

Risk Assessment for return to school 1st June 2020 Planning for the wider opening of schools

REV 2205

Reception, Year one, children of key and critical workers in year 2, vulnerable children.

Location / Site	Insert location and site where activity taking place
Spinfield School	
Activity / Procedure	Insert name/type of activity or procedure being assessed
School opening for Reception, Year one, and those children of key and critical workers in year 2.	
Assessment date	Insert date when assessment is being carried out
18/5/2020 – to be updated regularly until re-opening where necessary	
Assessment serial number	Insert local serial/identification number for future reference
1 of 1	

Government guidance for school 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 school 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

Early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years settings and schools, we taking this into account. Schools should therefore work through the hierarchy of measures:

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

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- Minimising contact and mixing

It is still important to reduce contact between people as much as possible, so children, young people and staff where possible, should only mix in a small, consistent group and that small group should stay away from other people and groups. If you can keep older children within those small groups 2 metres away from each other, you should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.

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Red text are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 14th May 2020

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
1. Lack of social distancing in the classroom resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Reduce the number of children in the classroom to enable social distancing (For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant)) 2. Key worker children will be in the year 4 classroom 3. Social distancing charter created for and with the children, on the first day in school including how many children playing with resources and how (either end of water tray) (Include instructions how to line up, physical contact use of toilet, moving around the classroom etc) 4. 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 5. Resources and activities planned to reduce shared contact and individual learning 6. Use of outdoor space – same charter for outdoors 7. Staff allowed to stay at adult height – no requirement for getting to child level for interactions 8. Interactions carried out where possible from a distance 9. Where desks are used, they should be spaced as far apart as possible 10. Children to use same desk if returning next day 11. Children, young people and staff where possible, should only mix in a small, consistent group and that small, consistent group should stay away from other people and groups. If you can keep older children with those small groups 2 metres away from each other, you should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk 12. Bags, coats and lunchboxes kept on backs of chairs or under children's tables 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
2. Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
These control measures are to encourage space between children where possible. 1. Adults to accompany children to the toilet, verbally checking occupation, wait for child to exit toilet before another entering 2. External Toilet doors to be propped open 3. Schedule toilet visits during the school day for each group of children 4. Allocated toilets for different groups of children 5. Hand gel used before and after toilet use as well as washing hands 6. Extra signs in toilet re washing hands 7. Wedges for the toilet external toilet doors if not fire doors 8. Extra soap ordered to ensure we do not run out 9. Scheduled toilet cleaning times during each day			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
3. Lack of social distancing waiting to enter pods in morning resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
These control measures are to encourage space between children where possible.			
<div>1. Determine a queuing system and a process for staff to greet each child, ensure they wash their hands immediately on arrival, and then go straight to their classroom.</div> <div>2. Markers in the carpark to show 2 metres apart and outside the classrooms so that children wait to enter their classroom</div> <div>3. Allocated gate for parents to arrive and leave from</div> <div>4. Adult face coverings suggested when in school when dropping off and picking up</div> <div>5. Instructions shared re social distancing between families prior to arriving in school</div>			

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6. Signage for parents and children displayed 7. HT to be on duty to supervise 8. Stagger start and end times between year groups by a short period of time to reduce volume at entrance			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
4. Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
These control measures are to encourage space between children where possible. 1. Work out arrangements for breaks or playtimes so that ideally only one group of maximum 15 children is in the same play area at any one time 2. Reduced playtime equipment – hard surfaces and can be easily cleaned 3. Games discussed which encourage social distancing – football passing, catch etc 4. Staff supervision throughout – actively encouraging and insisting on social distancing 5. Children practise talking 2 metres apart – modelled by staff			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
5. Lack of social distancing when eating lunch resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none">1. Children do not mix with children from other groups – children will eat lunch in the classroom that they are working, if having lunch provided by school meal company this will be delivered to the classroom2. Children will have allocated time to go outside. Midday supervisors will remain outside to supervise children3. First aid procedures: midday supervisors to have a walkie-talkie, walkie talkie in staff room so that MDS can communicate with adult in charge of group re first aid. Adult in charge of group will administer first aid wearing PPE4. Each group of children will have their own playground equipment5. Children will not play on apparatus6. When lining up, children will be asked to stay 2 metres apart			

