

## Covid-19 Risk Assessment Return to School- January 2021

Hazard	Control Measures	Review Date
<b>Pupils</b>		
Lack of social distancing waiting to enter classroom in morning resulting in direct transmission of the virus	<ol style="list-style-type: none"> <li>1. Parents use the one way system for drop off and pick up as detailed in the September update.</li> <li>2. Children to enter through allocated gate (bike shed) onto playground.</li> <li>3.                             <ul style="list-style-type: none"> <li>SLT member to position themselves at the lower end of the path by the road in order to monitor the flow of children and adults. Children to walk up the path and onto the playground to be greeted by their class teacher and start handwashing.</li> </ul> </li> </ol> <p style="margin-top: 10px;"> <b>6SE In through the Y6 cloakroom</b>  <b>6MT In through the Y6 cloakroom</b>  <b>5JH In through the Y5 entrance, through the art area and straight into class.</b>  <b>5MR In through the Y5 entrance along path by Mr Hick's room into 5MR through the cloakroom</b>  <b>4AB In through the Y4 entrance, past Y3 and enter classroom through the art area.</b>  <b>4AN In through the Y4 entrance, past Y3 and enter classroom through the art area.</b>  <b>3KD In through the Y3 entrance to the cloakroom and straight into class.</b>  <b>3BC In through the Y3 entrance and straight into class.</b> </p> <p style="margin-top: 10px;"> <b><i>Any child who has been identified by the school as suffering from increased anxiety will be asked to enter the building via the entrance by the long room and into our Nurture room</i></b> </p> <ol style="list-style-type: none"> <li>4. Priory Close gate open to exit without causing congestion on bike shed entrance.</li> <li>5. Signage for parents and children displayed by the road, path and outside the classroom</li> <li>6. Dan to supervise parent drop off by the road</li> <li>7. Children will be able to wear a face covering if they wish. If social distancing is not possible, all adults should wear a face covering during drop off.</li> <li>8. Drop off and pick up runs for 15 minutes from 8.40 and 3.15 to ease congestion.</li> </ol>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
Lack of social distancing in the classroom resulting in direct transmission of the virus	<ol style="list-style-type: none"> <li>1. Children to work in year group bubbles</li> <li>2. Classrooms will be adapted to support distancing where possible.</li> <li>3. The desks will be organised so the pupils are two to a desk, sitting side by side facing forwards.</li> <li>4. Children keep to their desks when in the room</li> </ol>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>

	<ol style="list-style-type: none"> <li>5. Social distancing charter created for and with the children – (Include instructions how to line up, use of toilet – one at a time, moving around the classroom etc)</li> <li>6. Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance</li> <li>7. Children isolated if cannot adhere to charter and spoken to re the need for social distancing</li> <li>8. Lessons planned for individual work (not pairings or group work)</li> <li>9. Feedback – using interactive I3 panels so there is no close interaction</li> <li>10. Homework that involves materials going back and forth between home and school should not be set.</li> <li>11. Mark out an area for the teacher – 2m distancing at front of room</li> <li>12. No gathering of large groups indoors for collective worship and other events.</li>   <li>13. Children bring in named water bottles to use</li> <li>14. Regular hand washing with soap and water will need to take place throughout a school day in order to get the children into the habit of good hygienic practise. It will be the responsibility of each teaching team to ensure that this is organised and occurs.</li> <li>15. Windows and doors will be opening first thing in the morning to create airy rooms.</li> <li>16. Staff will wear visors when in close contact with children.</li> <li>17. Staff will wear face masks when moving in communal areas.</li> </ol>	
Contact of shared resources resulting in indirect transmission of the virus	<ol style="list-style-type: none"> <li>1. The children will be provided with their own pencil pots, stationary and equipment which will placed on their desks at the start of the day to reduce movement around the classroom.</li> <li>2. Depending on the lesson some equipment may need to be shared and when this happens it will be thoroughly cleaned before another group uses it. To avoid large gatherings, our assemblies will not be held in the school hall but instead will take place in each class.</li> <li>3. Use of designated laptops and headphones where possible. If shared then all equipment wiped with anti-bacterial computer wipes by TA between users.</li> <li>4. Resources not to be distributed during the lesson.</li> <li>5. Tubs of resources for individuals if needed – maths cubes etc</li> <li>6. Resources washed each night and left to dry if not same person using them the next day</li> <li>7. Tables, door handles and other surfaces cleaned at the end of each day</li> <li>8. Lessons planned so resources are individual and not shared – or on white board</li> <li>9. Plastic packets (zippy) bags used for individual resources</li> <li>10. Children encouraged to wash hands / use hand gel before lessons and after each lesson</li> </ol>	
Lack of social distancing using toilets and poor hygiene resulting in direct	<ol style="list-style-type: none"> <li>1. Main toilet door to Year 5 and 6 toilets to remain open. Girls will then be able to see if the cubicles are being used or not. Girls and boys to be taught only one boy and one girl allowed to go to toilet at a time</li> <li>2. <i>Establish a regular routine for the use of toilets with the teacher providing children with timetable toilet breaks.</i></li> </ol>	

