

Risk Assessment for Birdsedge First School

Public Health Advice to Minimise Risks for full school opening September 2020

| Aspect: | Trust Wide actions/considerations – Schools should RAG these when in place | School specific actions – actions should be allocated and time stamped. | Who? | By When |
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| <p>The system of controls: PREVENTION: STEPS TO TAKE</p> | <p>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home where they must arrange for testing and self-isolate for 10 days if there is a positive test result.</p> <p>Procedure for anyone becoming unwell would be:</p> <ul style="list-style-type: none"> -bring them to the Headteacher office where they can remain isolated and supervised from the corridor if possible by an adult wearing PPE. -contact made with family to arrange collection from school as soon as possible -Prepared signage to be put on door of office -window opened for ventilation -if they need a bathroom whilst waiting staff bathroom next to class 1 is used and clearly signed for do not use until a deep clean has taken place. <p>-should there be any waste from a person during this isolation time, the following procedures will be applied:</p> <ol style="list-style-type: none"> 1. Waste put in a plastic rubbish bag and tied when full | <p>Publish procedures to parents/staff</p> <p>Publish procedures on websites</p> <p>Display procedures in key areas for staff</p> <p>Prepare do not use signs to display and monitor on isolation office and bathroom if used.</p> | <p>Trust</p> <p>AP/SL</p> <p>AP/SL</p> <p>AP/SL</p> | <p>August</p> <p>16.7.20</p> <p>7/9/20</p> <p>7/9/20</p> |



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| | <p>2. The plastic bag then be placed in a second bin bag and tied</p> <p>3. This should be put in a suitable and secure place and marked for storage until the individual's test results are known. This waste should be stored safely and kept away from children. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours.</p> <p>If the individual tests negative, this can be put indisposed of immediately with the normal waste.</p> <p>If COVID-19 is confirmed this waste should be stored for at least 72 hours before disposal with normal waste.</p> <p>If during an emergency you need to remove the waste before 72 hours, it must be treated as Category B infectious waste. You must:</p> <ul style="list-style-type: none">· keep it separate from your other waste· arrange for collection by a specialist contractor as hazardous waste <p>-signage to remain on door and office not to be used until a deep clean has happened.</p> <p>It will be communicated with parents and staff to not to come into school if they have COVID-19 symptoms or have tested positive in the last 10 days. The child (and anyone in their household) should self-isolate for at least 10 days and arrange to be tested if they develop symptoms.</p> | | | |
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| <p>2) Clean hands thoroughly more often than usual</p> <p>Promote handwashing with soap and water for at least 20 seconds across the school day, spending particular time in week 1 teaching children how to do this with video aids. As a minimum children should wash hands:</p> <ul style="list-style-type: none"> • After coming into school • After sneezing or coughing • Before and after handling or eating food • After going to the toilet | Ensure appropriate signage in sink areas | AP/SL | 7.9.20 |
| | Establish clear routines | DW | 16.7.20 |
| | Train staff on routines for the day | DW | 7.9.20 |
| | Teach children how to wash hands | All Staff | 8.9.20 |
| <p>Designate sink areas with adequate soap and paper towels for each class.</p> <p>Class 1 – in classroom and designated class toilet</p> <p>Class 2 and 3 – key stage 2 children’s bathrooms</p> <p>Provide each class with access to hand sanitiser but stored by teacher and used at adult discretion - hand washing with soap always prioritised and used whenever possible.</p> | Order additional stock | Trust | 10/7.20 |
| | Train staff on safe storage/use of hand sanitiser | DW | 7.9.20 |
| <p>3) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <p>Promote the ‘catch it, bin it, kill it’ approach, e.g. by providing tissues, bins, posters</p> <p>Windows throughout school will be kept open from first thing in the morning and the smallest classroom (class 2) will have its’ door into the outdoors open (the outdoor area is secure and locked).</p> | Train children on return | All Staff | 8.9.20 |
| | Ensure full complement of appropriate bins | DW/S W | 16.7.20 |

