

**SCHOOLS RISK ASSESSMENT**

Education Participation and Skills



**PLYMOUTH**  
CITY COUNCIL

# High View School

**Completed on 15.07.2020**

**Approved by PCC Health, Safety and Wellbeing Assurance Team on  
10.08.2020**

**1<sup>st</sup> edit 07.09.2020, see yellow highlighted area**

**Revised for the full re-opening of the school to all  
pupils in September**

**Risk Assessment for opening to Foundation, Y1, Y6 and Keyworker Children.**

**Introduction**

The government have asked schools to open for children in Foundation, Y1 and Y6 as well as keyworker children from June 1<sup>st</sup> 2020. In order to ensure that we have all health and safety measures in place, we have considered the following safeguarding measures, we recognise that local decisions may need to be flexible:

Checklist completed by:	Name:	Kim Dorian-Kemp
	Position:	Headteacher
	School:	High View School
	Date:	19.05.2020
Checklist submitted to LA (maintained schools)	Date:	26.05.2020
Checklist reviewed by LA (maintained schools)	Confirmed	29.05.2020
<b>RISK ASSESSMENT AMENDED FOR WIDER OPENING</b>	Date:	22.06.2020
<b>RISK ASSESSMENT AMENDED SUBMITTED TO LA</b>	Date:	22.06.2020
<b>RISK ASSESSMENT AMENDED FOR FULL OPENING</b>	Date:	15.07.2020
<b>RISK ASSESSMENT AMENDED SUBMITTED TO LA</b>	Date:	15.07.2020 RA ratified by LA H&S Team on 06.09.2020

**Note: Some SPR will remain the same, as measures already in place, some increase in first column as more children join.**

S = Severity (consequence) P = Probability (likelihood) R = Risk 1 being the lowest, 5 being the highest (see explanatory chart at the end of this document)

No	Hazard/risk	Existing controls in place i.e. <b>DURING partial opening for EDUCARE, N, REC, Y1, Y5 &amp; Y6</b> (The SPR is based on if we stayed how we are now and opened up to more children)	Residual risk			Further action needed to reduce risk <b>REVISIONS/ADDITIONS FOR WHEN WE OPEN TO ALL CHILDREN</b> (The SPR is based on addition measures we've taken)	Reduced risk		
			S	P	R		S	P	R
1	Has the COVID-19 Safe System of Work checklist (sent out with the Schools newsletter dated 14 <sup>th</sup> April) been completed and returned to the PCC Health, Safety and Wellbeing Team for your school	Were any issues identified from this checklist that needed addressing? Please list these control measures below <ul style="list-style-type: none"> <li>Carry out fire drills in the first couple of days, as children will be in unfamiliar classes.</li> <li>We will consider safe distancing whilst carrying out a <b>fire drill</b> and try to prepare children for them not being able to safe distance during a <b>genuine emergency</b>, where the risk of not getting out quickly outweighs the risk of safe distancing.</li> <li>Fire drill to take place as each new cohort starts</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>We will undertake a further fire risk assessment</li> <li>We will continue with the evacuation methodology previously undertaken during lockdown and prepare children for them not being able to safe distance during a <b>genuine emergency</b>, where the risk of not getting out quickly outweighs the risk of safe distancing.</li> <li>Review Fire Safety Plan, especially if furniture has moved to accommodate more children.</li> </ul>	4	3	12

