - very unlikely
2. 25% chance that it will occur
3. 50% chance that it will occur
4. 75% chance that it will occur
5. >95% chance that it will occur - very likely

Severity Score

1. Not serious - no first aid required
2. Minor Injury - requiring basic first aid
3. Injury - requiring non-immediate professional medical attention
4. Serious injury/multiple injuries - requiring immediate medical attention
5. Major accident - multiple injuries or fatality

Calculate the risk levels:

The rating is calculated from the probability multiplied by the severity which will give a rating between 1 & 25. St William of Perth Catholic Primary School and 'The Key Wood' will not be carrying out any activities deemed to have a revised rating of over 12 as they are deemed too dangerous even with control measures in place.



PRIOR TO EVERY USE, PARTICIPANTS WILL RECEIVE A FULL SAFETY BRIEFING ON HOW TO EXPLORE THE KEY WOOD WHILST ADHERING TO THE SAFETY REQUIREMENTS TO MINIMISE THE SPREAD OF COVID-19

Hazard	Harm	Risk Rating prior to control measures (Probability x Severity =)	Control measures to reduce the risk and actioned by whom?	Revised Risk Rating (Probability x Severity =)
Sharing of Resources	Spread of Covid-19 amongst participants, staff and their bubble(s)	$5 \times 5 = 25$	<ul style="list-style-type: none"> All participants to receive a FULL safety briefing before the start of any Forest School sessions. Limited amount of resources available for the participants to access. Resources and tools to be disinfected with anti-bacterial wipes between users and at the end of each session. Participants encouraged to wear gloves to ensure limited direct physical contact with resources and each other (parents to be asked to send in gloves with FS kit). No knives or saws to be used due to the need of wearing gloves being more pressing. No clothing or wellies to be loaned out to children during the pandemic. 	$2 \times 3 = 6$
Suitability of clothing	Bruising Wounds Sprains Slips/trips/fall Fractures Wet skin Cold	$4 \times 4 = 16$	<ul style="list-style-type: none"> DURING THE PANDEMIC, NO CLOTHING OR WELLIES WILL BE LOANED OUT TO CHILDREN TO LIMIT SPREAD OF COVID-19. Parents of participants asked to supply gloves with the FS kit to help limit the spread of Covid-19 with the sharing of resources. Parents of participants to be emailed and asked to provide 	$1 \times 3 = 3$



			<p>suitable clothing including gloves and spare jogging bottoms.</p> <ul style="list-style-type: none"> • FSL to ensure participants' clothing has sufficient stretch and movement to allow for safe shelter building. • Participants (and parents) made aware that mud has the potential to stain clothing. • Long sleeves and trousers must be worn by all participants in all weathers. • Prior to session, FSL to check participants' clothing to ensure it is warm and water resistant. If not, FSL to provide additional clothing to allow participants to enjoy mud play. • Trousers to be tucked into wellies to prevent slips/trips/falls and getting unnecessarily wet. 	
Unwell participant during session	Spread of Covid-19 amongst participants, staff and their bubble(s)	5 x 5 = 25	<ul style="list-style-type: none"> • FSL and supporting adults to keep own knowledge on whole school Covid procedures updated. • Participant to be removed from the Forest School site. • FSL to assign an adult to accompany the child back into the school building. • Mr Willis/Mrs Kinslow to be informed and the school procedure to be followed (see separate guidance). • Remaining participants at the site to sanitise their hands thoroughly. 	3 x 3 = 9
Mixing of Bubbles	Spread of Covid-19 amongst participants,	5 x 5 = 25	<ul style="list-style-type: none"> • Only one class bubble to access the Forest School site at one time. • Resources to be thoroughly disinfected after each session. 	2 x 4 = 8



	staff and their bubble Closure of bubbles		<ul style="list-style-type: none">Resources which cannot be disinfected effectively, e.g. paracord to be quarantined for 72 hours.If not working within the class bubble, staff to encourage pupils to keep a 2 metre distance when safe to do so.Staff can wear PPE during sessions if they feel safe to do so. This to be provided by the FSL through discussion with HT.FSL and school staff to have regular lateral flow tests (twice weekly) to ensure they remain well. If staff receive a positive test result, they are to self-isolate immediately and take a PCR test. Staff member to inform HT immediately.	
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Any further information which needs to be noted:

- Forest School activities during the COVID-19 pandemic are the responsibility of the qualified Forest School Leader (FSL) and Headteacher to ensure the use of the site, participants and equipment are safely managed.
- All safety equipment must be checked and serviced (when appropriate).
- This Risk Benefit Assessment accompanies the St. William of Perth Catholic Primary School Policy and Procedures for **Health and Safety**

Please note – St. William of Perth Catholic Primary School operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing environment of the natural world

Signed: Mrs C F A Crowther	Position: Forest School Leader	Date: March 2021
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This assessment is reviewed annually unless accident/incident occurs requiring immediate review.



