**UPDATED RISK ASSESSMENT April 2021**

**Overarching Guidance**

Preventing the spread of coronavirus involves dealing with direct transmission (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. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

1. minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges
2. cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
3. ensuring good respiratory hygiene - promote the ‘catch it, bin it, kill it’ approach
4. cleaning frequently touched surfaces often using standard products, such as detergents and bleach
5. minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

**Staff Principles**

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your manager) and access a test as soon as possible.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the ‘catch it, bin it, kill it’ approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it’s understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, ‘catch it, bin it, kill it’ etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationery).
10. Keep your classroom door and windows open if possible, for air flow.
11. Limit the number of children from your class using the toilet at any one time.
12. Limit your contact with other staff members, and don’t congregate in shared spaces, especially if they are small rooms.
13. Make sure you’ve read the school’s updated behaviour policy and know what role in it you’re being asked to take.

|  |  |  |  |
| --- | --- | --- | --- |
| **Theme** | Key action list | Measure in place | **Who /When** |
| Children and parents | Identify likely numbers of pupils returning and agree required staffing resources and approach and liaise with your local authority on your plans. | * Risk assessment shared with AtC/ LA/ Governors/ parents/Staff
* Year group bubbles - plus playtime and lunchtimes
* B/ASCC to be in year bubbles
* AHT, PPA leads/PEO/ Operations manager(if necessary) allowed to enter bubbles
* Student Year 4 to observe classes at a distance
 |  |
|   | Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection). | * Essential correspondence sent out via letter on Parent App.
* Information regarding updated entrance/exit/timings provided week beginning September 2020 - remain same
* Letter to parents informing with further details approx fortnightly
* As from 30th September and in light of Gov guidelines and further lockdown procedure in Blackpool parents will be asked to wear face coverings when entering the playground. SLT to wear face coverings. Teachers wear face coverings when engaging with parents.
* As per gov guideline (lockdown 2 from 5/11/20) extra curricular clubs stopped until further notice
 | Parent APPSLT |
|   | Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school. | * Arbor/paper register to be used by class teacher in line with gov guidelines
* Office staff to use Arbor to record attendance
* Office staff to complete DfE daily return
 | DailyAM/PM session |
|   | Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities. | * DSL/DDSL identified to support vulnerable children.
* PEO/DSL/DDSL to have contact with parents to ensure provision is in place and teachers informed
* Any child wishing to return to school with toileting needs a parent/carer to speak with AMW to identify if school has capacity to support return. If capacity is available then HCP will be initiated.
* First day of absence contact in place – office staff to make contact. PEO to engage with family.
 | AMW/MCJLAMW/MC |
|   | Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers. Check for revised protocols from your local authority and update safeguarding policy if necessary. | * CPOMS updated and shared
* DSL/DDSL update and interact with appropriate outside agencies to update an adapt provision
* PEOs to engage with identified children who may require further support on returning
* Teaching of PSHCE/ routines and structure to play fundamental role
* Staff to approach return with compassion and sensitivity in order to allow children to feel secure on return
 |  |
|   | Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations. | * Review pertinent points to be addressed.
* Remind parents of the updated policy – notice via website/App
* Behaviour Policy reviewed regularly in light of Covid 19 pandemic and sensitivities around this
* Staff reminded the policy has been updated
 | AMW |
|   | Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals. | * Reception/ Year 1 to eat in canteen - separate rooms
* Years 2 - 6 to each in classroom - choice of hot option including jacket potato, burger, pizza etc
* Notification of lunchtime arrangements communicated to parents via HT letter
* Year group bubbles to be maintained throughout lunches - play split to accommodate Year group bubbles and Y2 lunchtime changed
 | APCatering manager |
|   | Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the [implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) guidance), and under what terms. | * B/ASCC to be in year group bubbles as far as possible
* Communicated to parents 14/5/21