2	<p>Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.</p>	<ul style="list-style-type: none"> <li>Set out clear instructions for parents re: drop off and collection, before opening and share photographs so parents and children understand.</li> <li>Enhanced, clear signage around entrances and on the floor.</li> <li>Remind children and parents of road safety.</li> </ul> <p><b>Staggered drop-off and collection times:</b></p> <ul style="list-style-type: none"> <li><b>Y5 and Y6</b> drop off 8.45am/Collect 2.45pm</li> <li><b>Y1 and Y2</b> Drop off 9.00am/collect 3.00pm</li> <li><b>Rec/Nursery and Educare</b> Drop off 9.15am/collect 12.15pm (15 hour chn) or 3.15pm all the others</li> <li><b>Note:</b> Sibling connections can be dropped off/collected at the earliest time per sibling. E.g. N/Y6 siblings drop off at 8.45pm, collect 2.45pm</li> </ul> <ul style="list-style-type: none"> <li>Only 2 entrances in use, with a one way system in place.</li> <li>2m spaced markers on front entrance area, with a marked up hatched area for parents to walk down after drop off/collection.</li> <li>Pathway for Y6s marked at 2m intervals</li> <li>Parents to hand over child to staff member and move swiftly on.</li> <li>If parents need to discuss an issue, they will be asked not to linger, but to return when the area is not busy or to phone/email.</li> <li>Staff at each entrance to ensure flow.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Repeat the setting out clear instructions for parents re: drop off and collection, before opening and share photographs so parents and children understand.</li> <li>Continue safe distance at 2m where possible, including at drop off and collection times.</li> <li><b>Note:</b> Only parents of Y5/6 children will collect from a one way, barriered system through the edge of playground. Most Y5/6s walk home alone, so this would not be too many. 2 metre marking throughout the route.</li> </ul> <p><b>Reviewed staggered drop-off and collection times:</b></p> <table border="1" data-bbox="1323 555 1966 1378"> <thead> <tr> <th colspan="4">HIGH VIEW SCHOOL Amended Drop Off and Collection Times</th> </tr> <tr> <th>YEAR GROUP/ CLUB</th> <th colspan="2">Drop off and pick up times and locations</th> <th>EXTENDED DAY (From week beginning 14<sup>th</sup> September)</th> </tr> </thead> <tbody> <tr> <td rowspan="2">N/Rec</td> <td><b>Drop off</b> Front entrance gate</td> <td>N: 9.15am Rec: 9.00am</td> <td rowspan="2"></td> </tr> <tr> <td><b>Pick up</b> Front entrance gate</td> <td>N: 12.15pm Rec: 3.15pm</td> </tr> <tr> <td rowspan="2">Y1/2</td> <td><b>Drop off</b> Front entrance SSA</td> <td>8.45am</td> <td>Mondays</td> </tr> <tr> <td><b>Pick up</b> Front entrance SSA</td> <td>2.45pm</td> <td>3:45pm</td> </tr> <tr> <td rowspan="2">Y3/4</td> <td><b>Drop off</b> Severn Place entrance</td> <td>8.45am</td> <td>Tuesdays</td> </tr> <tr> <td><b>Pick up</b> SSA</td> <td>3.00pm</td> <td>4.00pm</td> </tr> <tr> <td rowspan="2">Y5/6</td> <td><b>Drop off</b> Christian Fellowship entrance</td> <td>8.45am</td> <td>Thursdays</td> </tr> <tr> <td><b>Pick up</b> Playground one-way system</td> <td>3.15pm</td> <td>4.15pm</td> </tr> <tr> <td>Breakfast Club</td> <td><b>Drop off</b> SSA</td> <td>From 7.30am £1.50 per session</td> <td rowspan="2"></td> </tr> <tr> <td>WRAP Club</td> <td><b>Pick up</b> SSA</td> <td>3.15pm - 6.00pm Variable costs</td> </tr> </tbody> </table>	HIGH VIEW SCHOOL Amended Drop Off and Collection Times				YEAR GROUP/ CLUB	Drop off and pick up times and locations		EXTENDED DAY (From week beginning 14 <sup>th</sup> September)	N/Rec	<b>Drop off</b> Front entrance gate	N: 9.15am Rec: 9.00am		<b>Pick up</b> Front entrance gate	N: 12.15pm Rec: 3.15pm	Y1/2	<b>Drop off</b> Front entrance SSA	8.45am	Mondays	<b>Pick up</b> Front entrance SSA	2.45pm	3:45pm	Y3/4	<b>Drop off</b> Severn Place entrance	8.45am	Tuesdays	<b>Pick up</b> SSA	3.00pm	4.00pm	Y5/6	<b>Drop off</b> Christian Fellowship entrance	8.45am	Thursdays	<b>Pick up</b> Playground one-way system	3.15pm	4.15pm	Breakfast Club	<b>Drop off</b> SSA	From 7.30am £1.50 per session		WRAP Club	<b>Pick up</b> SSA	3.15pm - 6.00pm Variable costs	4	3	12
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3	Parents/carers gathering at school gate not social distancing	<ul style="list-style-type: none"> <li>• 2m stickers at the main entrances, to ensure social distancing can be put into place</li> <li>• Large signage at key points</li> <li>• Frequent text reminders to parents not to linger at school gates and to social distance.</li> <li>• Parents ushered away from the front entrance by staff member on duty.</li> <li>• One parent only to drop off/collect</li> <li>• Staff to supervise</li> </ul>	5	4	20	<ul style="list-style-type: none"> <li>• Tape distance markings to extend onto pavement at the two side entrances.</li> <li>• See above for Y5/6 pick up strategy.</li> </ul> <p>* 5 because we do not know if some of those parents are clinically extremely vulnerable.</p>	5	3	15
4	Overcrowding in classrooms and corridors.	<ul style="list-style-type: none"> <li>• Keep to one part of the school and minimise contact elsewhere. Keeping to small groups, no more than 12, due to limited space in classes.</li> <li>• Desks spaced 2 metres apart.</li> <li>• Children have their own base.</li> <li>• Children to have their own equipment e.g. pencils, pens, books etc.</li> <li>• Know who was closest to who/in which room if a child or member of staff becomes unwell.</li> <li>• Small groups go out to play at any one time, and maintain social distancing.</li> <li>• Mark part of the table with black/yellow tape to indicate where they must not sit.</li> <li>• Provide personal boxes to be stored under their desk for their coat, lunchbox and disinfect in between. Avoid coat pegs due to cross contamination.</li> <li>• Own water bottles/cups to be used and kept on desk.</li> <li>• Limit how many children can go to the toilet at any one time to just one child and section off which toilets are used by each group to prevent cross contamination.</li> <li>• Disinfect toilets regularly throughout the day.</li> <li>• Teach groups outside wherever possible but ensure sun safety.</li> <li>• Frequent handwashing</li> </ul>	4	4	16	<p>Continue measures in previously in place, plus:</p> <ul style="list-style-type: none"> <li>• Classes of no more than 30</li> <li>• All children in pairs on single desks, facing the front.</li> <li>• Desks spaced 1m plus apart.</li> <li>• <b>All</b> children have their own box for coat/lunch/drink etc. and a separate stationery pot on their desk.</li> <li>• Children enter classrooms from back row first and exit from front row first. They will need practice.</li> <li>• Staggered break and lunch times to avoid corridor congestion.</li> <li>• If children encounter a person from another bubble in the corridor, maintain 1 metre plus, distance and turn away from those passing.</li> <li>• Stagger toilet times where possible.</li> <li>• Use only bubble specified toilets</li> </ul>	4	3	12
5	Increased numbers during breaks compromising social distancing.	<ul style="list-style-type: none"> <li>• Staggered break times</li> <li>• Children taught explicitly how to social distance</li> <li>• Do not share balls or other PE equipment.</li> <li>• External equipment out of use or disinfected between each use.</li> <li>• Staggered breaktime rota to include Y2 and Y5 cohorts.</li> <li>• Create a one-way system of entry and ingress to restrict groups passing and avoid pinch points.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>• Staggered breaktime rota to now include all children.</li> <li>• Pre-teach all children coming back or joining the school about social distancing before coming into school.</li> </ul>	4	3	12