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Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
6. Lack of social distancing in the corridors resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Children staying in their classroom and accessing outside from classroom door 2. One child going to toilet at one time, where possible 3. Staff use empty classrooms and alcoves to maximise the distance between each other, move staffroom to hub as there is more space for social distancing 4. Consider one way system around the school using walkway and outside 5. Agree instructions with children concerning going and returning to toilet 6. When moving class around the school – 2 metres between children – one adult at back insisting the distance is maintained – regular practice of this in the first few days 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
7. Contact of shared resources resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Children asked to bring in own stationary (or have packs of stationary labelled with their name on) which will stay on their work station 2. Tubs of resources for individuals if needed – maths cubes etc 3. Resources cleaned each night and left to dry if not same person using them the next day 4. Tables, door handles and other surfaces cleaned every night 5. Lessons planned so resources are individual and not shared – or on white board 6. Resources on tables ready for lesson and not distributed within the lesson 7. Plastic packets (zippy) bags used for individual resources 8. Children encouraged to wash hands / use hand gel before lessons and after each lesson 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
8. Emotional distress of the children			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. Children to have class teacher and Teaching Assistant in the first instance, but this will not be the case if year group number are above 15 2. Small numbers of children to support their emotional need 3. Reduced time in school to ensure transition is successful from home to school 4. Reduced curriculum to be delivered for first two weeks to support children's well-being – slowly increasing the cognitive load but putting mental health and well-being at the forefront every day 5. Recognising the different children will need different levels and types of support 6. Comfort given from a distance – at adult height and hand gel used after if needed 			
Remaining level of risk	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
9. Emotional distress of the staff – including anxiety			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. Inclusion in risk assessment process – input into hazard identification and control measures 2. Sharing of support helplines 3. At least one SLT member of staff on site every day for staff to share concerns with 4. Risk assessments reviewed regularly. Separate risk assessment for the office area 5. Designated “staff areas” areas for different groups of staff – maybe rota for same area if needed 6. PPE offered to staff members to wear while on site 7. Planned time for planning and preparation within the week esp. for those with children in school – school to close on a Friday at 13.30 for teacher PPA, except to those children of critical and key worker children Subject responsibilities removed re key worker provision 			
Remaining level of risk	Consider level of risk following use of control measures		

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HIGH	MEDIUM	LOW	NEGLIGIBLE
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<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
10. Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. 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 2. Masks purchased if needed 3. Extra gloves ordered 4. Some visors also ordered if needed 5. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk <p>Pls note the Government guidance states “Wearing face coverings or face masks is not recommended”</p>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
11. Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. Hand gel dispenser available 2. Hand gel order in large quantities 3. 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 4. Washing hands posters replaced in all washing areas 5. Reminders how to wash hands properly – videos and posters 6. Procedure agreed for children to wash hands so thorough hand washing is carried out – sing “Happy birthday” twice to ensure handwashing for 20 minutes. 			
Remaining level of risk	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
12. Risk of infection due to lack of cleaning resulting in indirect transmission of the virus			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day 2. Gloves will be worn by all cleaning staff 3. Where needed, resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission 4. Soft furnishings and soft / cloth toys will be removed from use in classrooms 			
Remaining level of risk	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
13. Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>1. Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work.</p> <p>Read guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for more advice.</p> <p>2. Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the staying at home and away from others (social distancing) guidance) have been advised to take extra care in observing social distancing and should work from home where possible. This includes pregnant women. Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.</p> <p>3. If a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), which includes those who are pregnant, they can attend work.</p> <p>4. If a staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on shielding and protecting people defined on medical grounds as extremely vulnerable, it is advised they only attend work if stringent social distancing can be adhered to. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to work at home.</p>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
14. Risk of illness of vulnerable children and family members through direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<div>1. Children who are clinically extremely vulnerable – those being shielded should not attend school</div> <div>2. Children living with someone who is clinically extremely vulnerable should not attend school</div> <div>3. Children who are clinically vulnerable parents should seek medical advice concerning the children returning to school</div> <div>4. Children living with someone who is clinically vulnerable can attend school – parents will be given the choice</div>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

**This Risk Assessment has been ratified by the Governing Board of
Spinfield School**