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| <p>4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</p> <ul style="list-style-type: none"> • Read and refer to PHE’s COVID-19: <u>cleaning of non-healthcare settings guidance</u> • An enhanced cleaning schedule will be in place to ensure the lunch hall is cleaned between classes and regularly touched surfaces and bathrooms cleaned within the day. • A cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas • The removal and safe disposal of rubbish will happen daily • Shared resources within a class, particularly in class 1, to be cleaned at the end of each day. • Children in class 2 and 3 will have own personal equipment, any more specialised equipment that is shared will be cleaned after use. • The lunch hall tables will be set up by catering staff prior to eating so children are not collecting cutlery and plates from a communal area. | <p>Develop clear plans/schedules of when common rooms/spaces are used to ensure cleaning between bubbles</p> <p>Centralise a ‘relief’ cleaner system to ensure coverage in the event of absence</p> <p>Agree definition of shared appropriate resources in bubbles</p> <p>Agree how bubble resources will be cleaned, eg reading books, EYFS and KS1 equipment</p> | <p>SW</p> <p>AC</p> <p>DW/K H/DH/ MS</p> <p>DW and KH</p> | <p>4.9.20</p> <p>31.8.20</p> <p>14.7.20</p> <p>14.7.20</p> |
| <p>5) Minimise contact between individuals and maintain social distancing wherever possible</p> <ul style="list-style-type: none"> • School will run as one large bubble but contact between classes and gatherings of more than one class will be kept to a minimum. • Timetables have been revised to ensure children stay within 3 classes for the majority of the school week. • Classes will have designated area of playground to play in, on a rota system so that there is never all three | <p>Create a visitor guide/protocol to ensure social distancing</p> <p>Clearly define bubbles</p> <p>Face tables frontward where-ever possible</p> <p>Agree classroom set ups for EYFS and Y1</p> | <p>Trust</p> <p>DW</p> <p>DW/K H/DH/ MS</p> | <p>7.9.20</p> <p>9/7/20</p> <p>14/7/20</p> |

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| | <p>classes in the same space at the same time to reduce large numbers and crowding.</p> <ul style="list-style-type: none"> Lunch times for class 1 and class2/3 will be staggered and each class have their set table to use <p>-11:30 – 12 Class 1 will use the hall 12- 12:30 (approx.) and will play on the playground. 12:30 – 1pm access classroom outdoor provision</p> <p>-12 – 1pm class 2 and 3, on own tables will use the hall then the playground.</p> <ul style="list-style-type: none"> Assemblies will be carried out at a social distance, with classes in own separate area of hall and facing forward always. Each class will have its’ own designated waiting area for drop off and pick up. <p>There will be the following restrictions in place for items being brought into school:</p> <p>Coats – children of course, should come prepared for the school day with their coat. Class 1 will be supported to use to coat pegs as they come in, Class 2 and 3 will bring coats into class and keep these on their own chair.</p> <p>Book Bags – Book bags can be brought into school so letters and books that need to go between home and school can. Reading books will be kept for the week and taken in by school for swapping on Friday (if children have finished with them) – this allows time for cleaning and books being in isolation before they are used by another child. Children should bring book bags into classrooms where we will encourage children to keep them under their desks in class.</p> <p>Lunch Boxes – packed lunches can be brought into school. In class 1 these will be stored in class and for Class 2 and 3</p> | <p>Make staff booklet with key structural organisation and walk through during INSET</p> <p>Write letter to parents detailing key structural organisation</p> <p>Organise lunch time set up and plan with Catering Manager</p> | <p>DW</p> <p>DW</p> <p>DW</p> | <p>14.7.20</p> <p>17.7.20</p> <p>9.7.20</p> |
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| | <p>children will put these on the top of the lockers where there is space to keep them apart from each other. All children are encouraged to bring their own, labelled, water bottle which they can bring into class with them</p> <p>PE kits – PE kits need to be in school from week 2 (Monday 14th September) We encourage these to stay in school for the week and be taken home on Friday for washing. In class 1 these can be kept on pegs whilst class 2 and 3 will have a shared locker to keep their PE bag in, the pegs and shelves inside will allow bags to be kept inside without touching.</p> <p>Other than the above mentioned items we ask that anything else is kept at home. Children will be provided with any further equipment they need.</p> <ul style="list-style-type: none">• Feedback and marking policy will be agreed with teachers during the INSET to verbal feedback and children marking own work when appropriate to reduce teachers touching children’s work and books.• Movement outside of classrooms will be kept to a minimum and always managed and supervised by staff. Only one class will move outside of their classroom at a time – for example when going to lunch or to break. There will be limits on number of children going to the bathroom at once. <p>Washing facilities will be supervised when being used by children and each class staggered to use at one time.</p> <p>Children will have designated seat where they will sit each day which will assist with track and tracing.</p> | | | |
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| | <p>school's arrangements ensure that staff maintain a 2 metre distance from other staff and students at all times</p> <p>Classrooms have been re/arranged to allow as much space between individuals as practical.</p> | | | |
| | <p>6) Where necessary, wear appropriate personal protective equipment (PPE)</p> <p>Put in place a PPE policy that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school and where a pupil already has routine intimate care needs that involve the use of PPE.</p> | PPE Policy needs to be in place and shared with staff | Trust | 4.9.20 |
| <p>The system of controls: RESPONSE TO INFECTION: STEPS TO TAKE</p> | <p>7) Engage with the NHS Test and Trace process</p> <p>Put in place a procedure regarding the NHS Test and Trace process and how to contact <u>your local Public Health England health protection team</u> (this is likely to be part of the procedure outlined below</p> | | | |