		<ul style="list-style-type: none"> <li>• Pre teach children at home about social distancing before coming into school.</li> <li>• Plan games that do not require close contact.</li> <li>• Section off the field and playground areas into quadrants</li> </ul>				<ul style="list-style-type: none"> <li>• Each bubble to have their own equipment, not to be shared with other bubbles, including playtime equipment.</li> </ul>			
6	Increased numbers during lunchtime compromising social distancing.	<ul style="list-style-type: none"> <li>• Staggered lunchtimes &amp; in set groups.</li> <li>• Handwashing before and after food.</li> <li>• Teachers/TAs bring pre-plated food to the tables and adhere to 2 metre social distancing in doing so.</li> <li>• Tables kept apart and across SSA, drama studio and dining hall.</li> <li>• No passing in corridors, so stick to set timings</li> <li>• Tables/chairs thoroughly disinfected between sittings.</li> <li>• Two serving stations if hot food is being served.</li> <li>• Packed lunch children kept separately to avoid unnecessary passing.</li> <li>• Food served to the table with 2m passing space.</li> <li>• 2 metres achieved during serving up to teachers/TAs to deliver to chn's tables, through the kitchen mgr. plating up then stepping back before approach.</li> <li>• Y2 and Y5 to access mornings only so as to not put additional pressure on availability of dining spaces.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>• Staggered lunchtime to include the whole school.</li> <li>• Team bubbles go to lunch together, no mixing of classes on one table.</li> <li>• Use all 2 halls and additional dining tables</li> <li>• Additional serving station in place</li> <li>• Groups of 4 children at a time visit the serving station to choose their meal, with at least a 1 metre passing space and a one way system in place.</li> <li>• Children sit with the children they sit with in class, where possible.</li> <li>• Staff not to cut up food, cook to prepare bite sized portions of lunch components.</li> <li>• Kitchen staff to plate up food then step back before collection.</li> <li>• Staff collect plates and waste.</li> <li>• One-way system of entry and exit.</li> </ul>	4	3	12
7	Changes to building use being safe for pupils & staff– e.g. storage, one-way systems, floor tape	<ul style="list-style-type: none"> <li>• Ensure fire exits are pointed out to children if in unfamiliar spaces</li> <li>• Fire drills</li> <li>• First aiders and First Aid kits supplied for new areas used.</li> <li>• 2m spaced large Velcro dots through corridors</li> <li>• One-way system in corridors where possible.</li> <li>• If passing in corridor, move to the edge and face the other way. But try to avoid passing in corridors through timetabling of breaks.</li> <li>• Use of tape and signage to indicate safe distances on entry points and one-way routes.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>• Ensure fire exits are pointed out to children if in unfamiliar spaces</li> <li>• Add additional signs and markers in areas previously not used.</li> <li>• First Aiders and First Aid kits supplied for new areas being used.</li> </ul>	4	4	16
8	Staff rooms and offices to comply with social distancing and safe working practice	<ul style="list-style-type: none"> <li>• Restrict use of staffroom to maximum of 2 people at a time.</li> <li>• Every member of staff brings in and takes home their own labelled water bottles and lidded cups. No communal sharing of cups/glasses.</li> <li>• Clean fridge door handles and staffroom door handle regularly.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>• Restrict use of staffroom to maximum of 6 people at a time.</li> <li>• Signage for staffroom door to indicate restricted use.</li> <li>• Remind all staff about using their own labelled cup with lid and water bottles that they must take home and wash each day.</li> </ul>	4	2	8

		<ul style="list-style-type: none"> <li>• Single toilets for staff, with disinfectant wipes to be used and binned between use.</li> <li>• Provide <b>locked</b> urns for teas/coffees, <b>out of reach of children</b>, for each team, with cooler for milk so entry into the communal staffroom is limited.</li> <li>• Signage for staffroom door to indicate restricted use – maximum 2 people in the staff room at any one time.</li> </ul>				<ul style="list-style-type: none"> <li>• Provide further <b>locked</b> urns for teas/coffees, <b>out of reach of children</b>, for each team, with cooler for milk so entry into the communal staffroom is limited.</li> <li>• Remove/stack or mark up some seats to achieve distancing <i>as an extra precaution</i>.</li> <li>• Do not encourage eating/dining in the staff room, use classrooms where possible.</li> </ul>			
9	Ventilation to reduce spread	<ul style="list-style-type: none"> <li>• Open windows and prop doors open, where safe to do so, <b>but not fire doors</b></li> <li>• <b>NOTE: Do not wedge doors open in Early Years or if there is a risk of children running out of the class (This may need a separate individual risk assessment.)</b></li> <li>• Avoid using air conditioning in rooms.</li> <li>• Extend the use of the outdoor spaces where possible e.g. forest school.</li> <li>• Use of 'Event Tents' in outside areas</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>• Open windows and prop doors open, where safe to do so, <b>but not fire doors</b></li> <li>• <b>NOTE: Do not wedge doors open in Early Years or if there is a risk of children running out of the class (This may need a separate individual risk assessment.)</b></li> <li>• Avoid using RECYCLED AIR CONDITIONING in SSA and Leaning Hub. (Totus to disarm them for the time being. <a href="http://www.totus.co.uk/">http://www.totus.co.uk/</a> )</li> <li>• Air conditioner in Plant room must stay on, but be turned down when technician enters the room. Technician use an alternative room wherever possible.</li> <li>• Extend the use of 'Event Tents' in outside areas</li> </ul>	4	3	12
10	Staff Capacity with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratio	<ul style="list-style-type: none"> <li>• Team staff rota system in place for Educare to minimise time in school.</li> <li>• Ensure DSL, pediatric first aider in every day</li> <li>• Level 3 TAs with EYFS</li> <li>• If there are any shortages of teachers, TAs can be allocated to lead a group, working under the direction of a teacher.</li> <li>• Carry out a weekly rota system to ensure staff work with the same group where possible.</li> <li>• Staff at home support with distance learning, including for the year groups of the staff who are covering in school, so to minimise overload.</li> <li>• Monitor staff wellbeing and reassure that we are taking the strictest precautions to keep everyone safe.</li> <li>• Monitor staff availability and reduce provision if safe practice not possible and only if absolutely necessary.</li> <li>• Make it clear to parents of additional groups of Y2 and Y5, that if our staffing capacity is reduced, or if we had</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>• Continue to monitor staff availability.</li> <li>• Enhanced staffing available through summer recruitment.</li> <li>• Staff at home to support the preparation of distance learning in the event of a lockdown.</li> </ul>	4	2	8

