

<b>Location / Site</b>
All Saints' C of E Primary School
<b>Activity / Procedure: Everyday learning</b>
Whole School Risk Assessment - Partial School Opening Jan 2021
<b>Assessment date</b> (Insert date when assessment is being carried out)
5/01/2021 – to be updated regularly until re-opening

<b>Identify people at risk</b>	<b>YES or NO</b>
<b>Employees</b>	<b>YES</b>
<b>Children</b>	<b>YES</b>
<b>Visitors</b>	<b>YES</b>
<b>Contractors</b>	<b>Yes</b>

\*More contagious variant of the virus is present across the country (suggested the virus spreads more quickly as “clings” to human cells more than the last) and as a result, the number of cases across the country is rising and a 3<sup>rd</sup> lockdown has been announced.

1 in 3 people have the virus without symptoms and this may be higher within a community of young children

Families have been mixing at Christmas across the country. Therefore:

- The virus could spread from one person to another in less than the original 15 minutes if people are closer than 2 metres.
- The virus could spread from one person to another in less than the original 1 minute if people are closer than 1 metre
- Less virus is needed on surfaces to spread from surface to person and result in the person catching the virus
- 2 metres may not be far enough away to significantly reduce the risk of catching the virus
- Less virus in the air is needed for people to catch the virus from a person in a room

<b>1. <u>Identify hazard</u></b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
<p><b>Lack of social distancing in the classroom</b> resulting in direct transmission of the virus</p> <p><b>What happens if someone tests positive for Covid-19?</b></p>			
<b><u>Existing level of risk</u></b> Consider current level of risk			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. Reduce the number of children in the classroom to enable social distancing (<b>Government guidance only 'small groups'. School decision max 10</b>)</li> <li>2. Interactions carried out where possible from a distance</li> <li>3. Lessons planned for individual work (not pairings or group work)</li> <li>4. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise any time spent within 1 metre of anyone. However, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. This is particular important to HLTAs and PPA staff. Additon</li> <li>5. Supply staff and other temporary workers can move between schools, but we will minimise the number of visitors to the school where possible.</li> <li>6. Remove excess furniture to increase space to allow 1m+ between chn.</li> <li>7. It is advised that the children are not sat in a face to face position, as this increases the chance of transmission (avoid rows longer than two tables long).</li> <li>8. Children keep to their desks/work stations when in their classrooms as much as possible – PHE accept that very young children are not able to socially distance and it is acceptable to not expect them to.</li> <li>9. Social distancing charter created for, and with, the children (Include instructions how to line up, use of toilet, moving around the classroom, not touching staff and peers etc). Children at Haydon's road, there is a higher expectation that being older children, they will be able to distance more effectively.</li> <li>10. Charter re-visited each week and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance. Part of the charters must include the '<b>catch it, bin it, kill it</b>' approach with regards respiratory hygiene. Chn with additional needs who spit will be individually risk assessed. eBug resources will be used to explicitly teach this.</li> <li>11. Lessons planned for individual work as much as much as possible (avoid pairings or group work).</li> <li>12. Feedback – using large whiteboard and visualizer and interactive whiteboard not close interaction.</li> <li>13. Area for the teacher – 2m+ distancing at front of room.</li> <li>14. Children to use same desk, desks must be cleaned if changed for any reason.</li> <li>15. Teacher and LSA are assigned to the same children and, as much as possible, stay with these</li> </ol>			

children throughout the day (exceptions for HLTAs and PPA specialist teaching).