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| | <p>8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>See point 1 for procedure to follow should a child display symptoms. These procedures to be displayed clearly in all classroom and areas for staff information and training to be included during school INSET before opening.</p> <p>Read procedure for dealing with a suspected outbreak and ensure staff are aware of the steps the school will take in the event of an outbreak</p> <p>Communication with staff and families</p> | <p>Develop a response plan to a confirmed case.</p> <p>Create an 'information leaflet' for staff/families of children who need to self-isolate with PHE guidance.</p> <p>Publish clear procedures for first aiders on dealing with a suspected case including the need to wear PPE</p> <p>Train staff on how to deal with a suspected case</p> | <p>Trust</p> <p>Trust</p> <p>Trust</p> <p>DW</p> | <p>4.9.20</p> <p>4.9.20</p> <p>4.9.20</p> <p>4.9.20</p> |
| | <p>9) Contain any outbreak by following local health protection team advice</p> <ul style="list-style-type: none"> • PPE equipment ready for each class and checked daily along with hand washing checks to monitor stock level. | <p>PPE equipment available for each class. This should be checked daily by AP/SL so new stock can be ordered if and when needed.</p> | <p>DW</p> <p>AP/SL</p> | <p>4.9.20</p> |
| <p>Risk assessments</p> <p>STEPS TO TAKE</p> | <ul style="list-style-type: none"> • Complete health and safety risk assessments (refer to guidance on risk assessments is available in the Annex to the guidance) • Consult with staff and representatives • Consider the impact on staff and pupils who have particular protected characteristics, including race and disability, in developing your approach to reopening | <p>Create Trust wide outline RA and share with schools</p> <p>Schools to complete RAs with leadership Teams</p> <p>Site visits to review RAs from Trust</p> | <p>NG</p> <p>DW</p> <p>DW/N G</p> | <p>9.7.20</p> <p>17.7.20</p> <p>4.9.20</p> |

School Operations

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| Transport | <ul style="list-style-type: none"> Encourage parents and pupils to walk/cycle or drive to school rather than take public transport | Include transport guidance in letters to parents | DW | 16.7.20 4.9.20 |
| STEPS TO TAKE | <ul style="list-style-type: none"> Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+ Consider organising walking buses for primary pupil groups Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school's policies. Consider: <ul style="list-style-type: none"> how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school use of hand sanitiser upon boarding and/or disembarking additional cleaning of vehicles organised queuing and boarding where possible distancing within vehicles wherever possible the use of face coverings for children over the age of 11, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet | Notify Bus company of any changes to start/end times and potential demand/clarify RAs for travel. | | 16.7.20 |

