

**Sheerness West Federation**  
**Draft/Live Risk Assessment and Plan for September Re-opening of Schools**

<b>Location / Site</b>	
	ROSE STREET SCHOOL and WEST MINSTER PRIMARY SCHOOL
<b>Activity / Procedure</b>	
	Government advice to fully re-open schools from 3rd September 2020
<b>Assessment date</b>	
	Started July 2020– to be updated regularly following consultation with staff and until approved by Governors. Reviewed following full re-opening and regularly afterwards to adapt to the situation.
<b>Assessment serial number</b>	
	RS/ WM RA 001

<b>Identify people at risk</b>	
<b>Employees</b>	<b>YES</b>
<b>Children</b>	<b>Rose Street: 415</b> <b>West Minster: 520</b>
<b>Visitors (inc. Parents)</b>	<b>Yes</b>
<b>Contractors</b>	<b>Yes</b>

**Rationale and Context**

Context: 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.”

Identified Hazard
1. Lack of social distancing in the classroom resulting in direct transmission of the virus
2. Lack of social distancing using toilets and poor hygiene
3. Lack of social distancing waiting to enter the premises and classrooms in morning
4. Lack of social distancing during playtimes and lunchtimes
5. Lack of social distancing when eating lunch
6. Lack of social distancing in the corridors
7. Contact of shared resources
8. Emotional distress of the children
9. Emotional distress of the staff – including anxiety
10. Risk of spreading virus due to close contact with children – i.e. where 1:1 support is needed (e.g learning, medical care, toileting)
11. Risk of spreading virus due to poor hygiene
12. Lack of social distancing when entering the school premises
13. Risk of illness of vulnerable staff and family members
14. Risk of infection due to lack of cleaning
15. Reduced awareness amongst children in Early Years; nature of EYFS provision