16. Wrap Around Care and school clubs are allowed to continue, as PHE do not advise an all or nothing approach, but due care and attention must be given to distancing the children, and cleaning resources and shared areas is of huge importance.
17. Children stay in the classroom for majority of the day and not mix with other groups, unless to access specialist provision.
18. Bags, coats and lunchboxes may be kept on pegs/in cloakroom areas but must be accessed in small groups to allow for social distancing in corridor areas.
19. Children will be asked to wear their school uniform as per policy, parents will be reminded to wash regularly.
20. Prop doors open and leave windows open as much as possible, weather dependent.
21. **Keep windows open** – parents have been advised to send the children in extra layers so that we can continue to ventilate when temperatures drop. Staff to do the same, so you don't get cold. It is a proven fact that keeping rooms ventilated stops some of the spread.
22. If anyone has a cough/temperature/loses their taste or smell/feels unwell at school, they **must** be sent home and advised to follow the guidance for households (<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>) for possible or confirmed COVID-19 infection which sets out that they should self-isolate for at least 10 days and arrange to have a test. The Headteacher must be informed immediately. If a child is waiting to be collected, they should be kept in a room on their own (or supervised depending on their age) with the door closed and a window open. Adults must stay 2m away. If this child/adult needs to go to toilet before being collected, they should use a separate toilet and it must be thoroughly cleaned/disinfected afterwards before anyone else can use it. Any adult caring for the symptomatic child does not need to self-isolate afterwards, but must wear full PPE and wash their hands. The area of where the child has been looked after must be cleaned with normal household bleach.
23. If a child or adult is tested and receives negative results they do not need to self-isolate, as long as:
  - everyone you live with who has symptoms tests negative
  - everyone in your support bubble who has symptoms tests negative
  - you were not told to self-isolate for 10 days by NHS Test and Trace – if you were, see what to do if you've been told you've been in contact with someone who has coronavirus
  - you feel well – if you feel unwell, stay at home until you're feeling better.If you have diarrhoea or you're being sick, stay at home until 48 hours after they've stopped.
24. If a child or adult tests positive for Covid-19, they must stay home for set amount of the time given by Test & Trace.
25. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms.
26. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:
  - if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
  - if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days

from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection.

27. Anyone who has been in contact with a suspected case should wash their hands thoroughly for 20 seconds with soap and water.
28. As usual, in an emergency, call 999 if someone is seriously ill or injured or if their life is at risk.
29. Parents must book a test online or by calling 111 if their child displays symptoms of Covid-19 – the HT must be contacted and can support in the booking of this if required.
30. Staff and parents must also provide details to support the Test and Trace Programme.
31. The HT must take swift action if a child or staff member tests positive – the local health protection team must be contacted and they will carry out a rapid risk assessment, school will take action based on their advice. This will largely be based on who has had 'close' contact with the infected person and they we will provide definitive advice on who should be sent home.
32. School will not share the names or details of those diagnosed. Parents will be informed of infection within the class and to remain vigilant.
33. **Note that children and adults must wash their hands when they arrive at school, return from breaks, change rooms, share equipment and before and after eating.**
34. **Additional supervision of children when using hand sanitisers must be provided. Younger children or those with additional needs may be supported when washing hands, and in the absence of water and soap, they may use antibacterial wipes.**

