

JUNE 8th COVID RE-OPENING Risk Assessment – KS1 Key Workers

Location / Site	Bardsey Primary School
Activity / Procedure	KS1 Key Worker Children Re-opening
Assessment date	04/6/2020 – to be reviewed weekly

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

Early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bringing more children back to early years settings and schools, we have taken 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

....the risk will be lowered.

Where settings can keep children and young people in those small groups 2 metres away from each other, they 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 texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 11th May 2020

<u>Identify hazard</u>		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			
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>WE ACCEPT THAT CHILDREN OF THIS AGE WILL FIND SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS A CHALLENGE AT TIMES BUT THEY WILL RECEIVE FREQUENT REMINDERS ABOUT IT FROM STAFF</p> <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 (no more than 15) school estimate 14 children in the first instance2. Remove excess furniture and resources to increase space if space to do so– to safe storage area3. Social distancing charter created for and with the children – 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 adherence5. Resources and activities planned to reduce shared contact and individual learning6. Carpet spots used to support social distancing when using carpet space7. Use of outdoor space – same charter for outdoors8. Staff allowed to stay at adult height – no requirement for getting to child level for interactions9. Interactions carried out where possible from a distance10. Children to use same desk if returning next day11. Teacher and TA are assigned to these children and stay with these children throughout the day (and on sub-sequent days)12. Children stay in the classroom for majority of the day and will not mix with other groups13. Coats on pegs – one at a time and lunchbox placed under desks. Water bottles on their desks.14. Children wear their own clothes suitable for outdoor activities sand these are washed and/or changed each day.			

<u>Identify hazard</u>		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			
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	
WE ACCEPT THAT CHILDREN OF THIS AGE WILL FIND SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS A CHALLENGE AT TIMES BUT THEY WILL RECEIVE FREQUENT REMINDERS ABOUT IT FROM STAFF			
These control measures are to encourage space between children where possible.			
<div>1. Only 1 child allowed to go to 1 toilet at a time</div> <div>2. Hand gel used after toilet use as well as washing hands</div> <div>3. Extra Signs in toilet re washing hands</div> <div>4. Extra soap ordered to ensure we do not run out</div> <div>5. Frequent timetabled cleaning of the toilets by site superintendent</div>			

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
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Lack of social distancing waiting to enter classroom 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	
<p style="background-color: yellow;">WE ACCEPT THAT CHILDREN OF THIS AGE WILL FIND SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS A CHALLENGE AT TIMES BUT THEY WILL RECEIVE FREQUENT REMINDERS ABOUT IT FROM STAFF</p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Drop off time 9:00am using rear gate and supervised by CH and DG. Where possible parents to stay in their cars. Markers used on the playground and at gates to support the children and parents to wait at least 2 metres apart. 2. Only one parent to drop off per family 3. Instructions shared re social distancing between families in the morning with parents and children 4. Signage for parents and children displayed outside the classroom 5. Letter of instructions and timetable of staggered times shared with the parents/carers 6. CH and DG to be on duty to supervise 7. Staggered drop off and pick up times for different year groups 			

<u>Identify hazard</u>		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			
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 style="background-color: yellow;">WE ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ALWAYS FIND SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS A CHALLENGE AT TIMES BUT THEY WILL RECEIVE FREQUENT REMINDERS ABOUT IT FROM STAFF</p> <p>These control measures are to encourage space between children where possible.</p> <ol style="list-style-type: none"> 1. Staggered playtimes and/or allocated play area in the first instance 2. Reduced playtime equipment – hard surfaces and can be easily cleaned 3. Games discussed which encourage social distancing – football passing, hoola hooping 4. Staff supervision throughout – actively encouraging and insisting on social distancing 			

<u>Identify hazard</u>		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			
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 style="background-color: yellow;">WE ACCEPT THAT CHILDREN OF THIS AGE WILL FIND SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS A CHALLENGE AT TIMES BUT THEY WILL RECEIVE FREQUENT REMINDERS ABOUT IT FROM STAFF</p> <p>These control measures are to encourage space between children where possible.</p>			

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1. Children eat in their classrooms
2. Hands washed thoroughly before and after eating
3. Surfaces washed thoroughly before and after eating
4. Children asked to bring packed lunch in first instance unless they qualify for free school meals – children get packed lunch from trolley one at a time and sit at their table to eat their lunch – 2 metres apart
5. Children will eat outside when weather permits and be encouraged to social distance at 2m distance.
6. Meals brought to their classroom – when we have meals prepared on site