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| <p>Attendance STEPS TO TAKE</p> | <ul style="list-style-type: none"> Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year. When writing to parents regarding school opening include points around: <ul style="list-style-type: none"> what precautions and processes will be in place mandatory attendance expectations the reasons why returning to school is important Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and make individual contact to support. Use planned transition events in 16.7.20 to engage with these pupils and offer support for September. Consider using the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance | <p>Update attendance policy for pupils which includes consideration of the removal of attendance for imposed self-isolation from absence figure calculations.</p> <p>Contact families where attendance has been an historic issue to talk about return and offer support</p> <p>Put RAs in place for any children returning in Sept with underlying health conditions including anxiety, and those with behaviour difficulties.</p> | <p>DW</p> <p>DW/KH /DH/MS</p> <p>DW</p> | <p>4.9.20</p> <p>17.9.20</p> <p>4.9.20</p> |
| <p>Workforce STEPS TO TAKE</p> | <ul style="list-style-type: none"> The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may be advised not to return to work. Assess how many staff remain in | <p>Create a new RA for vulnerable staff.</p> | <p>NG</p> | <p>16.7.20</p> <p>16.7.20</p> |

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| | <p>this much smaller group and the impact on the workforce</p> <ul style="list-style-type: none"> Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes. | <p>Complete staff RAs for staff who have been in the Critically vulnerable group including an invite into school</p> <p>Complete RAs for all staff with protected characteristics which may place them in a higher risk group.</p> <p>Book time to conduct a RA with staff currently shielding.</p> <p>Put provision in place for any staff who may not return in Sept in light of RA</p> | | <p>16.7.20</p> <p>16.7.20</p> <p>16.7.20</p> |
| | <ul style="list-style-type: none"> In light of your assessment, consider altering the way in which you deploy staff To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year | | | |
| | <ul style="list-style-type: none"> Visitor policy is prepared and will be shared with all visitors prior to visiting school. This must be agreed to and signed before visitors can work on site. All visits to school by outside agencies and contractors must be pre booked and arranged in advance. Any visitors from above will first meet with Headteacher prior to work being completed and have Risk Assessment shared with them No parents onsite indoors unless by appointment and absolutely necessary | | | |
| <p>Extracurricular activities STEPS TO TAKE</p> | <ul style="list-style-type: none"> Breakfast and After School Club to start again from September – contact to be made regarding spacing, | <p>Work with out of school club manager to mirror procedures in school in the club as much as possible. Meeting booked 15.7.20</p> | DW | 4.9.20 |

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| | <p>hygiene and cleaning procedures in place in school so these can be reflected in the club.</p> <ul style="list-style-type: none"> Review parents use of external providers and consider how such provision will work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible Consult the <u>guidance produced for summer holiday childcare</u>. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible As with physical activity during the school day, contact sports should not take place | <p>Provide some after school clubs, those that allow more distancing, less contact and with a focus on physical activity.</p> | DW/SL | |
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Curriculum, behaviour and pastoral support

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| Curriculum STEPS TO TAKE | <ul style="list-style-type: none"> Work with teachers through weekly staff meeting to identify the most important missed knowledge and make use of flexibilities to plan how this will be covered, within a broad curriculum in all subjects | Order GL assessments ready for Sept. | DW | 10.7.20 |
| | <ul style="list-style-type: none"> Plan formative assessment of pupils to inform modifications to the school's curriculum. Using GL assessments, phonics screening check, early years baseline toolkit, letters and sounds assessments and running reading records. | Map out clearly where 'catch up' will feature | DW/KH DH/MS | 4.9.20 |
| | <ul style="list-style-type: none"> Identify students most at risk of disengagement/most in need of additional support and plan for interventions to ensure catch up. | Prepare 'Reconnect' curriculum in line with Trust guidance | DW | 4.9.20 |
| | <ul style="list-style-type: none"> Engage with LAs, agencies and the families of pupils with SEND to devise personalised plans to provide specific support as needed | Introduce staff to 'Reconnect' | LS | 4.9.20 |