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

<b>2. <u>Identify hazard</u></b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
<b>Lack of social distancing using toilets and poor hygiene</b> resulting in direct and indirect transmission of the virus			
<b><u>Existing level of risk</u></b> Consider current level of risk			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. Toilet logs to be used and only one pupil allowed to go to toilet at a time.</li> <li>2. Hand gel used after toilet use as well as washing hands if choose to (children may bring their own sanitisers, extra supervision especially for young/SEN children).</li> <li>3. Extra Signs in toilet re washing hands reminders.</li> <li>4. Children reminded to close toilet lids when flushing the toilet.</li> <li>5. Wedges for the toilet external toilet doors if not fire doors.</li> <li>6. Extra soap, hand towels and sanitisers ordered to ensure we do not run out.</li> <li>7. PHE do not advise separate toilet block, but additional cleaning is advised.</li> </ol>			
<b><u>Remaining level of risk</u></b> Consider level of risk following use of control measures			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>3. <u>Identify hazard</u></b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
<b>Lack of social distancing/close contact between staff during meetings</b> resulting in direct transmission of the virus.			
<b><u>Existing level of risk</u></b> Consider current level of risk			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. All senior leadership and staff meetings to be held virtually</li> <li>2. Staff meetings to be held virtually and staff to use their own classroom to attend the virtual meeting.</li> </ol>			
<b><u>Remaining level of risk</u></b> Consider level of risk following use of control measures			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>4. <u>Identify hazard</u></b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
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<b>Lack of social distancing waiting to enter classroom in morning/end of day</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Allocated gates for parents to arrive and leave from, 2m distances marked out by school gates. Parents not to enter to speak to staff unless via pre-arranged appointment.</li> <li>2. Staggered times for arrival and departure gate (this must not affect the amount of learning time) – continue supervised use of EYFS School to work with Merton on increase pavement space – one way system in place for Han Rd.</li> <li>3. Ideally, only one parent should drop/collect their child.</li> <li>4. Face coverings requested when on school property when dropping off and picking children up.</li> <li>5. Instructions shared re social distancing between families in the morning with parents and children.</li> <li>6. Reminder signage for parents and children displayed outside the classroom.</li> <li>7. Senior Leaders/support staff to be on duty to supervise gates - verbal reminders if necessary.</li> <li>8. Public transport to be avoided when possible – link on how to travel safely if using buses, tubes etc to be re-sent to families.</li> <li>9. If children arrive wearing a face mask, temporary ones should be disposed of. Children must be told not to touch the front of the covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> </ol> <p><b>*Public Health England does not recommend the regular taking of temperatures – it is advised that this is not a reliable preventative method.</b></p>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>5. <u>Identify hazard</u></b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus			
<b><u>Existing level of risk</u></b> Consider current level of risk			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. Staggered playtimes and allocated play areas to avoid cross contamination.</li> <li>2. Reduced playtime equipment.</li> <li>3. Games discussed which encourage social distancing – aim not to involve equipment that can be shared.</li> <li>4. Staff supervision throughout – actively encouraging and insisting on social distancing. The emphasis should be on distancing older children and separating groups with younger children.</li> <li>5. Children practice talking 2 metres apart – <b><u>modelled</u></b> by staff.</li> <li>6. Wash hands before and after play times.</li> <li>7. At the end of play time, line up with 1-2m gaps between pupils.</li> <li>8. Only 2 class bubbles out at any one time – zones will be created.</li> </ol>			
<b><u>Remaining level of risk</u></b> Consider level of risk following use of control measures			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>6. <u>Identify hazard</u></b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
Lack of social distancing when eating lunch resulting in direct transmission of the virus			
<b><u>Existing level of risk</u></b> Consider current level of risk			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. Wash hands before and after eating.</li> <li>2. Children who bring packed lunches eat in their classrooms at their own desk, or in hall if low numbers</li> <li>3. Hot meals will be provided and children may visit the school hall to eat them. Aim to have only two bubbles in the hall at any one time and tables <b><u>must be cleaned</u></b> in between each seating.</li> <li>4. Children should not sit directly next to each other; at least 1m+ should be between each child in the hall areas.</li> <li>5. Children should not sit directly opposite each other.</li> <li>6. Doors and windows should be left open to help ventilate these areas.</li> </ol>			
<b><u>Remaining level of risk</u></b> Consider level of risk following use of control measures			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<p><b>7. <u>Identify hazard</u></b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards</p>			
<p><b>Lack of social distancing within shared areas such as corridors, specific rooms</b> resulting in direct transmission of the virus</p>			
<p><b><u>Existing level of risk</u></b></p>		<p>Consider current level of risk</p>	
<p><b>HIGH</b></p>	<p><b>MEDIUM</b></p>	<p><b>LOW</b></p>	<p><b>NEGLIGIBLE</b></p>
<p><b><u>Control measures</u></b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls</p>			
<ol style="list-style-type: none"> <li>1. Children should be staying in their classroom and accessing outside from classroom door when possible.</li> <li>2. One child to visit the toilet at one time.</li> <li>3. Messages to office via mobile phones when necessary (kept in cupboard for safeguarding reasons).</li> <li>4. Staff use empty classrooms and alcoves to maximise the distance between each other.</li> <li>5. Agree instructions with children concerning going and returning to toilet (part of the charter).</li> <li>6. When moving a class around the school – 1-2 metres between children – if additional adult, they should be at the back insisting the distance is maintained – regular practice of this in the first few days.</li> <li>7. Reduce general movement within the school, without hindering the children’s access to a broad, balanced and wide curriculum. Computing, for example, should take place in the classroom using iPads that can be cleaned afterwards and PE should take place outside.</li> <li>8. There will be no whole school or phase assemblies to avoid large indoor gatherings.</li> <li>9. A log of where groups have been, other than their classrooms and playground bubbles, must be kept to support the closure process, if school is alerted to a positive test.</li> <li>10. Staff may only use the staffroom to make hot drinks and collect lunches from fridges - they may only enter the staffroom if there is only one person there already (so max of two for short period of time, whilst socially distanced e.g. making a hot drink). Wipe down the kettle and other items touched.</li> <li>11. Staff are to use a free classroom, intervention room or ICT room to eat alone (or with your bubble, even then 2m away). You can use outdoor spaces to eat and to drink as long as you sit at least 2m away - staff <b>cannot</b> all sit in the staffrooms together.</li> <li>12. <b>DO NOT</b> enter the offices unless you work in there. Teachers to make calls to parents after 4pm and clean the phones after use. HT &amp; DHT offices are to be used by HT and DHT, staff to limit their visits unless urgent. No 'desk hopping' is allowed.</li> <li>13. High touch areas such as the guillotine and photocopier also need wiping down between uses, as well as frequently used items such as the hand bell for lunch time. I am happy to find a new home for the HR guillotine as it currently in the staffroom.</li> </ol>			
<p><b><u>Remaining level of risk</u></b></p>		<p>Consider level of risk following use of control measures</p>	
<p><b>HIGH</b></p>	<p><b>MEDIUM</b></p>	<p><b>LOW</b></p>	<p><b>NEGLIGIBLE</b></p>