<b><u>Identify hazard</u></b>	<i>The hazard that could cause harm or injury / appropriate detail about the type and location of hazards</i>		
<b>1. Lack of social distancing in the classroom resulting in direct transmission of the virus</b>			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b><u>Control measures</u></b>	<i>Control measures required to reduce risk / appropriate detail about the type and location of controls</i>		
<ol style="list-style-type: none"> <li>1. Children keep to their designated desks when in the room (EYFS see separate section)</li> <li>2. Social distancing “rules” created for and with the children – (Include instructions how to line up, use of toilet, moving around the classroom etc); posters created, modelling song, videos, markers.</li> <li>3. Rules re-visited and modelled many times a day and linked to normal school behaviour expectations / systems – lots of praise for adherence and reasonable sanctions for non-compliance</li> <li>4. Children spoken to re the need for social distancing</li> <li>5. Lessons planned for designated outdoor learning space</li> <li>6. Where possible feedback – using large whiteboard interactive whiteboard not close interaction. Designated teacher space.</li> <li>7. Teacher and /or TA are assigned to a specific group of children and stay with these children throughout the day (<i>and on subsequent days</i>) -</li> <li>8. Children stay in their base classroom for majority of the day and not mix with other groups</li> <li>9. Bags, coats and lunchboxes <u>kept under children’s tables</u> (not coat hooks / bag trolleys) in year 1 to 6; In Nursery and Reception personal items kept in an identified space.</li> <li>10. To ensure there is a workable classroom environment some classes may decide to use a few of the coat hooks, with at least 3 spaces in between each coat hook used.</li> </ol>			
<b>Remaining level of risk</b>	<b>Success of control measures depends on pupil numbers; staff availability (including cleaning staff) and ongoing wellness; staff training; co-operation, understanding and strict adherence to the control measures by parents, children and staff.</b>		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>			
2. <b>Lack of social distancing using toilets and poor hygiene</b> resulting in direct and indirect transmission of the virus			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<ol style="list-style-type: none"> <li>1. Toilet bands used and only one boy and one girl allowed to go to toilet at a time.</li> <li>2. Toilets allocated to classes on a unisex basis where appropriate to avoid different bubbles using the same toilet.</li> <li>3. Toilet bands are washed regularly.</li> <li>4. Staff to wear PPE when changing children</li> <li>5. Only one child at a time to enter toilets</li> <li>6. Children to be seen hand sanitising or washing hands before re-joining the classroom</li> <li>7. Extra signs in toilet re washing hands</li> <li>8. Wedges for the toilet external doors (where fitted and if not fire doors).</li> <li>9. Extra soap ordered to ensure we do not run out</li> <li>10. Toilets cleaned (twice) daily (including high touch points e.g. toilet handles and door handles and dispensers)</li> <li>11. Playtime and lunchtime arrangements return to use their own class toilet</li> </ol>			
<b>Remaining level of risk</b>		<b>Reduction of risk depends on co-operation, understanding and strict adherence to the control measures by children and staff.</b>	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>			
<b>3. Lack of social distancing waiting to enter the premises and classrooms in morning</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		All designed to keep a good flow, limit time waiting and avoid bottlenecks forming.	
<ol style="list-style-type: none"> <li>1. Allocated gate for parents to arrive and leave from; signage and 2m markers or posters.</li> <li>2. Markers outside the classrooms for the children and parents to wait on – more than 2 metres apart as more than one person.</li> <li>3. Clearly marked one-way system for entering and exiting site.</li> <li>4. Parents do not enter classrooms/buildings (except front office vestibule; one family at a time). Only office staff to enter the front office itself.</li> <li>5. Face coverings to be worn by all parents on school site when dropping off and picking up, unless they have a health reason for not doing so.</li> <li>6. Staff to wear visors/face coverings when speaking with parents/ on duty.</li> <li>7. Instructions shared re social distancing in the morning with parents and children.</li> <li>8. Signage / information for parents and children displayed outside the classroom.</li> <li>9. DHT, plus named staff on duty at entrances.</li> <li>10. Any reluctant children may be reassured by a hand on their back. (If needed please use hand sanitiser after making contact and before touching anything else.)</li> <li>11. Staggered drop off and pick up times for different classes/year groups to avoid mixing bubbles – published in July and reminder sent in August, revised again September.</li> <li>12. Gate opened ahead of published time to prevent a crowd forming.</li> <li>13. Regular reminders to parents to stick to the timings, one-way system and to social distance.</li> </ol>			
<b>Remaining level of risk</b>		<b>Reduction of risk depends on co-operation, understanding and strict adherence to the control measures by parents, children and staff.</b>	
<ol style="list-style-type: none"> <li>14. Children allowed to enter their own class at their siblings arrival time, so that parents only enter the school site once.</li> <li>15. Late arrivals go to main offices – 2m separation queuing system / markers / posters in place.</li> <li>16. Clear screen to cover front main office hatches to protect office staff.</li> </ol>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>			
4. <b>Lack of social distancing during playtimes and lunchtimes</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<ol style="list-style-type: none"> <li>1. Lunches eaten in base classrooms.</li> <li>2. Bubble staff supervise all indoor lunchtimes for the class.</li> <li>3. Staggered playtimes and lunch play and allocated play areas – areas to be divided</li> <li>4. Reduced playtime equipment – hard surfaces and only that which can be easily cleaned</li> <li>5. Games discussed which <u>encourage</u> social distancing</li> <li>6. Staff supervision throughout – actively encouraging and insisting on social distancing</li> <li>7. Children practice talking 2 metres apart – modelled by staff</li> </ol>			
<b>Remaining level of risk</b>		<b>Reduction of risk depends on co-operation, understanding and strict adherence to the control measures by children and staff.</b>	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>			
5. <b>Lack of social distancing when eating lunch</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<ol style="list-style-type: none"> <li>1. Children eat in their base classrooms</li> <li>2. Children asked to bring packed lunch – packed lunches kept under children’s tables with bags – FSM meals consist of packed lunch provided by kitchen</li> <li>3. FSM packed lunches brought to their base classroom</li> <li>4. Tables to be wiped/cleaned before and after lunch.</li> <li>5. Children to wash hands before and after eating.</li> <li>6. Those supervising lunch ensure that there is no sharing of food between children.</li> <li>7. Children regularly reminded that they cannot share food.</li> <li>8. Waste, left-over food/wrappers etc. to be taken home in packed lunch box or binned (FSM) or all binned...by children.</li> </ol>			
<b>Remaining level of risk</b>		<b>Reduction of risk depends upon adherence to the control measures.</b>	

HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE
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<b>Identify hazard</b>			
6. Lack of social distancing in the corridors resulting in direct transmission of the virus			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<ol style="list-style-type: none"> <li>1. Children staying in their classroom and accessing outside from classroom door. Children in upstairs classrooms enter and exit via allocated ground floor doors</li> <li>2. One child from each class bubble going to toilet at one time</li> <li>3. All messages to office via email, walkie-talkies / classroom phones</li> <li>4. One-way system around the school and outside – see plans of schools (clear signs/ markings in place)</li> <li>5. Agree instructions with children concerning going to and returning from toilet</li> <li>6. When moving class around the school – 2 metres between children and adults – one adult at back insisting the distance is maintained – regular practice this in the first few days</li> </ol>			
<b>Remaining level of risk</b>		<b>Reduction of risk depends on co-operation, understanding and strict adherence to the control measures by children and staff.</b>	
HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE

<b>Identify hazard</b>			
<b>7. Contact of shared resources</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<ol style="list-style-type: none"> <li>1. Children to have own labelled packs of stationary in plastic pockets where possible (EYFS see separate section).</li> <li>2. Children and adults use OWN pens / pencils etc (or keep what is provided in labelled pockets) – no sharing of pens / stationary</li> <li>3. Tubs of resources for <u>individuals</u> if needed – maths cubes etc, where possible</li> <li>4. Resources washed at the end of each day and left to dry (if not same person using them the next day)</li> <li>5. Resources with intricate parts or soft toys, that are difficult to clean will be removed from the classroom</li> <li>6. Reading books – to be placed in a ‘used’ basket. No sharing of books. No books reused for 72 hours</li> <li>7. ICT devices allocated to individual learners should be wiped by an adult before being passed to them. Children will wash their hands before and after using any devices, which should be cleaned before and after use routinely.</li> <li>8. Tables, door handles and other surfaces cleaned with anti-bac at the end of every day</li> <li>9. Resources on tables ready for lesson and not distributed within the lesson</li> <li>10. Children encouraged to wash hands / use hand gel before lessons and after each lesson; before and after eating; before and after outdoor play</li> <li>11. Each classroom has a supply of cleaning products to be used as appropriate throughout the day (eg before and after lunch; spills; sneezing / coughing/frequently touched points etc.)</li> </ol>			
<b>Remaining level of risk</b>		<b>Considerable re-organisation of resources required prior to re-opening, and will be ongoing as numbers potentially increase; Reduction of risk depends on co-operation, understanding and strict adherence to the control measures by children and staff.</b>	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>			
<b>8. Emotional distress of the children</b>			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<ol style="list-style-type: none"> <li>1. Children to have class teacher or TA (or access to if needed) in the first instance</li> <li>2. Reduced time in school (if needed) to ensure transition is successful from home to school</li> <li>3. 2 metre social distancing well-being provision available for children who are distressed</li> <li>4. Whole-school focus on topics and resources to address emotional load (mental well-being, changes to school environment, separation anxiety, etc.)</li> <li>5. Early identification of children displaying emotional vulnerabilities. Information shared amongst relevant staff.</li> <li>6. Well-being team to anticipate and support children who may be likely to be distressed, either through providing resources and advice or by working with them at a safe social distance.</li> <li>7. Well-being team to support staff in supporting the children, where children in their class are identified (as per 5 above).</li> </ol>			
<b>Remaining level of risk</b>		<b>Emotional issues arising from period of lockdown and return to school will not be immediately apparent in all cases and are, as a result, unmeasurable.</b>	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>			
<b>9. Emotional distress of the staff – including anxiety</b>			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<ol style="list-style-type: none"> <li>1. Involvement in risk assessment process – input into hazard identification and control measures</li> <li>2. Phone or Online discussions for any staff who request it – with member of FLT</li> <li>3. Zoom Staff meetings - to discuss concerns and shared control measures</li> <li>4. Sharing of support helplines – HR Manager</li> <li>5. At least one FLT member on site every day for staff to share concerns with</li> <li>6. Risk assessments continuously reviewed</li> <li>7. Designated “staff areas” areas for different groups of staff</li> <li>8. Planned time for planning and preparation within the week</li> <li>9. Encourage staff to wear visors or face coverings both for their own safety and so they feel safe.</li> <li>10. Extremely vulnerable staff (were Shielding on receipt of a letter) working at home in discussion with FLT or working in school with strict 2 metre distancing measures in place.</li> <li>11. Vulnerable staff –in school with strict 2 metre distancing measures in place, or working at home where they can still carry out their role at home.</li> <li>12. Individual meetings on or before 2nd September to ‘re-induct’ staff back into the workplace where required.</li> </ol>			
<b>Remaining level of risk</b>		<b>Emotional issues arising from period of lockdown and return to school will not be immediately apparent in all cases and are, as a result, un-measurable. Maintenance of good health and well-being cannot be guaranteed or categorised.</b>	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>			
<b>10. Risk of spreading virus due to close contact with children – i.e. where 1:1 support is needed (e.g learning, medical care, toileting)</b>			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<ol style="list-style-type: none"> <li>1. Classroom staff to seek guidance from FLT / SEND / Well-being staff re support for children with behaviour difficulties – may lead to individual risk assessments</li> </ol>			

