



Bethersden Primary School - Covid 19 Risk Assessment for return to school or Reception, Year 1 and Year 6 children in addition to Key Worker and Vulnerable children

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| Location / Site | |
| Bethersden PRIMARY SCHOOL | |
| Activity / Procedure | |
| Reception, Year 1 and Year 6 RE-OPENING | |
| Assessment date | |
| 21/5/2020 - to be updated regularly until re-opening | |
| Assessment serial number | |
| BPS-01 | |

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| Identify people at risk | |
| Employees | YES |
| Children | YES |
| Visitors | YES |
| Contractors | YES |

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



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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 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 | | |
| <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 to be completed following parent update but 8-10 children in the first instance 2. Remove excess furniture to increase space if space to do so- to un-used classrooms using safe handling - staff to be advised to ask for support or alternative duties if needed. 3. Children keep to their desks when in the room - 2 chairs at each desk so children can place resources such as lunch boxes and coats on the chair rather than using lockers. Years R and 1 will need to move more freely and use outdoor space for learning. 4. Write a whole school Health & Hygiene Brief for the children which is repeated every day with the children – (Include instructions how to line up, use of toilet, moving around the classroom, school etc.) Repeated regularly. 5. Social distancing charter created for and with the children - One way system for entering and exiting classrooms and clear rules on moving around the classroom to be established daily with children based on attendance and to be regularly reinforced during the day 6. Class rules to re-visited and modelled many times a day and linked to school behaviour system - lots of praise for adherence and sanctions for non-compliance - increased focus on hand-washing and ‘Catch it- Bin it - Kill it’ 7. Children isolated if cannot adhere to charter and spoken to re the need for social distancing, parents may also be contacted 8. Learning activities for individual work (not pairings or group work) 9. Feedback - using large whiteboard and visualizer and interactive whiteboard not close interaction 10. Mark out an area for the teacher - 2m distancing at front of room 11. Children to use same desk if returning next day 12. Staff are assigned to these children and stay with these children throughout the day (<i>and on sub-sequent days</i>) 13. Children stay in the classroom and do not mix with other groups 14. Bags, coats and lunchboxes kept on spare chair at their desk 15. Regular handwashing routines established on entry to school, classrooms, before eating and after toileting | | | |
| 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 | |
| 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 | |
| <ol style="list-style-type: none"> 1. Children reminded of good toilet hygiene and the need for it 2. Toilet bands / signing board used and only one boy and one girl allowed to go to toilet at a time - middle sinks closed for handwashing 3. Allocated toilets for different groups of children mainly in classrooms 4. Toilet timings to be staggered and all children encouraged to go when returning and leaving the classroom to avoid unnecessary movement around the school. N.B. children will not be refused access to the toilet 5. Hand gel used (on return to classroom) after toilet use as well as washing hands 6. Extra Signs in toilet re washing hands at age appropriate levels 7. Wedges for the toilet external toilet doors 8. Extra soap, paper towels and hand sanitiser ordered to ensure we do not run out 9. Toilets cleaned throughout the day by staff and children advised to communicate with staff any issues around cleanliness - staff training organised and resources ordered 10. Toilets cleaned, disinfected and descaled at the end of each day | | | |
| 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 | | |
| Lack of social distancing of parents/carers at drop off and collection 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. No parents allowed on site except for in emergencies 2. Staggered drop off and collection times for year groups and within year groups 3. Siblings not attending school to remain in parents' cars or with parents at least 2m away if on foot. 4. Markers outside the classrooms for the children to wait - more than 2 metres apart as more than one person 5. Allocated entrance/exit points for Year 6 (top doors), Year R (back door), Year 1 (side corridor door). 6. Allocated gate for Reception, Year 1 and Year 6 parents to arrive and leave from 7. Face coverings requested when dropping off and picking up for parents and carers 8. Instructions shared re social distancing between families in the morning with parents and children with clear signage around the premises 9. Signage for children displayed outside the classroom 10. Leadership Group to be on duty to supervise 11. Staggered drop off and pick up times for different year groups 12. Road Crossing Patrol supported in encouraging social distancing | | | |
| 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 | |
| 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 | |
| <ol style="list-style-type: none"> 1. Staggered playtimes and allocated play area/equipment boxes in the first instance - cleaning products in each play box 2. Field to be divided into quadrants with 2 metre corridor between each 3. Reduced playtime equipment - hard surfaces and can be easily cleaned 4. Games discussed which encourage social distancing - football passing 5. Staff supervision throughout - actively encouraging and modelling social distancing 6. Children practice talking 2 meters apart - modelled by staff | | | |
| 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 | | |
| 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 | | |
| <ol style="list-style-type: none">1. Children wash hands before and after eating2. Children eat outside whenever weather allows or in their classrooms, at their desks which is wiped before and after eating using sanitising spray3. Children asked to bring packed lunch in first instance - packed lunches on resource chair4. Each child given a paper serviette to put on their desk to absorb dropped food and disposed of after lunch5. Meals brought to their classroom - when we have meals cooked on site | | | |
| 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 | |
| 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 | |
| <ol style="list-style-type: none"> 1. Children staying in their classroom and accessing outside from classroom door or designated route 2. One child going to toilet at one time 3. Messages to office via telephones so adults remain in bubble zone 4. Staff use empty classrooms and alcoves to maximise the distance between each other 5. One way system established with clear signage marking exit and entry doors - staff to monitor 6. Agree instructions with children concerning going and returning to toilet 7. When moving bubble around the school - 2 metres between children - one adult at back insisting the distance is maintained - regularly practice this in the first few days | | | |
| 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 | | |