<b>8. <u>Identify hazard</u></b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
Lack of social distancing during wraparound provision and extra-curricular activity resulting in direct transmission of the virus			
<b><u>Existing level of risk</u></b> Consider current level of risk			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. It is not possible or practical to maintain the same bubbles being used during the school day, so small, consistent groups will be maintained in the hall. EYs children will be seated at stations and KS1/2 children in a separate part of the hall.</li> <li>2. Providers are carefully considering their own protective measures.</li> <li>3. When hiring out premises for use by external bodies or organisations, such as external coaches or after-school or activities, they will provide the school with their own Risk Assessment and take responsibility for cleaning all equipment, toilets etc. following the government guidance.</li> </ol>			
<b><u>Remaining level of risk</u></b> Consider level of risk following use of control measures			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>9. <u>Identify hazard</u></b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
<b>Contact of shared resources</b> resulting in indirect transmission of the virus			
<b><u>Existing level of risk</u></b> Consider current level of risk			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. Children asked to bring none of their own stationary (stationary will be provided and labelled with their name on).</li> <li>2. Tubs of resources for individuals if needed e.g. glue sticks.</li> <li>3. Resources washed in Milton each night and left to dry if not same person using them the next day.</li> <li>4. Tables, door handles and other surfaces cleaned every night.</li> <li>5. Lessons planned so resources are individual and not shared – or on white board.</li> <li>6. Resources on tables ready for lesson and not distributed within the lesson.</li> <li>7. Plastic packets (zippy) bags used for individual resources.</li> <li>8. PHE advise that less used resources such as reading books or games may be shared.</li> <li>9. Items that support specific curriculum areas may be shared, such as art or science equipment, but should be quarantined for at least 72 hours by the teacher responsible for using them last before being re-used.</li> <li>10. Outdoor play equipment may be accessed, but cleaned frequently.</li> <li>11. Equipment used in Wrap Around Care or in After School Clubs must follow the points 1-10.</li> <li>12. The only items that children can bring into school is a coat, reading book and their lunchbox. These such items need to be stored under their desks or on their coat pegs as directed by the class teacher.</li> <li>13. Teachers may take books home to mark, but this should be avoided.</li> <li>14. Spray blue paper towels with spray or use a cleaning wipe for iPads - you don't need a new one per iPad, just change it every few cleans to save resources.</li> </ol>			
<b><u>Remaining level of risk</u></b> Consider level of risk following use of control measures			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>10. Identify hazard</b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
<b>Well Being of children, including Emotional distress of the children</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. Children to have class teacher and LSA (if possible under vulnerable staff guidance) in the first instance.</li> <li>2. Small numbers of children to support their emotional need.</li> <li>3. 2 metre social distancing ELSA provision available for children who are distressed.</li> <li>4. Comfort given from a distance – at adult height and hand gel used after if needed.</li> <li>5. Staff have received, and will receive further training, on how to support them through the curriculum offered.</li> <li>6. Additional funding allocated to mental health support from counsellors – specifically TAMHS and Jigsaw.</li> <li>7. HT to be in regular contact with school nurse for further support – physical needs.</li> <li>8. Parent survey sent home and findings gathered to assess additional needs that school needs to be aware of.</li> <li>9. Additional contact to be made with families who do not engage during the closure.</li> <li>10. A 'floating' ELSA provision available for children who are distressed.</li> <li>11. LTAs and teachers to be visible on gates and doors to welcome children, especially if anxious or keen to avoid school.</li> <li>12. Staff to receive Safeguarding training on what to look for and how to manage disclosures on return of children who have been at home for a long time with additional family pressures</li> <li>13. School will continue to work with social care teams to support vulnerable children.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>11. <u>Identify hazard</u></b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
<b>Well-Being of the staff – including anxiety</b>			