<ol style="list-style-type: none"> <li>2. Masks and/or visors provided and worn for staff needing to provide any 1:1 support, or if staff determine they are safer wearing them. *</li> <li>3. PPE to be worn when supporting children with toileting, changing and medical care</li> <li>4. Non-contact thermometers available</li> <li>5. If children are acting in a way that puts staff or other children at risk, situation will be reviewed immediately with parent</li> <li>6. No vulnerable adults to undertake these duties.</li> </ol> <p>*masks changed in accordance with Government guidance (“Face coverings, when to wear one and how to make your own” – updated 14.08.20)</p>			
<b>Remaining level of risk</b>		<b>Reduction of risk depends on co-operation, understanding and strict adherence to the control measures by children and staff.</b> <b>*See also emotional risks to staff and children</b>	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>			
<b>11. Risk of spreading virus due to poor hygiene</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<ol style="list-style-type: none"> <li>1. Hand gel dispensers in classrooms / corridors / entrances</li> <li>2. Hand gel ordered in large quantities</li> <li>3. Extra soap dispensers and re-fills in each classroom at accessible height</li> <li>4. Children hand wash 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</li> <li>5. Washing hands posters replaced in all washing areas</li> <li>6. Reminders how to wash hands properly – videos and posters</li> <li>7. Procedure agreed for children to wash hands, so thorough hand washing under supervision</li> </ol>			
<b>Remaining level of risk</b>		<b>Reduction of risk depends on co-operation, understanding and strict adherence to the control measures by children and staff;</b> <b>Also dependent on ongoing supplies of cleaning resources being available.</b>	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>			
<b>12. Lack of social distancing when entering the school premises (including visitors)</b>			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<ol style="list-style-type: none"> <li>1. Federation staff working across both schools, should follow specific additional guidance to avoid breaking bubbles or spreading the virus between the two schools.</li> <li>2. No staff to <i>work with children</i> in more than one school. All others to work in one school only until after the October half term, unless they are attending out of teaching hours.</li> <li>3. Visitors, including parents/cares and Governors, will only enter the school in exceptional circumstances, this section is to ensure that should that occur we have a clear safe procedure in place. <b>(NB: Rose Street is currently not allowing any visitors in the school building for any reason until after the October half term).</b></li> <li>4. Meetings will take place remotely wherever possible, via Zoom, Teams, or by phone or similar.</li> <li>5. Meetings will only take place in rooms that enable sufficient social distancing, air flow and where there is an external or safe route to and from them which does not compromise the integrity of bubbles within the school setting.</li> <li>6. All those entering either school premises must use the one-way system for entering and leaving the school.</li> <li>7. On entering the school site before prior interaction to use hand sanitiser provided.</li> <li>8. Visitors attending pre-arranged meetings will be escorted to an identified room meeting the criteria in point 3, with a specific toilet allocated for visitor use.</li> <li>9. Premises staff will be informed if a room needs cleaning after use in these circumstances, or the room will remain unused for a suitable period of time.</li> <li>10. All appointments, meetings or visits, must be pre-booked and approved by the FLT. They will not be approved if the meeting could take place virtually.</li> <li>11. Any appointment to see a pupil in school, must also gain the specific consent from parents/carers to take place</li> <li>12. If a pupil needs to go to a room other than their classroom for a meeting, a member of staff will escort the child to and from this room. Adults will maintain social distancing at all times, and avoid sitting face to face.</li> <li>13. Once any meeting or session is finished, a member of staff will enable all participants to leave safely.</li> </ol>			
<b>Remaining level of risk</b>		<b>Reduction of risk depends on co-operation, understanding and strict adherence to the control measures by all visitors</b>	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>			