		increased demand for Educare, we would have to withdraw the offer of these additional places.							
11	Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<ul style="list-style-type: none"> <li>Reassure staff, children and parents and share the safety protocols that are in place.</li> <li>Give time and space to talk through concerns and anxieties.</li> <li>Share daily bulletins with staff, where relevant and in particular</li> <li>Keep parents notified of <u>Govt, information to parents/carers</u> via our website</li> <li>Pams Assist/Employee Assistance Programme is available to all staff.</li> <li>Limited PPE available for staff to provide intimate care.</li> <li>Further reassure parents of the safety measures we are undertaking.</li> <li>Engage staff in the plans for opening to more year groups (for example, safety measures, timetable changes and staggered arrival and departure times),</li> <li>Discussing whether training would be helpful.</li> <li>A selection of PPE is made available, including gloves, masks, visors, aprons and hand gel to be used for <b>specific reasons</b>, such as intimate care, administering of medicine or if adults have to deal with someone showing symptoms of Covid-19.</li> <li>General use of PPE is thought not to have any scientific evidence to support in a school environment except in specific circumstances e.g. those listed above, so advise adults of this.</li> <li>Individual staff risk assessments for every member of staff.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Warwick Edinburgh Mental Wellbeing Scale (WEMWBS) survey completed and any who are flagged have been offered support. E.g. PAMS Assist. Continue to monitor.</li> <li>Those who have been shielding to be given additional transition support during non-pupil days and risk assessments completed, as with all staff.</li> <li>Additional PPE purchased and made available, especially if staff performing intimate care or First Aid.</li> <li>PPE training in place.</li> <li>Share Risk Assessment with all staff.</li> <li>Further sneeze guards available to all classrooms for marking etc.</li> <li>Individual staff risk assessments for new members of staff.</li> <li>Provide 'buddy' system so all staff have someone to keep an eye on their wellbeing.</li> </ul>	3	3	9
12	Contaminated surfaces spreading virus, (especially with increased use.)	<ul style="list-style-type: none"> <li>All apply hand gel on entry, before leaving and regularly throughout the day, particularly before and after eating and visiting the toilet.</li> <li>Catch it, Bin it, Kill it signs to encourage sneezing or coughing in tissue of crook of elbow.</li> <li>Educate children via <b>E-Bug</b> programme and related posters</li> <li>Dispose of tissues in a special marked bin and double bag.</li> <li>Limit the rooms used to one part of the school – DELL Children's Centre and adjoining Nursery classroom.</li> <li>Space desks as much as possible.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Continue with measures already in place.</li> <li>Desks in a row, with children facing the front, in clusters of 4 where possible.</li> <li>Continue to supply plentiful hand sanitiser in all areas of the school, including outside all toilets to ensure hands are sanitised <u>before</u> use (as used by Exeter University). Normal handwashing with soap and water to be used upon exit.</li> <li>Apply <b>SteriMax Anti-microbial copper film</b> on high touch areas such as doorknobs, switches, finger plates.</li> </ul>	4	3	12

	<p>Contd..... Contaminated surfaces spreading virus, (especially with increased use.)</p>	<ul style="list-style-type: none"> <li>• Children stick to their own desk/chair for the duration of the day/</li> <li>• Clean desks and seats regularly throughout the day, including dining areas.</li> <li>• Cleaning regimen with additional focus on heavily used surfaces such as door handles.</li> <li>• Limit the toilets used and clean/disinfect after use.</li> <li>• Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere.</li> <li>• Children not to bring in or take home unnecessary items.</li> <li>• Regular cleaning, especially high touch/traffic areas e.g. door handles, table tops, laptops</li> <li>• Staff use own cups and water bottles and take home each night.</li> <li>• <b>Stagger the start date</b> so that we can educate children and create safe systems and routines, with younger children first, as per Govt advice.</li> <li>• Clear classrooms of clutter and unnecessary items/resources.</li> <li>• Space desks and seating at 2m distance</li> <li>• Clean resources used between groups/bubbles and place in Milton overnight or use the school's enclosed commercial steam cleaner before re-use.</li> <li>• Increase cleaning staff capacity.</li> <li>• Disinfect phones, keyboards etc. between use.</li> <li>• If books are brought back from home, clean the book cover with normal cleaning products and store for 72 hours before re-issuing.</li> <li>• Prepare new children via <b>E-Bug</b> programme and related posters and videos.</li> <li>• Provide <b>sneeze guards</b>, with a gap at the bottom to pass paper/post for front receptionist and for each class so that teacher can interact more closely with pupils when showing/assessing their learning.</li> <li>• Extend cleaning schedule to cover any additional rooms used for Y2 and Y5.</li> <li>• Additional handwashing facilities/Hand sanitiser stations for Y2 and Y5 cohorts.</li> </ul>				<ul style="list-style-type: none"> <li>• Begin the term with teaching children about safety measures and use E-Bug and related posters and videos to support.</li> <li>• Yellow clinical waste bins in each class for disposal of soiled items or tissues. To be double bagged and left for 72 hours, with date label, before disposing into main bins.</li> <li>• Continue with regular cleaning, especially high touch/traffic areas e.g. door handles, table tops, laptops</li> <li>• Provide anti-bacterial/viral wipes in each class.</li> <li>• Provide anti-bacterial/viral detergent in each class.</li> <li>• Remove unnecessary items, such as tray tables, from classrooms and other learning environments where there is space to store it elsewhere.</li> <li>• Do not use cloak room areas, store coats and lunches in child's individual box.</li> <li>• Children not to bring in or take home unnecessary items.</li> <li>• Extend cleaning schedule to cover any additional rooms in use.</li> <li>• Phased start for Reception children or any children displaying anxieties.</li> <li>• Wash hands between marking 'clusters' of children's books.</li> <li>• Minimise taking books home.</li> <li>• Wash hands before and after spot marking of books and wear a visor if closer than 2 metres.</li> </ul>			
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13	Using play equipment - multiple use	<ul style="list-style-type: none"> <li>All equipment appropriately cleaned between groups of children and only one group at a time.</li> <li>Limit use of outdoor play equipment e.g. climbing frames and clean between use.</li> <li>No outdoor play equipment to be used. Use barrier tape to prevent entry.</li> <li>Provide individuals with their own balls, hoops, play equipment, not to be shared and cleaned between use.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Limit use of outdoor play equipment e.g. climbing frames and clean between use .</li> <li>If outdoor play equipment is used, clean thoroughly between bubbles.</li> <li>Provide bubbles with their own balls, hoops, play equipment, not to be shared and cleaned regularly.</li> </ul>	4	3	12
14	Lessons or activities to take place outdoors in line with social distancing	<ul style="list-style-type: none"> <li>Increased use of outdoor spaces</li> <li>Children have suncream applied before coming to school and bring in sun hat/cap</li> <li>Provide shade if working outdoors</li> <li>Revisit external risk assessment</li> <li>Allocate areas to particular groups/bubbles.</li> <li>Use barriers/tape to cordon off areas.</li> <li>Timetabling of outdoor spaces if necessary</li> <li>Advise new parents to apply suncream and provide a cap for their children.</li> <li>Suncream and spare sunhats/caps available (wash between use)</li> <li>Purchase and erect temporary shelters (Event Tents) outside, to provide shade for external teaching.</li> <li>Mark out areas to limit mixing of groups/bubbles.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Continue with measures already in place.</li> <li>Revise timetabling for breaktimes and lunch times.</li> <li>Erect more event tents to cater for increased numbers.</li> <li>Purchase more sun cream.</li> <li>Hand sanitiser provided for external play/lessons.</li> </ul>	4	3	12
15	Shared resources and equipment increasing spread	<ul style="list-style-type: none"> <li>Each child has their desk/station and chair for their sole use.</li> <li>Children have their own water bottles/cups</li> <li>Prevent the sharing of stationery and other equipment where possible.</li> <li>Each child to have their own set of stationery and Chromebook.</li> <li>Chromebooks disinfected at the beginning and end of each day.</li> <li>Disinfect /steam clean equipment (using industrial enclosed steam cleaner) between each individual use.</li> <li>Limit the amount of equipment in use at any one time.</li> <li>Encourage younger children not to put things in their mouths or touch their faces.</li> <li>Provide individual stationery packs</li> <li>Provide personal space and own container at pupil's desk/station</li> <li>Use paper not books</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Continue with measures already in place, but now use books.</li> <li>Purchase further crates/boxes for increased numbers.</li> <li>Purchase additional stationery packs, so that children have individual supply.</li> <li>Clean books going home or coming into school.</li> <li>Regular handwashing between touching equipment.</li> <li>Wash hands between marking 'clusters' of children's books.</li> <li>Minimise taking books home.</li> <li>Teacher/TA use sneeze guards/visors if marking books with the child and handwash before and after.</li> <li>PE kits to go straight into personal crate/box.</li> </ul>	4	3	12