<b><u>Existing level of risk</u></b> Consider current level of risk			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. SLT care calls to any staff member isolating.</li> <li>2. Staff have opportunity to ask questions and clarify points around the measures put in place.</li> <li>3. Staff trained on how to care for own wellbeing (EP Service provided this to teachers – previous support staff training done last term).</li> <li>4. Staff who are classed as clinically vulnerable (pregnant women are classed as this) are expected to take particular care with regards hygiene and distancing. HT will risk assess and speak to these individuals separately. Staff classed extremely clinically vulnerable are to work from home.</li> <li>5. Inclusion in risk assessment process, feedback welcomed – input into hazard identification and control measures.</li> <li>6. Employee Assist referral for staff needing additional support.</li> <li>7. Line managers to offer daily support – continue to monitor workload.</li> <li>8. Sharing of support helplines – this was shared in Sept.</li> <li>9. At least one SLT member of staff on site every day for staff to share concerns with</li> <li>10. Risk assessments reviewed each month and after PHE updates.</li> <li>11. Staff room – PHE advise that staff rooms should be avoided, but it is recognised that breaks are needed. Ensure that 2m distance between colleagues is maintained.</li> <li>12. Staff to use <b>own</b> lidded mug for hot drinks, single use disposable cups and cutlery only.</li> <li>13. PPE masks / face coverings / visors offered to staff working with children when providing support to sick child or intimate care.</li> <li>14. Home-learning activities may be created/provided by other staff members working remotely.</li> <li>15. Teachers will have the afternoons to sort home learning and have been given an allocated room to do this to reduce the risks associated with hot-desking. Shared staff computers must be cleaned before and after use.</li> <li>16. Staff must book a test if they display symptoms of Covid-19 – the HT must be contacted and can support in the booking of this if required. The HT must be informed of the result immediately.</li> <li>17. Staff must also provide details to support the Test and Trace Programme</li> </ol>			
<b><u>Remaining level of risk</u></b> Consider level of risk following use of control measures			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>12. <u>Identify hazard</u></b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus			
<b><u>Existing level of risk</u></b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. PHE advise that when working with children with complex needs it may not always be possible to avoid face to face and close contact, they advise this support should be given 'as normal'.</li> <li>2. When working with children, in the main, close contact should be avoided unless if can't be helped.</li> <li>3. Seek expert guidance from special schools re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments.</li> <li>4. Masks/visors have been purchased if needed – N95 grade and instructions form PHE re cleaning – so issued to individuals. PPE should be available in all classrooms; it is the responsibility of class teacher to add these to their First Aid kits within their classrooms</li> <li>5. Extra disposable aprons ordered.</li> <li>6. Extra gloves ordered.</li> <li>7. Some visors/goggles also ordered if needed.</li> <li>8. Any members of staff who have helped someone with symptoms and have been in close contact do not need to go home (PHE advice) unless they develop symptoms themselves (test should be arranged and then track and trace informed).</li> <li>9. PHE say primary school children do not need to wear face coverings.</li> <li>10. In-line with government documents, the Headteacher has the discretion to decide whether to ask staff/visitors to wear face coverings. Headteacher at All Saints' directs that parents wear face coverings when attending appointments with staff or outside agencies within the school building and that visitors to wear face coverings in communal areas such as office waiting areas and corridors. With regard to staff, face coverings may be worn at the staff members own discretion- Headteacher advises that transparent advisors would be more preferable in order to communicate effectively.</li> <li>11. Face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.</li> <li>12. Face coverings exemption applies to those who cannot put on or remove a face covering because of a physical or mental illness or impairment or disability and to those who speak to, or provides assistance to someone who relies on lip reading, clear sounds or facial expression to communicate.</li> <li>13. It is assumed that most staff will have their own face coverings due to being used in wider society; however school has a small contingency supply available.</li> </ol>			
<b><u>Remaining level of risk</u></b>		Consider level of risk following use of control measures	