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| <p>Physical activity STEPS TO TAKE</p> | <ul style="list-style-type: none"> Children will remain in consistent class groups for PE lessons where possible, sports equipment is thoroughly cleaned between each use, and contact sports are avoided. PE lessons will take place outside where possible, and in the hall where it is not, maximising distancing between pupils and paying attention to cleaning of equipment between classes using this and washing of hands immediately before and after the lesson. <p>Build physical activity into the daily routine such as the daily mile and monthly activity challenges that support non contact, regular movement for all pupils.</p> | <p>Ensure curriculums account for reduce fitness levels.</p> | <p>PE/Sports leaders</p> | <p>8.9.20</p> |
| <p>Pupil safety, well-being and support STEPS TO TAKE</p> | <ul style="list-style-type: none"> Designated safeguarding leads is provided with more time, in the first week of term by not being in class, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children social care and other agencies where these are appropriate Provide provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> o support the rebuilding of friendships and social engagement o address and equip pupils to respond to issues linked to coronavirus (COVID-19) o support pupils with approaches to improving their physical and mental wellbeing <p>In school this will be supported by daily Team Time for each class, weekly PSHE lessons, daily assemblies and mini</p> | <p>Safeguarding training Trust wide to include emerging risks/specific risks associated with lockdown</p> <p>Send out Trust parent survey</p> <p>Review survey results and incorporate into 'Reconnect' curriculum</p> <p>Send out parent information reminders relating to safeguarding concerns</p> | <p>GS</p> <p>DW</p> <p>D W / K H D H / M S</p> | <p>4.9.20</p> <p>10.7.20</p> <p>7.9.20</p> <p>5 .9 .2 0</p> |

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| | whole school themes based on books covering issues likely to have affected pupils. | | | |
| | <ul style="list-style-type: none"> Daily staff de-brief time will be provided so issues arising can be addressed and more targeted pastoral support can be planned if this is needed at a more individual level. Consider the support needs of particular groups who need additional help (for example children in need), and any newly vulnerable pupils on their return to school | Update/put in place RAs for pupils who may be vulnerable or may present a risk (Must be in place before return) | DW | 7.9.20 |
| Behaviour expectations STEPS TO TAKE | <ul style="list-style-type: none"> Behaviour and attendance policies will be revised if necessary, to create the right conditions to re-engage pupils in their learning and reintegrate them back into school life. Class team reward systems will be in place and designed with children in the first week. Houses will be relaunched and house points used to encourage and reward positive behaviour. Provide additional pastoral and support services, exploring how services might be delivered remotely prior to reopening | Plan class reward system in class teams that supports reinforcement of positive behaviour. Establish clear class and school rules through week 1 assemblies and PSHE lessons Re-plan and re-launch school houses | KH/DH/MS DW | 11.9.20 11.9.20 |

Contingency planning for outbreaks

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| Process STEPS TO TAKE | <ul style="list-style-type: none"> Ensure you have a contingency planning process in place for local outbreaks | Create the 'blended' plan and train staff to ensure limited disruption to learning in case of a lockdown | | 7.9.20 |
| Remote education STEPS TO TAKE | <ul style="list-style-type: none"> Develop a contingency plan for remote education provision – have systems in place to move immediately to providing remote education where a | Ensure all staff access to training to be able to run lessons on Teams | DW | 21.9.20 |



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| | <p>class, group or small number of pupils need to self-isolate, or where there is a local lockdown</p> <ul style="list-style-type: none">• Put in place a curriculum that allows access to high quality online and offline resources that is linked to the school or trust’s curriculum expectations• If necessary, select the online tools that will be consistently used across the school or group of schools in order to allow interaction, assessment and feedback, and make sure staff are trained in their use and provide printed resources for pupils who do not have suitable online access• If necessary, apply for government-funded support to access one of two free-to-use digital education platforms: G Suite for Education or Office 365 Education | <p>Agree system with teachers for remote education for whole school – through use of packs or sways via the school website.</p> | <p>DW</p> | <p>16.7.20</p> |
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