| 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 have individual pencil cases in line with school policy - no stationery will be allowed into school2. Tubs of resources for individuals if needed - maths cubes etc3. All equipment cleaned before being used by another child and each night and left to dry if not same person using them the next day4. Tables, door handles and other surfaces cleaned with sanitising spray regularly during the day by staff and every night5. Lessons planned so resources are individual and not shared - or on white board6. Resources on tables ready for lesson and not distributed within the lesson7. Children encouraged to wash hands / use hand gel before lessons and after each lesson8. Verbal marking of children's learning in books so as to avoid touching surfaces | | | |
| 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 | | |
| Children's well-being and mental health | | | |
| 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 familiar staff (if possible under vulnerable staff guidance) in the first instance 2. Providing familiarity of learning environments by ensuring furniture, displays and resources are age group specific 3. Small numbers of children to support their emotional need 4. Reduced time in school to ensure transition is successful from home to school 5. Recognise that some families may struggle with getting back into the swing of things and support these families where it is needed 6. Provide more open type activities in the afternoon 7. Large emphasis on reconnecting and rebuilding relationships 8. Children will have established different eating patterns – they may feel hungry more frequently – snack times may need to be introduced for a short while with families encouraged to send snacks 9. Leadership Group in school every day to support with any child who becomes distressed 10. Ensure that behaviour expectations are re-established as quickly as possible 11. Remind children about how they speak to each other; how they treat each other and the expectations with regards to attitudes 12. Headteacher or Leadership Group (possibly extended to other staff in time) to talk to each bubble daily to remind them of these expectations via Zoom 'assemblies' to classrooms and possibly home environment 13. All staff to place absolute emphasis on the school being a reduced risk environment and that they are loved and cared for 14. Aim to re-establish the culture and ethos that existed before 15. Greater emphasis on PE, music, art/DT, themes/projects and assessing children's wellbeing/readiness to learn. | | | |
| 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 | | |
| 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 of all staff in risk assessment process - input into hazard identification and control measures and aware they have the responsibility and right (in a non-threatening way) to report concerns 2. Online or phone supervision for any staff who requests it - Nick Lord 3. Staff meeting - virtually - to discuss concerns and shared control measures 4. Sharing of support helplines - Education Support 08000 562561 5. At least one Leadership Group member of staff on site every day for staff to share concerns with 6. Risk assessments reviewed after day one, week one and fortnightly after that or as needed 7. Separate risk assessment for the office area - staff to use bubble phones instead of visiting the office - including signing in and registers 8. Designated “staff areas” areas for different groups of staff - including extra staffroom and changing facilities 9. Planned time for planning and preparation within the week especially for those with children in school 10. Extremely vulnerable staff (Shielding) work from home 11. Vulnerable staff - those suggests to strict social distancing - working at home or in school with strict 2 metre distancing measures in place 12. Remove any expectations beyond the school day (no taking books home to mark) 13. Staff able to go home and focus on their family members soon after children off site if they choose 14. Staff to have time to talk to Leadership Group about their personal situation 15. Internal support plan/system and put in place if required 16. Five-minute staff meeting at the beginning and end of each day in the first few weeks led by a member of the Leadership Group broadcast to bubbles and those at home via Zoom | | | |
| 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 | |
| Risk of spreading virus due to close contact with children – working 1:1 with vulnerable children 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/virtual LIFT/Specialist Teachers regarding support for children with behaviour difficulties. 2. Individual risk assessments in place where necessary 3. Face shields available for duties requiring PPE 4. Extra disposable gloves ordered 5. Extra gloves, soap, hand sanitiser ordered with stocks already available in school 6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk 7. Avoid face to face level with children where possible <p>Please 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 | |
| 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. Anyone who is unwell with CV-19 symptoms do not attend school setting 2. Keep windows and doors open where safe to do so. 3. Hand gel dispenser inside all bubbles as well as dedicated sinks and handwashing routines 4. Soap and hand gel order in large quantities 5. Extra soap dispensers and re-fills in each classroom 6. Children wash hands and 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 7. Age appropriate hand washing posters replaced in all washing areas 8. Reminders how to wash hands properly - videos and posters 9. Procedure agreed for children to wash hands so thorough hand washing 10. Staff and children follow the 'Catch it, Bin it and Kill it' routine of good respiratory hygiene. 11. Each classroom to have a rubbish bin with lid removed to reduce contact surface 12. Staff to ensure there are always boxes of tissues available for all 13. Children required to bring their own water bottle to school to avoid risk of a cup being shared | | | |
| 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 | | |
| 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 during the day using sanitising spray by staff and by the cleaning company 2. PPE will be worn by all cleaning staff 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 4. Soft furnishings and soft / cloth toys will be removed from use in classrooms where possible 5. Deep cleaning of all classrooms booked for the May Half Term break as well as 'fogging' of all areas 6. Cleaners to return to work before the school re-opens 7. Some 'cleaning duties' to be undertaken by caretaker such as emptying bins to allow cleaners to concentrate on hard surfaces. Routines adapted such as reduced hoovering (lower risk of contamination) to allow focus on higher risk procedures | | | |
| 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 | | |
| 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 | | |
| <ol style="list-style-type: none">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 (this currently applies to one member of staff)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. (this currently applies to 4 staff)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. (this currently applies to 1 member of staff) | | | |
| Remaining level of risk | Consider level of risk following use of control measures | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |



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| Identify hazard | Record the hazard that could cause harm or injury - add appropriate detail about the type and location of hazards |
| Lack of social distancing between staff and other adults (office staff) resulting in transmission of the virus | |

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| Existing level of risk | Consider current level of risk | | |
| HIGH | 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 |
| <ol style="list-style-type: none">1. Parents, visitors and contractors not to enter the school premises unless in an emergency – contact details clearly established and communicated2. Encourage contact via email, telephone and text for communication3. Use of Zoom for external meetings, Leadership Group, Governor meetings and staff meetings4. Use on online webinars for staff CPD5. Staff conversations to be held outdoors where possible6. Contractors encouraged to work on site out of school hours where possible7. If adults do need to come into school allow one adult in reception at a time8. There is no need for children or staff to visit the office as use of bubble phones is the method of communication including 'signing in'9. Hand gel dispenser installed in the reception area10. Essential visitors required to use the hand washing and hand sanitiser facilities upon arrival11. Posters and signage installed to remind visitors of social distancing rules and handwashing12. Office staff/Headteacher responsible for cleaning the office areas | |

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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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| OVERALL level of risk | Consider level of risk following use of control measures | | |
| HIGH | MEDIUM | LOW | NEGLIGIBLE |
| Assessor's comments | Insert comments relevant to findings as appropriate | | |
| <p>Overall the risk in school is medium as all measures put in place require strict adherence by all members of the school community. Many variables exist as all measures are reliant on 'behaviours' which cannot be fully controlled.</p> <p>Staff have tested the above procedures with a limited number of children and are confident that safety measures in place at the time of the risk assessment are appropriate.</p> <p>The school cannot guarantee 2m social distancing and believe that this would be detrimental to the children's wellbeing so staff will use dynamic risk assessments and seek support with any anxieties.</p> <p>All staff are aware of the procedures they should follow if they, a member of their family or a member of their bubble start to feel unwell with Covid-19 type symptoms including the procedures for requesting a test.</p> <p>Whether children attend school will be by parental choice and a meeting has been set up to provide information to parents following strategic oversight of this risk assessment by Governors so they can make an informed decision. A ParentMail survey will then be sent out asking parents to sign up for 'admission to school' from 2nd June with a clear end date. If a parent does not complete the survey, 48 hours' notice will be required so that adaptations can be made to staffing numbers and procedures for the appropriate bubble.</p> <p>This risk assessment is in place before a final decision is made on the re-opening of schools which we are only likely to hear confirmation about as late as May 28th.</p> | | | |

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| Name of assessor | Signature of assessor | Date |
| Stuart Gawthorpe | | 21 st May 2020 |

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| Governor's comments | Insert comments relevant to assessment as appropriate |
| <p>Governors had the opportunity to question, challenge and make suggestions.</p> <p>Governors unanimously endorsed the risk assessment</p> | |

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| Governors contributing | Signature on behalf of the Governing Body | Date |
| Jenn Read, Kate Kirk, Sally Carysforth, Coleen, Sam Buckman, Keith Brannan | | 21 st May 2020 |



Risk assessment reviews

Set future review dates & sign/comment upon completion