<b>13. Risk of illness of vulnerable staff and family members</b> through direct and indirect transmission of the virus			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<ol style="list-style-type: none"> <li>1. Extremely vulnerable staff (were Shielding on receipt of a letter) working at home in discussion with FLT or working in school with strict 2 metre distancing measures in place.</li> <li>2. Vulnerable staff –in school with strict 2 metre distancing measures in place, or working at home where they can still carry out their role at home.</li> <li>3. Regular review of who should work from home as the situation changes in the federation schools and across the local area/ country, following the principles of working from home wherever possible.</li> <li>4. 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.</li> <li>5. Individual meetings with any of the above staff where required to ensure they are kept as safe as possible.</li> <li>6. All the above are recommended to wear a visor and/or a face mask, as appropriate, at all times, as additional protection when inside the building on site.</li> </ol>			
<b>Remaining level of risk</b>		<b>Will be dependent upon identification of staff and family members in categories; sensible adherence to Government and local authority guidelines and subsequent ongoing co-operation regarding agreements between employees / employers.</b>	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>			
<b>14. Risk of infection due to lack of cleaning</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<p>14. All surfaces and high touch points, handles, toilets and shared equipment will be cleaned each day using anti-bac (during the day by class staff as required, end of the day by cleaning staff.</p> <p>15. PPE available for all cleaning staff</p> <p>16. Some resources in classrooms may be rotated and left to de-contaminate for 4 days after cleaning to reduce the risk of indirect transmission</p> <p>17. Soft furnishings and soft / cloth toys will be removed from use in classrooms</p> <p>18. Deep cleaning and /or classroom closed off if any classrooms having to be closed, before re-opening where necessary</p> <p><i>Extra measures decided to enable quicker re-use of room if needed...and to further reduce the risk of lack of cleaning where this needs to be the highest standard possible</i></p> <p>19. <i>Planned to purchase/order decontaminating cannister for any such rooms in future</i></p> <p>20. <i>Purchase treatment for all high touch points so that they are virus proof for 3 months</i></p>			
<b>Remaining level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>			
<b>15. Reduced awareness amongst children in Early Years; nature of EYFS provision.</b>			
<b>Existing level of risk</b>			
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>			
<ol style="list-style-type: none"> <li>1. Limit soft furnishings such as cushions, teddies and rugs.</li> <li>2. Limit resources with small parts; only use resources that can be washed daily or wiped down after use. Equipment should only be used if it can be cleaned effectively (inside &amp; out)</li> <li>3. Specific resources to be put out daily so staff can keep track of which resources need to be wiped down daily</li> <li>4. Large equipment to be rotated so not used everyday</li> <li>5. Individual snack bowls/cups and staggered snack times</li> <li>6. Use books that can be wiped down</li> <li>7. Clean surfaces regularly throughout the day</li> <li>8. Use PPE when changing children</li> <li>9. Model social distancing with children to support no contact</li> <li>10. Outside provision timetabled according to weather conditions</li> <li>11. Climbing equipment will not be used</li> <li>12. Toileting system in place to ensure close supervision and high touch points wiped down after use.</li> <li>13. Parents advised children's clothing should be washed following a day within provision.</li> <li>14. Limit amount of contact points, i.e. children put away own bags.</li> <li>15. Limit transitional items, only essential items brought into setting such as bag (no blankets/teddies). Children are not to take items home (pictures/models).</li> <li>16. Continuous handwashing - song and posters to be used throughout session.</li> </ol>			
<b>Remaining level of risk</b>		<b>Risk remains high overall due to the children's ages and levels of understanding; control measures will only be effective if they are strictly adhered to, however, these new measures may have a negative impact on the behaviours, development and well-being of the children.</b>	
<b>HIGH*</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

