

## COVID-19 SEPTEMBER FULL RE-OPENING Risk Assessment – Key Stage 1

<b>Location / Site</b>	BANKFIELDS PRIMARY SCHOOL
<b>Activity / Procedure</b>	PHASE – Key Stage One – FULL RE--OPENING
<b>Assessment date</b>	19.08.20 – Updated October 2020, January 2021, 1 <sup>st</sup> March 2021 and 28 <sup>th</sup> April 2021.

Government guidance states for schools states:

“The safety of children and staff is our utmost priority.”

“The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”

“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.”

Government guidance for parents concerning re-opening of schools states:

“We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**”

“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

- Consideration of the pupils’ mental health and well being
- Primary age children cannot be expected to remain 2 metres apart from each other and staff.

In deciding to bring all children back to early years settings and schools, we need to take this into account. Schools should therefore work through the hierarchy of measures set above:

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

...and the risk will be lowered.

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing in the classroom resulting in direct transmission of the virus.			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS.</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. All children in Year 1 (class 3) will be grouped and supported within 3 working areas of the Year 1 setting (2 classrooms and the learning zone areas). An additional teacher has been appointed for the Summer term, meaning there will be 3 adults for this bubble</li> <li>2. Year 2 will have small classes (19) and will work in learning zones as much as possible spread across the Y2 area with 3 members of staff</li> <li>3. Staff and children are to be kept within their year group ‘social bubble’ – i.e. the same adults stay with the same group of children throughout the day Social bubbles stay in their own area are kept apart/do not mix.</li> <li>4. Remove excess furniture and resources to increase space if space to do so– to cupboards if possible. If not possible, resources placed in a specified area and cordoned off. Tables and chairs to be rearranged to be forward facing and where required back to back in the learning zones.</li> <li>5. Children to use the learning zones, with maximum of 3 or 4 per zone at any given time. Initially children to work in learning zones on a carousel rota to help maintain social distancing.</li> <li>6. Children may be sat next to each other, but will not sit opposite</li> <li>7. Social distancing charter revisited for and with the children – including how many children using resources. It will include instructions how to line up, physical contact use of toilet, moving around the areas etc)</li> <li>8. Charter re-visited and modelled many times a day and linked to school rules – lots of praise for adherence and reminders for non-compliance leading to possible sanctions.</li> <li>9. Resources and activities planned to reduce shared contact. Used resources that cannot be cleaned to be placed in a box for 72 hours where possible for decontamination and new resources and activities placed in learning zones.</li> <li>10. Children will be given their own pack of resources in a labelled, zipped bag to avoid cross contamination.</li> <li>11. Use of outdoor space – same charter for outdoors.</li> <li>12. Bags and coats on pegs (Y2) – Bags and coats on pegs (Y1). Year 1 and 2 to organise staggered times for Cloakroom use during drop off, playtimes, lunchtimes and home times. Year 1 and 2 to have designated separate sections to hang coats and bags. Children supported one at a time to place lunch box on identified table if required.</li> <li>13. All classrooms and communal areas to be kept well ventilated at all times</li> <li>14. All interventions including Thrive and Theraplay will be carried out in well ventilated rooms with no more than 4 children along with 1 metre social distancing where possible</li> </ol>			

Remaining level of risk	Consider level of risk following use of control measures
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HIGH	MEDIUM	<u>LOW</u>	NEGLIGIBLE
<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus.			
<b>Existing level of risk</b>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p style="background-color: yellow;"><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS.</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Only 2 children allowed in the toilets at any time.</li> <li>2. Children will be encouraged to go to the toilet after break times to limit the number of children going throughout lessons. Children will be reminded to wash their hands after going in to the toilets, but will also be given hand gel when they return to their classrooms</li> <li>3. Staff to monitor and support children in washing their hands correctly with soap for 20 seconds</li> <li>4. Extra soap and hand towels ordered to ensure we do not run out – restocked regularly.</li> <li>5. If a child has an accident, staff member will place on PPE equipment (apron, gloves, mask, visor) before cleaning the child and the area where the accident occurred</li> </ol>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	<u>LOW</u>	NEGLIGIBLE

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing waiting to enter classroom in morning/exit the classroom in the afternoon resulting in direct transmission of the virus.			
<b>Existing level of risk</b>		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p style="background-color: yellow;"><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS.</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Markers outside the entrances and classrooms for the children and parents to wait – at least 1metre apart. Children will be expected to leave parent/carer and walk into school.</li> <li>2. Parents encouraged to wear face masks when on the school premises including drop off and pick up</li> <li>3. If a child struggles to come into school independently, becomes distressed, clings to their parent and cannot be persuaded to come in to school, they will be asked to take the child back</li> </ol>			

home and try again the next day. Staff MUST NOT collect child and Parent/carer MUST NOT enter school unless requested to by a member of staff.