Therapist name: Mrs McCrae				Organisation (place of work): North Point Play Therapy.	
Assessment carried out by: Mrs McCrae					
School: St William of Perth Catholic Primary School					
Date of next review: 1/11/2020			Date assessment was written: 29/6/2020 Reviewed: 10/3/2021		
What are the Hazards?	Who might be harmed?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who needs to carry out the action?	When is the action needed by?
Contracting Covid-19	Therapist Client School members Clients' family Therapist's family Wider community	<p>Removal of soft furnishing such as covers, cushions, displays that can harbour Covid-19</p> <p>Removal of soft toys, role play clothing, puppets and small items from Play Therapy Tool Kit.</p> <p>Reduction of items in Play Therapy Tool Kit.</p>	<p>Sanitised therapy space by school cleaning staff before the room is used each week for Play Therapy and after.</p> <p>Play Therapist will be based in one room. Play Therapist to use school one-way systems where in place, to escort clients to and from the therapy room. Play Therapist to leave doors open in between client sessions to ensure ventilation. Play Therapist will work alongside the client with a socially distanced space of at least one metre between them. Play Therapy Tool Kit will be sanitised before each client session. Tables, surfaces and handles will also be sanitised by Play Therapist between client sessions and at the end of day. Individual personalised elements of the tool kit will be used for clients whenever possible. For example, clients will use their own</p>	<p>School cleaning services to ensure room is thoroughly cleaned before therapy session and at the end of the day.</p> <p>Therapist to disinfectant surfaces, handles and equipment in between sessions and at the end of each day.</p> <p>Therapist to ensure safe practices during client sessions, including use of gloves or mask (if requested by parent) social distancing, handwashing and 'catch it bin it'.</p>	All areas of the room to be safe and hygienically clean prior to and following therapy sessions.



		<p>individual sand tray whenever possible. These will be stored safely in school. The number of sand tray symbols will be reduced and will be sanitised after each client session. Windows will be open wherever possible to ensure good ventilation. Parents to complete new Play Therapy Consent Form and to have a choice of their child and therapist using PPE equipment. Clients will be asked to wash their hands when leaving the classroom and on return to their classroom. Soap and a clean source of water will be available inside the Play Therapy room for hand washing during each Play Therapy session. Tissues and a lidded bin should be available in the room and the 'catch it bin it' approach will be used. The bin will be emptied by Play Therapist at the end of the day. Play Therapist will familiarise herself with schools' policies and risk assessments and work in accordance with these, government guidelines and their own professional risk assessment. If the Play Therapist or client comes into</p>	<p>Member of staff to oversee client hand washing when leaving and returning to their classroom.</p> <p>Parents / carers to complete updated Play Therapy consent form.</p> <p>School to provide a lidded bin in the room where play therapy takes place.</p>	
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			<p>contact with coronavirus or someone who has it, the therapist will inform a member of school staff. All schools visited by therapist will be informed for Track and Trace procedures. Self-isolation procedures will be carried out when required.</p> <p>If a client shows symptoms, therapist will follow the school's Coronavirus risk assessment and policies. This will include their use of the Track and Trace system.</p> <p>When liaising with parents, whenever possible, play therapist will consult with parents over the phone. If meetings do happen, then a safe place to meet will be agreed with school and social distancing rules will be applied.</p> <p>If any meetings with staff happen or if CPD is delivered, the therapist will agree on a safe space or a video conference with the class teacher / headteacher. Again, social distancing rules will apply.</p>		
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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		
This will be reviewed daily in the first week, then weekly and then fortnightly.		

Name of assessor	Signature of assessor	Date
J Willis	<i>J Willis</i>	Reviewed March 2021

Manager's comments
To be reviewed and updated as when Government guidelines dictate/change. Please note – St. William of Perth Catholic Primary School operate under a dynamic risk assessing process which is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing climate.

Name of manager	Signature of manager	Date
J Willis	<i>J Willis</i>	Reviewed March 2021