OVERALL level of risk		Level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<b>Comments</b>			
<p>The full re-opening of schools on any basis carries inherent high risks due to the continuing uncertainty around the spread of the virus, testing, ever-changing Government and local authority guidance and inconsistent scientific advice. Each time the advice or guidance is updated, changes to school planning and risk assessment will be reviewed on the first day and after any subsequent incidents.</p> <p>With measures in place, we are currently judging the risk as medium or high, and are being deliberately cautious as it is how the risk assessment is carried out and lived that is the key element, and we have not seen that in place yet, until the school fully re-opens for a period of time.</p> <p>Opinions of parents and staff will impact on the re-opening of schools and consistent adherence to control measures put in place.</p> <p>Managing normal pupil numbers and maintaining / increasing staffing levels, whilst ensuring high levels of hygiene and safe social distancing and other safety measures, will be a constant extreme challenge.</p> <p>The extreme challenges faced include implementing social distancing for such potentially high numbers of children, and the necessary safety and cleaning regimes outlined within this risk assessment, means that in order to provide a successful return to school for all children and staff the risk assessment and control measures must be adhered to.</p> <p>Whole staff understanding of the control measures to alleviate anxieties and keep children and staff safe will only be gained through (socially distanced) small group staff training taking place over the course of a day.</p> <p>This training will include: preparing classrooms, resources, premises, designated areas, one-way systems, posters, labels, cleaning resources, PPE, stationary, communication to and with parents, guidance for staff, etc. The children will, in turn, require and receive similar “training” according to their ages and needs. The staff will be reminded of tips to make themselves even safer, this has included guidance on what constitutes a contact and how to avoid this completely in school outside of their bubble, and how to try to maintain it within their bubble where possible.</p> <p>The Leadership Team have considered a range of options and adopted a class bubble system for a manageable, but safer, return for all children. The federation’s schools cannot be guaranteed to be Covid safe, but our aim is to make them as safe as possible whilst providing a primary school education as fully as possible. Safety will always come first within the scope of the government guidance.</p> <p>Parents and staff will be continually updated regarding changes to National or local guidance. In the event of CV19 being suspected or confirmed in school, appropriate action will be taken immediately. If any doubt over whether someone is a contact or not, they will be asked to self-isolate.</p>			

<b>Risk assessment reviews</b>	Reviewed weekly each Monday following staff meeting Latest version updated 06/10/20
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