## All Saints' C of E PRIMARY SCHOOL HEALTH & SAFETY

HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE
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**13. Identify hazard** Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards

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

**Existing level of risk** Consider current level of risk

<b>HIGH</b>	MEDIUM	LOW	NEGLIGIBLE
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**Control measures** List your control measures required to reduce risk – add appropriate detail about the type and location of controls

1. Hand gel dispenser at all entry points into the school.
2. Hand gel dispenser outside of all classrooms.
3. Hand gel order in large quantities.
4. As an additional precaution, lanyard sanitisers will be provided for all staff members
5. Extra soap dispensers and re-fills in each classroom.
6. Extra hand washing bowls in each classroom.
7. 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.
8. Washing hands posters placed in all washing areas.
9. Reminders on how to wash hands properly – videos and posters.
10. Procedure agreed for children to wash hands, so thoroughly washing their hands.

**Remaining level of risk** Consider level of risk following use of control measures

HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE
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**14. Identify hazard** Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards

**Risk of infection due to lack of cleaning** resulting in indirect transmission of the virus

**Existing level of risk** Consider current level of risk

<b>HIGH</b>	MEDIUM	LOW	NEGLIGIBLE
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**Control measures** List your control measures required to reduce risk – add appropriate detail about the type and location of controls

1. All surfaces, handles, toilets and shared equipment will be cleaned each day.
2. More frequent cleaning of rooms/shared areas.
3. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission.