		<ul style="list-style-type: none"> <li>No items from home should be brought in e.g. reading books. Instead, use the online reading books.</li> <li>Items such as lunch bags/coat/water bottles to be kept in child's own yellow crate (Y1, Y2, Y5 &amp; Y6)</li> <li>Teacher/TA try to avoid touching these themselves, if they do, disinfect surface and wash hands.</li> <li>N and Rec should store children's items so they are not touching each other e.g. spacing coats on hangers.</li> <li>If a child returns a reading book they previously had, wipe down with disinfectant and put in a separate box for 72 hours before returning to library.</li> <li>Library area out of bounds apart from one group using computers.</li> <li>Do not allow children to bring in learning from home to be marked.</li> <li>Books must not be marked, children to self-mark where appropriate.</li> <li>Limit what children take home and avoid this if possible.</li> </ul>				<ul style="list-style-type: none"> <li>Library area out of bounds for children for the foreseeable future. Teachers/TAs to provide a selection of books in class.</li> <li>Continue to limit items coming from home, but increase to include PE kits.</li> <li>Individual crates for years 1-6 only.</li> <li>N/Rec have their own bubble equipment and play things.</li> <li>Books can be marked, but sanitise hands before and after touching a book.</li> <li>Continue to limit what children take home to only what is necessary, e.g. Reading books.</li> <li>Reading books returned to be wiped down and left for 48 hours before re-use.</li> <li>Use E-copies of newsletters unless parent requests otherwise.</li> </ul>			
16	Cleaning staff and hygiene contractors capacity - providing additional requirements	<ul style="list-style-type: none"> <li>Cleaning schedule in place, includes any high touch/high traffic areas.</li> <li>Deeper cleaning of all areas, each Monday with additional staff.</li> <li>Read Govt advice for cleaning and share with cleaning staff.</li> <li>Ensure all cleaning products are in line with Govt. guidance</li> <li>Disinfectant spray available for ongoing use throughout the day.</li> <li>Increase cleaning staff capacity</li> <li>Revisit cleaning schedule to include more areas of the school.</li> <li>Stock up on additional cleaning products.</li> <li>Increase cleaning schedule to include new areas being used by Y2 and Y5 cohorts.</li> <li>Place cleaning products, out of reach of children, in new areas being used.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Increase deep cleaning schedule to include new areas being used .</li> <li>Provide more clinical waste bins</li> <li>Apply <b>anti-microbial copper film</b> to heavy used touch points, e.g. door handles, switches, handrails. (as previously mentioned,)</li> </ul>	4	2	8
17	Sufficient handwashing facilities for staff and pupils	<ul style="list-style-type: none"> <li>Teach children and encourage 20 second regular handwashing in warm water.</li> <li>Hand sanitiser provided on entry and exit to the school and available throughout the day.</li> <li>Provide staff with personal sanitiser bottle that can be refilled</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Train new children and show Govt. video of effective handwashing.</li> <li>Automatic hand sanitiser stations available for entry and exit, to aid smooth transition.</li> <li>Train new children and show Govt. video of effective handwashing.</li> </ul>	4	3	12


		<ul style="list-style-type: none"> <li>Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments, with correct 70% alcohol. TO BE KEPT OUT OF REACH OF CHILDREN WHEN NOT SUPERVISED IN ITS USE.</li> <li>Continue with measures already in place on a wider scale.</li> <li>Purchase of additional hand sanitiser (70% alcohol.)</li> <li>Each group/bubble to have their designated toilet area, to be cleaned regularly.</li> <li>Train new children and show Govt. video of effective handwashing.</li> <li>Use E-Bug resources</li> </ul>				<ul style="list-style-type: none"> <li>Use E-Bug resources (posters in each class) and videos</li> </ul>			
18	Additional time for staff and pupils to carry out handwashing	<ul style="list-style-type: none"> <li>Frequent hand cleaning as part of normal routine.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Allow additional time for children to visit handwashing stations.</li> </ul>	4	3	12
19	Handwashing practice with children	<ul style="list-style-type: none"> <li>Timetabling for groups to include more frequent hand cleaning as part of normal routine.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Timetabling for groups to include more frequent hand cleaning as part of normal routine.</li> </ul>	4	3	12
20	Sufficient supplies of soap and cleaning products	<ul style="list-style-type: none"> <li>Induct children back into school with additional tuition on hygiene.</li> <li>Use E-Bug programme.</li> <li>Provide additional cleaning products</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Increase stock of hand sanitiser via PCC procurement</li> <li>Provide automatic hand gel sanitiser stations to aid swift entry and ingress.</li> </ul>	3	2	6
21	Toilets being overcrowded	<ul style="list-style-type: none"> <li>Limit the number of children or young people who use the toilet facilities at one time - no more than one child in the toilet at once. Each bubble has their own allocated toilets.</li> <li>Visiting the toilet one after the other - a 1 in 1 out basis to maintain social distancing.</li> <li>Each group to have their designated toilet areas for their sole use. No more than 1 child in the toilet cubical at once.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Limit the number of children or young people who use the toilet facilities at one time - no more than one child in the toilet at once. Each mixed year group bubble (e.g Y5/6) has their own sub-phase allocated toilets.</li> <li>Store large stocks of hand sanitiser in a safe place, in external metal workshop, well ventilated, with tight fitting lids on all containers.</li> </ul>	4	3	12
22	Vulnerable groups who are clinically, extremely vulnerable.	<ul style="list-style-type: none"> <li>Inform parents to follow medical advice if their child is in this category. Use Govt guidance: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</a></li> <li>Ensure vulnerable school staff are well informed and take necessary precautions i.e. strict social distancing, frequent handwashing.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Risk assessment for new children attending e.g. those with diabetes/asthma.</li> <li>Review staff risk assessments.</li> <li>Remind vulnerable school staff to take necessary precautions i.e. strict social distancing, frequent handwashing, restrict exposure to anyone displaying symptoms of Covid-19..</li> </ul>	4	3	12