and indirect transmission of the virus	<ul style="list-style-type: none"> <li>• 15 minutes before break</li> <li>• 15minutes before lunch</li> <li>• 20minutes before end of the day.</li> </ul> <p>There may be times outside of the allocated slots where children may need to go to the toilet. The teachers will need to make sure that the children really do need to go and will need to remind them of the approach we are taking.</p> <ol style="list-style-type: none"> <li>3. Hand gel used after toilet use as well as washing hands</li> <li>4. Extra Signs in toilet re washing hands</li> <li>5. External toilet doors to be hooked open if not fire doors.</li> <li>6. Extra soap ordered to ensure we do not run out</li> </ol>	
<b>Playtime</b>		
Lack of social distancing during playtimes resulting in direct transmission of the virus	<ol style="list-style-type: none"> <li>1. Staggered playtimes and allocated play area</li> <li>2. Reduced playtime equipment, which is kept in bubbles – hard surfaces and can be easily cleaned</li> </ol>	
<b>Lunchtime</b>		
Lack of social distancing when eating a packed lunch resulting in direct transmission of the virus	<ol style="list-style-type: none"> <li>1. Children to be encouraged put rubbish back in their packed lunch boxes.</li> </ol> <p><b><u>Wet Play</u></b></p> <ol style="list-style-type: none"> <li>1. Children to remain at their designated desks to eat packed lunch.</li> <li>2. Children to be discouraged from moving around the room to dispose of waste.</li> <li>3. Children to ask permission to leave their desk to go to the toilet. In the case of an emergency MTA;s will remind children of the procedures for the use of the toilet. Checking no one else is using it through a verbal check.</li> <li>2. Regular hand washing with soap and water will need to take place throughout a school day in order to get the children into the habit of good hygienic practise. It will be the responsibility of each teaching team to ensure that this is organised and occurs.</li> </ol>	
Lack of social distancing when moving to the hall for school dinners resulting in direct transmission of the virus	<ol style="list-style-type: none"> <li>1. Staggered Lunchtimes – it is important that the children are in the hall and ready to eat lunch by the designated time listed below.</li> <li>2. Year 6 12-12.45, year 5 12.15-13:00, year 4 12.30-13:15, year 3 12.45-13:30.</li> <li>3. When signal is given the children will be directed into the hall. Each child will have a designated spot which they will sit at throughout the week (if possible).</li> </ol>	

<p>Lack of social distancing when eating a school dinner resulting in direct transmission of the virus</p>	<ol style="list-style-type: none"> <li>1. Staggered school dinner timings at 12.00pm, 12.15pm, 12.30pm, 12.45pm to ensure reduced numbers in the hall.</li> <li>2. Lunch will be set up in the same way with Connie and her team setting up tables and with MTA's helping to pack away.</li> <li>3. One member of SLT and one MTA will be on duty in the hall each day. They will be responsible for calling the children up, supervising them, cleaning the tables between each sitting and releasing them.</li> <li>4. Cutlery will be put out on the tables before the children arrive in the hall to avoid lots of movement. Staff will need to either wear gloves to do this or take care to only touch the handles of cutlery</li>   <li>5. School dinners to eat in the hall. Tables will be organised so the children eat in their bubbles a safe distance apart.</li> <li>6. Three children to a table all facing forwards</li> <li>7. When called up individually each child will need to be spread 2m apart along by the curtains and piano. The spots will be marked out with tape so the children know exactly where to stand.</li>   <li>8. When a child has finished their lunch they will need to put up their hand and wait for permission to go to sort their waste out. When approaching the waste containers they will be taught that it is one person at a time and waiting spots will be marked out alongside the stage.</li> <li>9. If a child needs to go to the toilet or get some extra cutlery they will need to put their hand up.</li> <li>10. Children to take drinks bottles with them into hall.</li> <li>11. The children will then be taught how to go to their designated area on the playground/field for the rest of their lunchtime</li> </ol>	
<p>Emotional distress of the children</p>	<ol style="list-style-type: none"> <li>1. Mental wellbeing journals used in conjunction with counselling sessions as identified</li> <li>2. SENCO, DSL and teaching teams to assess the children's mental health and academic needs.</li> <li>3. To reorganise our Learning Champions programme to cater for the needs of a targeted group of children who need support with SEMH issues. Activities on offer will include visiting Apple Tree Farm, mentoring, cooking, circle time, helping at St Mary's Church (If government guidelines permit), the Walking Curriculum.</li> <li>4. Reduced time in school to ensure transition is successful from home to school 2 metre social distancing ELSA provision available for children who are distressed</li> </ol>	