School office staff informed to answer questions from parents* Social distancing to be maintained as far as possible.
* Covid pack to be placed in BASCC
* B/ASCC area to have deep clean each Friday
 | JL/SB |
| Staff (teachers, support staff and non-teaching staff) | Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary. | * Change to year group bubbles and ceasing of face masks on communal places communicated to staff 12/5/21 & 15/5/21
* Individual phone calls completed to be completed should a bubble close
* APP messages to be sent to relevant parents should a bubble close
* Public Health England to be informed following LA guidance
* LFTs to be completed twice weekly by all staff and reported in the way outlined
 | SLTSMTTeacherTAsAdminIT support |
|   | Consider options if necessary, staffing levels can’t be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers). | * Sickness absence policy/ attendance policy to be followed
* LFTs to be completed twice weekly
* AHTs to cover absence in the first instance
* Friday to deep clean and sterilise equipment used
* Separate exit and entrance for staff room bubbles- staff to observe and use individual exit and entrance - R and Y1 sunshine room, Yrs 2,3,4 staff room stairs, Y5 and 6 The Hub.
* trainee teacher, NQT allowed to visit bubbles with prior agreement of HT/ DHT and remain socially distanced from children for training purposes.
* Trainee teacher to be allowed in KS1 and KS2 - observe risk assessment with regard to sanitising hands observing positive cleaning.
 | SLT |
|   | Identify staff who can’t return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education).HR to provide a data collection form for use by schools – 13 May | * All colleagues contacted by DHT/HT clarify situation
 |    |
|   | Agree staff workload expectations (including for leaders). | * CPD expectation clearly stated
* Clear guidance provided on focus on PSHCE
* Guidance provided on marking and feedback
* Guidance provided on staff meetings to be held virtually as far as possible
* PPA time provided
 |  |
|   | Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding). | * Behaviour Policy updated
* Coronavirus Policy implemented
* Safeguarding reviewed weekly taking into account any issues
* Risk assessment shared
* risk management shared with colleagues on Google Drive as and when updated.
 | AMWJLSH/SLT |
| Protective measures and hygiene | Read the guidance on [implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments. | * Continence issues such as soiling should be dealt with by staff. Parent/carer should be contacted immediately, and children sent home.
* Covid pack in each classroom containing: aprons, gloves, sanitiser, face mask, tissues, cloth and disposable bags.
* **All staff** should know how to safely put on and take off PPE, please see PHE links to [donning and doffing of PPE](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/877658/Quick_guide_to_donning_doffing_standard_PPE_health_and_social_care_poster__.pdf).
* Coronavirus Policy
* all TAs and PEOs provided with full face visor for first aid administration (22/10/20)
 | SLTAP |
|   | Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school. | * All stakeholder informed of entrance/ exit/ timings/playtimes/lunchtimes - updated
* All staff briefed (see above dates) on movement around school.
* Toilets cleaned at mid-morning, 1:30pm and after school – signs to identify that toilets are being cleaned
* Deep clean on Friday to include toilets
* Tape to be used to signify distance in class from teacher
* Lunch to be eaten in classrooms Y2 - Y6
* Staggered entrance and exit times
* Communicate clearly with staff and parents via face to face, video, letter, ParentApp
* Each year group bubble have own space outside
* **All classrooms to have windows open to increase ventilation and air flow**
* Doors, as far as possible, to be open to decrease need to touch handles
* Hands to be sanitised before entry
* Wash hands regularly with soap and water
* No parents allowed in school building
* Key worker bubbles adapted to respond to numbers of key workers (Lockdown 3)
 |   5AM  |
|   | Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies. | * Cleaning rota displayed on each classroom to note cleaning date and time
* Cleaning materials ordered by DHT and issued by Site Supervisor, ***staff inform when they need more but before they run out***;
* Deep clean weekly
* Tables wiped before and after lunch
* Supplies purchased and stored appropriately
* Sanitary check complete – identify further supplies required in each room
 |  |
|   | Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment). | * Individual pen pots with individual pencils, crayons and glue stick
* As as 29/4/21 children to sit in groups rather than rows
* Reading books can be taken home but stored for 72 hours before reused. TAs to place in box and manage redistribution of books.
* TAs to attend reading areas to collect books in order to limit movement around school
* Soft furnishings removed from classrooms
* Soap to be placed in each classroom by sink
* Hand sanitiser per class. Smaller bottle 1 per adult in classroom
* markings outside toilets to identify 1 metre plus rule
* Cleaning log on outside classroom door
* Incident log kept in classroom and completed daily
* Teacher/TA to frequently ensure surfaces washed – bucket, fairy liquid and cloth provided in each room and new cloth provided each day
* Milton Sterilising solution used to sterilise equipment Friday
* Emergency Covid pack in each class room – face mask, gloves, apron, sick bowl, sanitiser, disposable bag
* Named water bottle to be brought in by children
* KS1 small school book bag only. Book bags go into trays in Rec and Yr1. Yr 2 to order 3 trays 1 per class.
* KS2 only a small drawstring bag with a named water bottle, piece of fruit and reading book. On back of chairs in classrooms.
* PE kits to be worn to school and throughout the day on the day that is PE for that class/bubble. Trainers to be worn to and from school and changed into named pumps
* Books to be marked inline with refined Assessment Policy
* Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order