		<ul style="list-style-type: none"> <li>• Ensure as much as possible that these children, if in school, exercise the strictest social distancing and frequent handwashing. Provide additional staffing if needed.</li> <li>• Ensure as much as possible that vulnerable school staff, if in school, exercise the strictest social distancing, limit sharing and frequent handwashing. Provide PPE if needed.</li> <li>• Individual risk assessments carried out for vulnerable children, e.g. those with diabetes/asthma</li> </ul>				<ul style="list-style-type: none"> <li>• Reassure those who are nervous about returning and provide transition experiences where necessary.</li> </ul>			
23	Children with EHCP	<ul style="list-style-type: none"> <li>• Complete risk assessment before attendance if a medical or behavioural concern.</li> <li>• If child needs administering of medication, adult to wear appropriate PPE.</li> <li>• Provide enhanced transitioning back into the school for vulnerable pupils if needed.</li> <li>• Provide photographs or video of how school looks now.</li> <li>• Individual risk assessments carried out for vulnerable children, e.g. those with diabetes/asthma</li> </ul>	5	3	15	<ul style="list-style-type: none"> <li>• Continue with measures used previously</li> <li>• Individual risk assessments carried out for vulnerable children, e.g. those with diabetes/asthma</li> <li>• Be flexible and allow for a phased return where necessary.</li> </ul>	5	3	15
24	Pupils follow guidance and adapt to the new behaviour policy	<ul style="list-style-type: none"> <li>• Ensure that the same teacher(s) and other staff are assigned to each group <b>where possible</b>.</li> <li>• Some children will need additional support to follow these measures, so additional staff might be needed.</li> <li>• Carefully consider the groupings to prevent overload of children needing additional support to follow instructions.</li> <li>• Consider part time timetable or reduced days if necessary, if this presents a risk to others.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>• Ensure that the transition back into school is carefully planned and that behaviour expectations are firmly in place.</li> <li>• Educate children on good hygiene practice and constantly remind them throughout the day.</li> <li>• Liaise with parents to ensure the messages are reinforced at home.</li> <li>• Enhanced transition period/amended timetable for some who find it difficult to cope.</li> </ul>	4	3	12
25	Member of a class or staff becoming unwell with COVID 19	<p>If a child shows symptoms of Covid -19 e.g:</p> <ul style="list-style-type: none"> <li>○ New, persistent cough</li> <li>○ High temperature</li> <li>○ Loss of taste/smell</li> </ul> <ul style="list-style-type: none"> <li>• Administrator or TA/Teacher contact parents</li> <li>• Isolate child in a well-ventilated room (open windows not open door).</li> <li>• Clean all surfaces the child has made contact with.</li> <li>• Record who the child has been in contact with in case tracing is needed.</li> <li>• Maintain 2m safe distance, but verbally comfort child</li> <li>• Adult sit outside of room if possible, or if younger child, adult to wear PPE and wash hand, disinfect surfaces after contact.</li> </ul>	5	3	15	<ul style="list-style-type: none"> <li>• Follow new government guidance as it is updated.</li> <li>• Ensure child/adult is tested asap (Perhaps offer a home kit if school has them in stock)</li> <li>• Inform rest of the group to be vigilant.</li> <li>• If positive test, the child/staff member isolates at home for 8 days and the rest of the bubble self-isolates for 14 days.</li> <li>• Inform public health ( 0800 303 8162) and follow flow chart.</li> <li>• Engage in the Track and Trace activity.</li> <li>• Report any positive cases to RIDDOR, use the COVID TRANSMISSION RISK ASSESSMENT FLOW CHART to identify methods of transmission.</li> </ul>	5	3	15