<b>Staff</b>		
Emotional distress of the staff – including anxiety	<ol style="list-style-type: none"> <li>1. Inclusion in risk assessment process – input into hazard identification and control measures</li> <li>2. Online coaching for any staff who requests it – Kate/Sal/Ian</li> <li>3. Staff meeting – virtually – to discuss concerns and shared control measures</li> <li>4. Sharing of support helplines – HCC and others</li> <li>5. At least one SLT member of staff on site every day for staff to share concerns with</li> <li>6. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible</li> <li>7. Designated “staff areas” areas for different groups of staff – use Galley and outside picnic benches</li> <li>8. Numbers of people reduced at one time on a rota to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</li> <li>9. Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, circulatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off.</li> <li>10. Visitors to be advised to wear masks until seated in a socially distanced manner arranged by staff in a well-ventilated room.</li> </ol>	
Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus	<ol style="list-style-type: none"> <li>1. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments.</li> <li>2. A risk assessment should be undertaken for clinically vulnerable staff, and where possible for all staff especially those who may be anxious.</li> </ol>	
Lateral flow testing for Primary staff	<p>Guidance on the coronavirus (COVID-19) LFT testing programme for primary staff home. It is also important to remember that the LFT for staff are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</p> <p>Key points</p> <ul style="list-style-type: none"> <li>● Recommended twice weekly before coming into school 3-4 days apart</li> <li>● Read guidance and watch video</li> <li>● <b><i>This process is not for releasing people early from Self Isolation</i></b></li> <li>● <b><i>It is not mandatory DfE have created the link below for asymptomatic testing for schools to follow. This area contains additional information to support primary schools and staff in preparing and operating home testing LFT.</i></b></li> </ul>	

	<ul style="list-style-type: none"> <li>• <a href="https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54">https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54</a></li> </ul>	
<b>Hygiene &amp; First Aid</b>		
Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus	<ol style="list-style-type: none"> <li>1. Pupils whose care routinely involves the use of PPE due to their intimate care needs will continue to receive their care in the same way</li> <li>2. Extra disposable aprons available in school Covid-19 PPE kit</li> <li>3. Extra gloves available in school Covid-19 PPE kit</li> <li>5. Face shields available for use as required in school Covid-19 PPE kit.</li> <li>6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk</li> </ol> <p>Pls note the Government guidance states “Wearing face coverings or face masks is not recommended”</p>	
Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus	<ol style="list-style-type: none"> <li>1. Hand gel dispenser outside of all classrooms</li> <li>2. Hand gel order in large quantities</li> <li>3. Extra soap dispensers and re-fills in each classroom</li> <li>4. Children handwash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze</li> <li>5. Washing hands posters replaced in all washing areas</li> <li>6. Reminders how to wash hands properly – videos and posters</li> <li>7. Procedure agreed for children to wash hands so thorough hand washing</li> <li>8. Lidded &amp; pedal operated bins for disposal of tissues and paper towels</li> <li>9. Paper towels to be used to dry hands in classrooms</li> <li>10. Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding).</li> </ol>	
<b>Symptomatic Cases</b>		
Risk of spreading virus due to symptomatic pupil or staff member resulting in indirect transmission of the virus	<ol style="list-style-type: none"> <li>1. If a child or member of staff becomes symptomatic with either a persistent cough, high temperature or loss of taste / smell immediately remove them to the designated safe space – TEAM room.</li> <li>2. Ensure the space is well ventilated at all times</li> <li>3. If direct personal care is required a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</li> <li>4. If contact with the person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult.</li> <li>5. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then a full face shield should also be worn.</li> </ol>	