to take it home. The wearer must then clean their hands* KS1 outside exit doors to be wiped with antibacterial wipes after Y1 have exited and before Y2 exit – Y1 teachers to facilitate
* Nursery/reception children in nappies to be accepted but colleagues to be given appropriate PPE and to wear correctly
* Lunch boxes allowed
* All doors to be kept open with door wedge to aid ventilation and reduce door handles being touched.
* **Classroom windows to be open to increase ventilation**
 | All staff and children |
|   | Plan the school level response should someone fall ill on site (in line with relevant government guidance). | * Covid19 emergency pack in each classroom
* The symptoms of Coronavirus (Covid-19) are a new continuous cough **and/or** a high temperature (over 37.8ºC) **and/or** Anosmia (the loss of or a change in your normal sense of smell. It can also affect your sense of taste as the two are closely linked).
* All PPE worn by the supervising adult should be removed as per the [donning and doffing](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/877658/Quick_guide_to_donning_doffing_standard_PPE_health_and_social_care_poster__.pdf) guidance. This, along with disposable cleaning cloths and tissues, should be put it in a plastic rubbish bag and tied when full. Place the plastic bag in a second bin bag and tie it. Put it in a suitable and secure place marked for storage for 72 hours. Waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours. Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives
* Upstairs classroom used to house sick child whilst awaiting parental collection
* The isolation room, toilet and anywhere else the symptomatic person has been should be cleaned after they have left
* PPE to be worn by adult attending
* Government guidance to be followed regarding isolation should symptoms of Covid 19 be displayed, isolated in upstairs classroom awaiting parental collection
* The symptomatic pupil (if 5 years old or over) or adult should be tested for Covid-19;
* Staff can access testing by following [this link](https://www.gov.uk/apply-coronavirus-test);
* To access testing parents will be able to use the [NHS 111 online coronavirus service](https://111.nhs.uk/covid-19/);
* Where the child, young person or staff member ***tests positive***, the rest of their group within their childcare or education setting ***should be sent home and advised to self-isolate for 10 days.*** The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.
* Sanitising check carried out regularly am, break, lunch, pm
 | SLT |
|   | Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. | * Nursery/Rec –full face masks / aprons/ gloves/sanitiser/wipes and waste bags in each class area
* Clear discussion with staff when necessary to use so they are clear and comfortable
* SLT to be informed
* Minor first aid incidents including bumps/scrapes all TAs/teachers to use visor and gloves.
* Following treatment, ensure both parties wash hands thoroughly for 20 seconds;
 | JLSLT |
| Pupil wellbeing | Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected. | * Access to resilience webinar
* Access to employee support service
* Line managers to ‘check in’ for wellbeing
* Behaviour Policy update
* DSL/DDSL direct as appropriate to support mechanisms
 |  |
| Learning | Agree what learning is realistic (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to ‘catch up’ support. | * Provision of google classroom home learning/ homework
* Focus on PHSCE on return to familiarise with routines and behaviour in school
* Planning shared and planned as part of collaborative PPA
* Opportunity provided for those returning to discuss current issues – picture news to support
* Recovery curriculum to be invoked – holistic approach
 | SLTTeachersTAs |
|   | Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans. | * Parents agree to update on medical issue
* EHCPs updated as appropriate in communication with parents
* DSL/DDSL inform bubbles regarding individual children to keep up to date
* Appropriately in touch with support agencies
 |  |
| Other considerations | Work with other school based-provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where they need to be. | * individual plans appropriate to Nursery aged children in place
* PPE use discussed with nursery manager and assistants to ensure able to wear appropriately
* Nursery to have own thermometer for temperature checking
 |  |
|   | Agree approach to any scheduled or ongoing building works. | * work completed half term (Feb 2021)
 |  |
|   | Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school. | * Supplies delivered at front foyer and follow directions at window – phone school office – move back to 2 metres and ask for name receiving
* no contact with children and follows social distancing
* Office window to remain closed
* Sanitiser and plastic gloves used at front of school.
* Area to be cleaned thoroughly each day including staff register equipment
* Visitors to school limited to essential e.g. parents to collect children who might be ill
* Visitors to school to perform lateral flow test
 |  |
|   | Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach. | * Keep up to date with statistics as they emerge and ensure that risk assessment is reviewed frequently as more details become available
* DfE information documentation to be completed daily
* Approach with a pragmatism and provide opportunity for support and discussion
* Keep colleagues up to date and in touch
 |  |
| Visits to setting from parents and carers | Plan arrangements for parents and carers who are keen to visit the setting for admission into Reception 2021 | * Hold visits after hours, one family at a time
* Limit the tour to reception classrooms only
* Parents and carers to enter through the playground rather than walking through school
* Ensure face coverings are worn by visitors and staff
* Ensure strict social distancing is observed
* Ensure there is regular hand sanitising, especially before and after the visit
* Stay for a limited amount of time only
* Wipe down doors, resources after visit
 |  |