**Remaining level of risk** Consider level of risk following use of control measures

HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE
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<b>15. Identify hazard</b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>School to continue monitor and take advice from Government</li> <li>Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home</li> <li>Those who are clinically vulnerable – are able to attend work in school adhering to strict 2 metre social distancing from colleagues and children, if working from home is not possible</li> <li>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> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>16. Identify hazard</b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
Risk of illness of vulnerable children and family members through direct and indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>For those children affected, a remote education offer will be made via Google Classroom/Tapestry (they will not be penalised for this with regards attendance).</li> <li>Children who are clinically extremely vulnerable – those being shielded should not attend school</li> <li>Children living with some who is clinically extremely vulnerable should be able to attend school, but should seek medical advice concerning the children returning to school or contact to HT if worried.</li> <li>Children who are clinically vulnerable can attend school, but should seek medical advice concerning the children returning to school or contact to HT if worried.</li> <li>Children living with someone who is clinically vulnerable can attend school</li> </ol>			

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

<b>17 Identify hazard</b>			
Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
<b>Lack of social distancing during PE resulting in direct transmission of the virus</b>			
<b>Visiting teachers</b>			
Existing level of risk		Consider current level of risk	
<b>HIGH</b>	MEDIUM	LOW	NEGLIGIBLE
<b>Control measures</b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. Supply staff and specialist SEN support visitors may enter schools, but must follow hygiene rules of washing hands and/or using hand gels. They must also follow social distancing advice.</li> <li>2. On PE days, children will come in their PE kits for the whole day.</li> <li>3. Coaching/PE staff will be encouraged to have their breaks in outside areas where possible. Access to the staff room should be minimal.</li> <li>4. Toilet facilities can be used by visiting staff as long as good respiratory and hand hygiene advice is followed.</li> <li>5. All activities within PE lessons should be non-contact at all times.</li> <li>6. Staff should be aware that there are extra risks associated with exercise due to the nature of how people breathe during it- distancing is important.</li> <li>7. Equipment sharing should be avoided– if used equipment is used the children are then responsible for their own throughout the PE lesson.</li> <li>8. Hands should be washed immediately before and immediately after PE lessons.</li> <li>9. Children should be given a 'learning space' for PE lessons which ensures social distancing – if appropriate for the lesson.</li> <li>10. PE lessons should be conducted outside as much as possible.</li> <li>11. High risk activities (such as complicated gymnastics movements where supporting a child might be required) should not be taught.</li> <li>12. Equipment MUST be cleaned at the end of each PE lesson – the teacher/coach in charge of the lesson is responsible for cleaning the equipment.</li> <li>13. Only equipment which can be easily cleaned will be used– such as basketballs, netballs, footballs, cones. More difficult equipment to clean, such as bibs or equipment, which children pass from person to person (bats, sticks, rackets) will not be used.</li> <li>14. Regular drinks breaks will be given to children (due to physical activity in the heat). Children will carry their own water bottle to the playground and place well-spaced away from each other.</li> <li>15. Music lessons and singing activities/lessons should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to space.</li> </ol>			

16. Government advise for music lessons indoors states that we use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. However, as a school we don't plan to do any singing lessons or play any wind instruments indoors.
17. Requiring increased handwashing before and after handling music equipment, especially if being used by more than one person.
18. Avoid sharing equipment wherever possible. If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users. Instruments should be cleaned by the pupils playing them, where possible.

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

### 18 Identify hazard

Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards

#### **Risk of transmission – specific to EYFS setting**

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

**Control measures** List your control measures required to reduce risk – add appropriate detail about the type and location of controls

Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.

#### Messy Play

- Water can be used with soap added but changed regularly.
- Sand/ mud can be used if children wash their hands before and after play.
- Playdough in individual tubs or replaced each day if children wash hands before and after play.
- Dried or cooked food items (lentils, pasta, beans) etc should be avoided due to cost of replacing each day.
- Shaving foam/ Cornflour to be replaced each day and children must wash hands before and after.

#### Stationery

- Pots of pencils etc provided for daily use and rotated each day.
- Whiteboards and pens in ziplock bags

#### Outdoor- Climbing frame, bikes, physical equipment.

- Large playground split into 2 halves and children rotate.
- Climbing frame one class to use Monday/Tuesday other class Thursday/ Friday and spray down with Milton each evening.