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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	
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	
WE ACCEPT THAT CHILDREN OF THIS AGE FIND SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS A CHALLENGE AT TIMES BUT THEY WILL RECEIVE FREQUENT REMINDERS ABOUT IT FROM STAFF			
These control measures are to encourage space between children where possible.			
1. Children staying in their classroom and accessing outside from playground year 2 door – very limited movement around school			
2. Messages to office via phone			
3. Corridors split into lanes with arrows to encourage maximum social distance between adults and children			
4. When moving class around the school – 2 metres between children – one adult at back insisting the distance is maintained			

<u>Identify hazard</u>		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			
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 have packs of stationary labelled with their name</div> <div>2. Tubs of resources for individuals if needed – maths cubes etc</div> <div>3. Resources washed each night and left to dry if not same person using them the next day</div> <div>4. Tables, door handles and other surfaces cleaned with anti-bacterial cleaner every night (and throughout the day)</div> <div>5. Lessons planned so resources are individual and not shared – or on white board</div> <div>6. Resources on tables ready for lesson and not distributed within the lesson</div> <div>7. Plastic packets (zippy) bags used for individual resources</div> <div>8. Children encouraged to wash hands / use hand gel before lessons and after each lesson</div> <div>9. No access for children to sand, play dough or clay.</div>			

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
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	
<div>1. Children to have class teacher and TA (if possible under vulnerable staff guidance) in the first instance</div> <div>2. Small numbers of children to support their emotional need</div> <div>3. 2 metre social distancing SEMH provision available for children who are distressed</div> <div>4. PSHE sessions to be delivered for first week to support children’s well-being</div>			

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5. Comfort given from a distance – at adult height and hand gel used after if needed

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
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. Staff meeting – socially distanced – to discuss concerns and shared control measures 3. Sharing of support helplines 4. HT on site and available every day for staff to share concerns with 5. Risk assessments reviewed after day one, week one and weekly after that – this is flexible 6. Staggered breaks and lunchtimes allow use of staffroom for different groups of staff 7. Planned time for planning and preparation within the week 8. Extremely vulnerable staff (Shielding) work from home 9. Vulnerable staff – those suggests to strict social distancing – working at home or in school with strict 2 metre distancing measures in place/ PPE 			

<u>Identify hazard</u>	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			
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. If any of these instances occur - 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. Not deemed necessary as no pupils currently display severe behaviour issues. 2. Masks available if needed 3. Extra disposable aprons available 4. Extra gloves available 5. Some visors also ordered - if needed 6. Note the Government guidance states “Wearing face coverings or face masks is not recommended” 7. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk 8. PPE offered to staff for those working close with children <p>Pls note the Government guidance states “Wearing face coverings or face masks is not recommended”</p>			

<u>Identify hazard</u>	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		
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the		

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	type and location of controls
<ol style="list-style-type: none"> 1. Hand gel dispenser in every classroom and at all entry/ exit points 2. Hand gel order in large quantities 3. Extra soap dispensers and re-fills at each wash area 4. Children handwash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze 5. Washing hands posters replaced in all washing areas 6. Reminders how to wash hands properly – videos and posters 7. Procedure agreed for children to wash hands so thorough hand washing 	

<u>Identify hazard</u>		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	
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. All surfaces, handles, toilets and shared equipment will be cleaned each day using disinfectant</div> <div>2. PPE will be worn by all cleaning staff</div> <div>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</div> <div>4. Soft furnishings and soft / cloth toys will be removed from use in classrooms</div> <div>5. Classroom deep cleaned before reopening</div> <div>6. Reduction of classrooms used – children to use Y2 classroom only</div> <div>7. No access for children to sand, play dough or clay.</div>			

<u>Identify hazard</u>		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			
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. 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</div> <div>2. Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work at home or work in school adhering to strict 2 metre social distancing from colleagues and children.</div> <div>3. 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.</div> <div>4. Agree staff are allowed to wear PPE when in school if they wish</div> <div>5. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute</div> <div>6. Separate risk assessment for staff who are clinically vulnerable</div>			

<u>Identify hazard</u>	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	
Existing level of risk	Consider current level of risk

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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	
Children who are clinically extremely vulnerable – those being shielded should not attend school			
Children living with some who is clinically extremely vulnerable should not attend school			
Children who are clinically vulnerable parents should seek medical advice concerning the children returning to school			
Children living with someone who is clinically vulnerable can attend school – parents will be given the choice			

<u>Identify hazard</u>		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 – providing first aid			
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	
<ul style="list-style-type: none">• Staff member to wash hands and use disposable gloves and mask before breaking 2m distance• Provide 1st aid following usual first aid protocols• Place all waste into a lidded bin which are present in all classrooms.• Clean any area where contamination has occurred e.g. dripping blood following cleaning protocols• Double bag any waste which has blood on it and put into a lidded bin• Remove and dispose of gloves			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Name of manager	Signature of manager	Date
Craig Hackworth Danielle Gaynor		04.06.2020

Risk assessment reviews	Week ending 12/06/20
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