	<ol style="list-style-type: none"> <li>6. Parents should be informed to collect the child as soon as possible.</li> <li>7. Staff displaying symptoms should be asked to go home immediately.</li> <li>8. Anyone displaying symptoms should see a test at the earliest opportunity and inform the school of the results as soon as available so follow up action can be taken.</li> <li>9. Please inform Trust Business Manager of any cases where a test has been undertaken.</li> </ol>	
<b>Risk of infection due to lack of cleaning resulting in indirect transmission of the virus</b>		
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus	<ol style="list-style-type: none"> <li>1. All surfaces, handles, toilets and shared equipment will be cleaned each day</li> <li>2. Windows and doors to opened first thing in the morning by the cleaning staff to create airy rooms</li> <li>3. Outdoor play equipment to be frequently cleaned.</li> <li>4. PE and Sports – sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</li> <li>5. Resources used inside and outside by wraparound care providers to be cleaned frequently</li> <li>6. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission</li> <li>7. Soft furnishings and soft / cloth toys will be removed from use in classroom</li> </ol>	
<b>Premises</b>		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<ol style="list-style-type: none"> <li>1. Review Whole school risk assessment RAA22, to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms)</li> <li>2. Consider how changes will impact on arrangements such as safe fire evacuation routes.</li> <li>3. Ensure sufficient social distancing space available at assembly point</li> </ol>	
<b>Water hygiene – management of legionella</b>		
Water hygiene – management of legionella	<ol style="list-style-type: none"> <li>1. Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Premises Manager to action during half term.</li> </ol>	
<b>Transport</b>		
Travel to school and provision of safe school transport:	<ol style="list-style-type: none"> <li>1. Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consider needs to be given to taxi and escort services</li> </ol>	

	<ol style="list-style-type: none"> <li>2. Liaising with the School Transport Team before change are made. Follow government guidance <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</a></li> </ol>	
<b>Provision of Food</b>		
<p>Kitchen facilities comply with latest Covid19 guidance to reduce risk of infection/contamination and catering staff to operate in a safe environment.</p>	<ol style="list-style-type: none"> <li>1. Follow usual food safety and hygiene procedures and Government guidance for catering establishments <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a> . Ensure Health &amp; Safety policies are followed</li> <li>2. Catering staff to follow government guidance <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a>. Social distancing to be maintained at all times.</li> </ol>	
<b>Another Lockdown</b>		
Curriculum	<ol style="list-style-type: none"> <li>1. The school offers immediate remote learning through the use of Google Classroom.</li> <li>2. Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations</li> <li>3. Drop in sessions are regular and give a child an opportunity to speak to a teacher directly every day</li> <li>4. Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>5. set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>6. teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</li> <li>7. provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</li> <li>8. gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.</li> </ol>	
Safeguarding	<ol style="list-style-type: none"> <li>1. Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Key staff and social workers will agree with parents/carers whether children in need and those on CP should be attending school – we will then follow up (Schools Safeguarding of Vulnerable Children During Covid 19 ) on any pupil that we were expecting to attend, who does not.</li> <li>2. Head of School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.</li> <li>3. The Head of School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Head of School will take actions describe in the school safeguarding of vulnerable children flow chart.</li> <li>4. Those vulnerable children who are not attending school will be contacted on a regular basis so that school are satisfied that they are safe. School will follow the Schools Safeguarding of Vulnerable Children During Covid 19 flowchart along with</li> </ol>	



that from other agencies working with the pupil and family. The DSL or Deputy DSL will review their RAG ratings for this group at least weekly taking into account any reported concerns from school contact or any information from partner agencies such as ViST reports. Any changes will be recorded on the schools central vulnerable group spreadsheet and shared with the Headteacher if not DSL. Any changes in the RAG rating will be sent to the LA on this link so the master records can be updated.

5. The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.
6. The school will use its recording system to date when the telephone conversations have taken place.
7. Remote Learning - Staff who interact with children through the use of Google Classroom will continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should continue to be made to children's social care and as required the police.
8. The school will continue to educate the children on how to stay safe whilst working remotely.
9. The school website will be updated regularly with information that directs parents to useful information regarding pupils working safely online.
10. Pilton Bluecoat Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

For more information on TEAMs approach to safeguarding during a Covid-19 outbreak please click on the following link:

<https://www.teamacademytrust.com/attachments/download.asp?file=6065&type=pdf>