## All Saints' C of E PRIMARY SCHOOL HEALTH & SAFETY

- St Thomas class to access main playground via small playground but at agreed times with Nursery.
- Nursery will use small playground.
- Set times for outside, all children to go to the toilet before they go outside to minimise walking back through 'nursery playground'

### Movement between bubbles.

- St Thomas and St Ruth are 2 separate bubbles and free flow not permitted at the moment. St Ruth's have the smaller classroom so book corner area can be used as part of their room but no access for St Thomas.

### Soft furnishings

- Carpet spot rugs can be used if cleaned daily.
- Soft toys/cushions/ books/ dressing up etc can be used if rotated each day and left in quarantine for 3 days.

### Construction/ self-select/plastic items

- Limited self-selection items.
- Adults to spray inside each box each night.
- Deep cleaning of items (Milton in water trays) to be done each week on a rolling process.
- Large outside wooden blocks can be used on a Monday and Friday so they self-sterilise.

### Food/ Drinks

- No snack stations
- Children to bring water bottles
- Milk cartons to return for Autumn term.
- Set snack times
- Packed lunches and school dinners eaten in the hall at 11:30 but 2 classes should not mix.
  - No singing in the classroom (if over 15 children.)
  - Singing outside.
- 2 separate carpet times (teacher has larger group, TA smaller group but this remains contestant.)

### Nursery

- Allow extra time at lunch- see new start and pick-up times
- Both groups would need to shut down if anyone has a confirmed case.
- AM/PM pots of stationary.
- ZI (cleaning company) will provide additional lunchtime cleaning of high touch areas and alike between am and pm nursery groups.

### Parents

- Nursery parents in via main gates and walk round to little playground.
- Reception parents in EYs gate and wait in playground.
- Reception teachers bring children to the playground to dismiss.
- Nursery and Reception will need different start and finish times to avoid a bottle neck.

### **Remaining level of risk**

Consider level of risk following use of control measures

HIGH	<b>MEDIUM</b>	LOW	NEGLECTIBLE
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<b>19. <u>Identify hazard</u></b> Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards			
Risk of SEND provision not being met and staff and children not being adequately protected during 1:1 and small group work			
<b><u>Existing level of risk</u></b> Consider current level of risk			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b> List your control measures required to reduce risk – add appropriate detail about the type and location of controls			
<ol style="list-style-type: none"> <li>1. School has put in place a visitor protocol which states the safety procedures that must be followed when outside agencies come into school to work with staff and children.</li> <li>2. All staff have been strongly advised to wear face coverings when working in close proximity with children 1:1 or in small groups.</li> <li>3. All staff have been advised to wipe down work areas after use so that it is safe for the next user.</li> <li>4. All staff have been advised to stay in their bubbles when teaching intervention groups and for the small number of staff that have been asked to teach children from other bubbles, they must keep a distance of at least 1 metre.</li> <li>5. In the small number of cases where class bubbles are mixed for interventions, the bubbles must sit apart in a well-spaced out and ventilated room.</li> <li>6. All children with SEND/additional needs will have their entitled provision provided. This includes adult support in the classroom, accessing safe areas outside the classroom for calming down time, movement breaks, learning support, Occupational therapy targets, small group and 1:1 work with a teacher/LTA, using the sensory room.</li> <li>7. Staff will avoid touching children at all times whilst providing SEND support and will wear protective face coverings/aprons/gloves if they have to pick up a child to keep them safe e.g. if the child is distressed due to their SEN needs, if a child is providing a risk to themselves or others.</li> </ol>			
<b><u>Remaining level of risk</u></b> Consider level of risk following use of control measures			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

**All Saints' C of E PRIMARY SCHOOL HEALTH & SAFETY**

<b>OVERALL level of risk</b>		Consider level of risk following use of control measures	
HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE
<b>Assessor's comments</b>		Insert comments relevant to findings as appropriate	

Name of assessor	Signature of assessor	Date
Angela Filsell	AF	11.01.2021

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