		<ul style="list-style-type: none"> <li>• Parent (or reception staff) to call NHS 111 for symptomatic children.</li> <li>• School or parent to request Covid -19 test via : <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</a></li> </ul>				<ul style="list-style-type: none"> <li>• Clean and disinfect rooms, ensuring appropriate PPE is used. The class should be left for at least 72hrs before it is used again.</li> </ul>			
26	Staff understanding new changes – safe practice at work & in classroom. Teaching in a safe environment	<ul style="list-style-type: none"> <li>• Talk to staff about the plans for:                             <ul style="list-style-type: none"> <li>○ safety measures,</li> <li>○ timetable changes</li> <li>○ staggered arrival and departure times)</li> <li>○ whether training would be helpful – this can be communicated and documented that staff have been informed and understand. <b>A written record of the processes and who has been trained.</b></li> </ul> </li> <li>• Liaise with CaterEd staff to ensure they understand our procedures for safe working.</li> <li>• Provide posters around the school and the front entrance.</li> <li>• Respond to new Govt advice</li> <li>• Remind staff and parents of measures</li> <li>• Purchase infra-red thermometer. Record reading and pass info onto parents for when they call 111.</li> <li>• Talk to staff about the plans for extending the opening of the school beyond Educare.</li> <li>• Share most recent and relevant Govt documents</li> <li>• Introduce new staff on the rota to plans for:                             <ul style="list-style-type: none"> <li>○ safety measures,</li> <li>○ timetable changes</li> <li>○ staggered arrival and departure times)</li> <li>○ whether training would be helpful – this can be communicated and documented that staff have been informed and understand. <b>A written record of the processes and who has been trained</b></li> </ul> </li> <li>• SLT member and DSL available in school each day</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>• Non-pupil days in September to focus on safe working practice and child protection.</li> <li>• Provide a written record of processes and who has received and understood the training.</li> <li>• Liaise with CaterEd staff to ensure they understand our procedures for safe working with the wider school opening.</li> <li>• Classrooms cleared of unnecessary clutter.</li> <li>• Desks 1metre plus apart.</li> <li>• Staggered arrival and departure times, with <u>4</u> different access points into the school.</li> </ul>	4	3	12
27	Accessing testing arrangements are clear for all staff and parents	<ul style="list-style-type: none"> <li>• Access to testing is already available to all essential workers</li> <li>• Confirm that this has been communicated to relevant staff Yes/N</li> <li>• Share new testing regimen for staff and children if they show signs/symptoms of infection with Covid-19:</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>• Information available to staff and parents regarding access to testing now available for <b>children 5 and over and all staff</b>, who show symptoms of Covid-19:                             <ul style="list-style-type: none"> <li>○ New, persistent cough</li> <li>○ High temperature (38 degrees or above)</li> </ul> </li> </ul>	4	2	8

		<p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people">https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people</a></p> <ul style="list-style-type: none"> <li>• UNDERTAKE A RISK ASSESSMENT FOR ALL STAFF and request medical proof if a staff member is in the vulnerable category and wishes to return.</li> </ul>				<ul style="list-style-type: none"> <li>○ Sudden loss of taste or smell</li> <li>• Posters in front entrance and staff room.</li> <li>• <b>PHE HPT: Guidance for Childcare and Educational Settings in the Management of Covid-19</b> flow chart visible to all staff.</li> </ul>			
28	Conditions for use of face masks, visors or other equipment when dealing with a symptomatic child are clear and understood by staff.	<p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</p> <ul style="list-style-type: none"> <li>• A face mask should be worn by the supervising adult, especially if <b>a distance of 2 metres cannot be maintained</b>. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult.</li> <li>• If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection/visor should also be worn.</li> <li>• Train staff on safe use of PPE via video or instructions. Keep record of who has trained.</li> <li>• Ensure expanded staffing are all up to date with Covid-19 safety training.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>• Continue with measures already in place</li> <li>• PPE boxes in every room, to be used for intimate care and first aid, or if a distance 2m cannot be maintained.</li> <li>• PPE Donning and Doffing instructions in every box.</li> <li>• Remind and train new staff on safe use of PPE via video or instructions. <b>Keep record of who has been trained.</b></li> <li>• A visor to be worn by teachers/TAs who are working between classes or are in the class for more than 15 minutes</li> <li>• If a child shows symptoms of Covid-19:                             <ul style="list-style-type: none"> <li>○ take into a well-ventilated room, with the door open if possible.</li> <li>○ Staff don PPE, if dealing with the child and during cleaning.</li> <li>○ Inform parents to collect child, to get child tested and to keep the school informed.</li> <li>○ Immediately clean/disinfect areas used and any resources the child has come into contact with.</li> </ul> </li> </ul>	4	3	12
29	Use of PPE	<ul style="list-style-type: none"> <li>• Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way</li> <li>• Increase the stock of PPE</li> <li>• Train staff on safe use of PPE via video or instructions. <b>Keep record of who has been trained.</b></li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>• Continue with measures already in place.</li> <li>• Further increase stock of PPE.</li> <li>• Ensure staff and children who take <b>public transport</b> wear face masks that are safely put away in a plastic bag, on entry to the school.</li> </ul>	4	3	12
30	Travel to school and provision of safe school transport	<ul style="list-style-type: none"> <li>• Encouraging parents and children to walk or cycle to school where possible.</li> <li>• Discourage the use of public transport.</li> <li>• Remind parents and children to walk or cycle to school where possible</li> <li>• Continue to discourage the use of public transport.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>• Ensure staff and children who take <b>public transport</b> are informed that they must wear a face mask and that they must be safely put away in a plastic bag, on entry to the school.</li> </ul>	4	3	12

		<ul style="list-style-type: none"> <li>Advise that no car sharing with multiple families.</li> <li>Hand wash/hand sanitiser before entry to the school site.</li> <li>Advise families that if using public transport, to minimise touching surfaces, maintain social distancing and use hand gel on alighting.</li> <li></li> </ul>				<ul style="list-style-type: none"> <li>Continue to promote walking and cycling to school.</li> <li>Try to arrange a free Dr Bike Day to service children's bikes.</li> </ul>			
31	Kitchen facilities comply with latest Covid19 guidance to reduce risk of infection/contamination	<ul style="list-style-type: none"> <li>Liaise with CATERed to ensure that there are no barriers/blocks.</li> <li>Keep communication open between Kitchen Mgr and HT to ensure common agreement and shared understanding of mitigating actions.</li> <li>Liaise with CATERed to ensure that there are no barriers/blocks for reopening and that all issues have been addressed.</li> <li>Ensure CaterEd Risk Assessment fits in with our protocols.</li> </ul>	4	2	8	<ul style="list-style-type: none"> <li>Continue with existing measures</li> <li>Continue to liaise and inform CaterEd of our plans and receive their risk assessment for full opening.</li> </ul>	4	2	8
32	Food that is able to be prepared on premises is compliant with Covid - 19 health and Hygiene guidance	As above				As above			
33	Catering staff are operating in a safe environment	<ul style="list-style-type: none"> <li>Social distancing where possible</li> <li>Limit amount of staff in at any one time</li> <li>As more staff will be needed, ask for reassurance that safe distancing can be achieved</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Try to include CaterEd staff in safety training at the beginning of term.</li> <li>Liaise with kitchen manager</li> <li><b>Kitchen staff to wear a visor/face covering if serving children</b></li> </ul>	4	2	8
34	Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<ul style="list-style-type: none"> <li>Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site</li> <li>Limit visitors to the school</li> <li>Contractors/ maintenance teams to work when children not on premises where possible.</li> <li>Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform any visitor, suppliers, contractors of any infection control procedures on site.</li> <li>Front reception doors taken off automatic.</li> </ul>	4	3	12	Continue with current measures and add: <ul style="list-style-type: none"> <li>Minimise visitors entering the school</li> <li>Ensure casual claim teachers/coaches work with only one bubble in a day and abide by our safety protocols.</li> <li>Continue to keep reception doors off automatic.</li> <li>Signage informs visors to be Covid-19 alert</li> </ul>	4	2	8