4. Year 1 children enter via Year 1, class 3 area. Year 2 children will enter via KS1 cloakroom door.
5. Instructions/expectations shared with parents and children via ParentMail/telephone calls, r.e. social distancing between families for drop off/collection
6. Signage for parents and children displayed outside the classroom and building
7. DHT and HT to be on duty to support if required
8. Staggered drop off and pick up times for different year groups (8:45am – 2:45pm Y1 and 9:10am-3:10pm for Y2)
9. Parents will be asked to place children in Velcro shoes if possible as opposed to lace ups for easy removal and putting back on after PE activities
10. Parents will be asked to avoid clothes with buttons or that are difficult for the children to get on and off to reduce the amount of contact between adults and children.
11. Parents to remove coats for the children before they enter the building so they can be placed straight on the peg. If children are unable to put coats on themselves, they will carry them out to their parent at the end of the day for them to put on

Remaining level of risk		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b><u>LOW</u></b>	<b>NEGLIGIBLE</b>
<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing during playtimes and lunchtimes 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><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS.</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Staggered playtimes and allocated play areas for KS1 children to limit the number of children outside at any one time. <b>Year 1 and 2 can play on the same playground in an extended bubble whilst outdoors only.</b> Staggered start and finish play times between year 1 and 2 for handwashing.</li> <li>2. Reduced playtime equipment – hard surfaces that can be easily cleaned.</li> <li>3. Games discussed which encourage some distancing – ball passing, catch, hoola hooping</li> <li>4. Staff supervision throughout – actively encouraging social distancing. 3 members of staff on duty at all times.</li> </ol>			
Remaining level of risk		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b><u>LOW</u></b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</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>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS.</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Children eat their lunch on the long tables in the hall, <b>separate from other bubbles. Children within the same indoor bubble are able to sit opposite each other in the dining hall. Years 1 and 2 to sit separately in the dining hall.</b></li> <li>2. Children will choose their meal beforehand and lunches will be served to them while they are seated.</li> <li>3. Children to remain in their seats until all children in the bubble have finished and then they can be led back to their allocated area</li> <li>4. Lunchtimes will be staggered to reduce the number of pupils in the dining hall at any one time.</li> <li>5. Lunchtimes will be staggered to allow for cleaning of tables and chairs.</li> </ol>			
Remaining level of risk		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing in the corridors resulting in direct transmission of the virus.			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS.</b></p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> <li>1. Children stay in their areas at all times and will not mix or cross with any other year groups. They will access their allocated outdoor area from the classroom door at their allocated time.</li> <li>2. Children will be taken down to lunch at their set time and this will not coincide with any other year group in their building to avoid any congestion</li> </ol>			
Remaining level of risk		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Contact of shared resources resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Clean resources and workstations throughout the day and in between group activities</li> <li>2. Tables, door handles and other surfaces cleaned with antibacterial wipes throughout the day and spray every night.</li> <li>3. Resources on tables ready for activities and cleaned after use. Used resources that cannot be cleaned to be placed in a box for 72 hours where possible for decontamination and new resources and activities to be placed in learning zones.</li> <li>4. Children encouraged to wash hands before moving around areas and to use hand sanitiser in between activities as appropriate.</li> <li>5. Outdoor resources provided for each group and time outdoors staggered to avoid overcrowding.</li> <li>6. Excess soft toys and furnishings including bean bags removed from the classroom and areas before opening.</li> <li>7. Reading books placed in individual children's trays and rotated each week, giving time for decontamination.</li> <li>8. Reading books to be changed each Monday. Used books to be placed in a box for 72 hours where possible for decontamination and new books and activities placed in children's book bags</li> </ol>			
Remaining level of risk		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b><u>LOW</u></b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress of the children			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Large staff to pupil ratio means that staff will be able to support children</li> <li>2. Increased circle time and sharing sessions.</li> <li>3. Use of sunshine circles, thrive and circle time activities to support all children</li> <li>4. Thrive and Theraplay practitioner to support the wellbeing of children. Intense COVID recovery work with Headstart to support children with their return to school</li> <li>5. Comfort given if child is distressed – If contact is essential, hand gel used immediately after.</li> </ol>			
Remaining level of risk		Consider level of risk following use of control measures	

<b>HIGH</b>	<b>MEDIUM</b>	<b><u>LOW</u></b>	<b>NEGLIGIBLE</b>
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<b><u>Identify hazard</u></b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus.			
<b>Existing level of risk</b>	Consider current level of risk		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. Hand gel available to staff and children. (Hand gel order in large quantities).</li> <li>2. Handwashing PHSE lessons, songs and rhymes.</li> <li>3. Extra paper towels, soap dispensers and re-fills in each set of toilets</li> <li>4. Children hand wash 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 placed in all washing areas</li> <li>6. Reminders how to wash hands properly – videos and posters, discussions with staff</li> <li>7. Procedure agreed for children to wash hands resulting in thorough hand washing. (Procedure will be: children as a group will be provided with soap, they will have an adult demonstrate how to wash/rub hands all over whilst singing a song. Children will then two at a time use the sinks to wash off the soap.)</li> </ol>			
Remaining level of risk		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b><u>LOW</u></b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus.			
<b>Existing level of risk</b>	Consider current level of risk		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. All surfaces, handles, toilets will be cleaned by cleaning staff. Shared equipment will be cleaned regularly throughout the day using disinfectant wipes and then disinfectant spray at the end of each day.</li> <li>2. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission. (e.g. books)</li> <li>3. Soft furnishings and soft / cloth toys will be removed from use in classrooms.</li> </ol>			
Remaining level of risk		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b><u>LOW</u></b>	<b>NEGLIGIBLE</b>

<b>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	
<p>Children who are clinically extremely vulnerable – those being shielded should not attend school</p> <p>Children living with someone who is clinically extremely vulnerable should attend school as control measures will reduce the chance of infection</p> <p>Parents of children who are clinically vulnerable should seek medical advice concerning their child returning to school</p>			
Remaining level of risk		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

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

<b>Name of assessor</b>	<b>Signature of assessor</b>	<b>Date</b>

<b>Manager's comments</b>	Insert comments relevant to assessment as appropriate
Due to the nature of the virus and the age of the children , the mitigating measures will reduce the risks from high to low overall with social distancing remaining medium risk	

<b>Name of manager</b>	<b>Signature of manager</b>	<b>Date</b>
Patsy Petrie		