	<p>Contd....</p> <p>Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety</p>	<ul style="list-style-type: none"> <li>Receptionist communicate via intercom and instruct deliveries to be left in the inner porch area.</li> </ul>				<ul style="list-style-type: none"> <li>Upon entry to the school, invited visitors are asked a range of questions:</li> </ul> <div style="text-align: center;">  <p><b>High View School</b>  <b>HIGH VIEW SCHOOL VISITOR QUESTIONS and COVID-19 SAFETY RULES</b></p> <p>Welcome to High View. In order to keep yourself and everybody else safe in the school, we need to ask you some questions:</p> <ul style="list-style-type: none"> <li>Are you DBS checked?</li> <li>Are you or anyone in your household (or workplace) displaying symptoms of Covid-19? I.e.                             <ul style="list-style-type: none"> <li>New, persistent dry cough</li> <li>High temperature (above 38 degrees C)</li> <li>Sudden loss of taste or smell</li> </ul> </li> <li>Are you feeling unwell?</li> <li>Have you used hand sanitiser as you entered the school?</li> <li>Are you and everyone in your household abiding by the social distancing regulations?</li> </ul> <p>Please follow these instructions below whilst on the school premises:</p> <ul style="list-style-type: none"> <li>Please switch off your mobile phone, unless you are in an office space.</li> <li>Please read carefully, the safeguarding document given to you.</li> <li>Please abide by social distancing of 2 metres whilst in the school.</li> <li>Please avoid touching things unnecessarily.</li> <li>Please wash your hands regularly or use the hand sanitiser often when in the school and before leaving.</li> <li>Please minimise contact with people in the school.</li> <li>Please exercise good respiratory hygiene – catch it, bin it, kill it!</li> <li>Please ensure you are escorted at all times when in the school.</li> <li>Please avoid bringing in unnecessary items into the school.</li> </ul> <p>Thank you we appreciate your co-operation in keeping every one as safe as possible.</p> </div>			
35	Suppliers understanding and complying with new arrangements	<ul style="list-style-type: none"> <li>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Continue with current arrangements</li> </ul>	4	2	8
36	Communications to parents and staff	<ul style="list-style-type: none"> <li>Regular communications – identified and logged.</li> <li>New communications regarding the wider opening of the school to be identified and logged.</li> <li>Covid-19 Home School Agreement to be sent out to new cohorts in Y2 and Y5</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Communicate all new arrangements in an easily accessible format for staff and parents.</li> <li>Updated Covid-19 Home School Agreement to be sent out to all children and families</li> </ul>	4	2	8
37	Parent aggression due to anxiety and stress.	<ul style="list-style-type: none"> <li>Inform parents of the arrangements for allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety.</li> <li>Explain the rationale for groupings and time of school day</li> <li>Communicate with parents well beforehand of the arrangements for allocated drop off and collection times</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Communicate all new arrangements in an easily accessible format for staff and parents.</li> </ul>	4	3	12



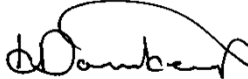
		<p>and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety</p> <ul style="list-style-type: none"> <li>• With increased numbers, suitable 2m markings are to be placed in entrance areas and pathways so that social distancing can be maintained whilst waiting for drop off and collection.</li> <li>• Provide a Q&amp;A document for parents in anticipation.</li> <li>• Have staff available to kindly direct parents or to answer questions at the start and end of the day.</li> </ul>							
38	<p>Spread of virus due to increased numbers of people within the building.</p>	<p>All who have access to the school continue to focus on the <b>4 key points of infection control:</b></p> <ul style="list-style-type: none"> <li>• All children and staff briefed to avoid contact with anyone with symptoms</li> <li>• Frequent hand cleaning and good respiratory hygiene practices (upon entry and exit and frequently throughout the day)</li> <li>• Regular cleaning of settings</li> <li>• Minimising contact and mixing with others outside of the household Inform parents that if their child needs to be accompanied to school, only one parent should attend</li> </ul> <p>Enhanced precautions, including limited group numbers, developing bubbles, creating pupils stations and own stationery, training for staff (all as mentioned previously)</p>	4	4	16	<ul style="list-style-type: none"> <li>• Increase bubbles to teams of 90 in mixed year groups, consisting of 3 parallel classes. (Due to school being 1.5 form entry)</li> <li>• Stagger lunchtimes and breaktimes and keep bubbles apart.</li> <li>• Increase dining area spaces.</li> <li>• Re-format class layout with arrays of single desks, facing the front and spaced 1m from other pupils.</li> <li>• Teachers/TAs and other staff maintain 2 metre rule wherever and whenever possible.</li> <li>• Staff use visors or sneeze guards where they have to move closer than 1 metre.</li> <li>• Enhance the supply of stationery and personal resources.</li> </ul>	4	3	12
39	<p>Spread of virus due to extended school provision and risk of mixing bubbles</p>	<p>N/A There was no extended school provision during partial opening</p>				<ul style="list-style-type: none"> <li>• Breakfast club and After school WRAP club will operate in 4 bubbles (N/Rec, Y1/2, Y3/4 and Y5/6) in the dining hall, separated into 4 quadrants with at least 4 metres between them.</li> <li>• Disinfect tables and equipment before and after use.</li> <li>• Regular handwashing and respiratory hygiene continued.</li> <li>• Siblings can sit together.</li> <li>• Each bubble has their own equipment.</li> <li>• Regularly disinfect toilets between use, particularly between bubbles.</li> <li>• Entry and egress separate from other groups.</li> <li>• Drop off and collection at front entrance.</li> </ul>	4	3	12

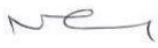
40	Risk of infection through mixing bubbles of children and touching surfaces and clothing when operating Walking Bus	N/A There was no walking bus provision during partial opening				<ul style="list-style-type: none"> <li>• Booking system only</li> <li>• Operators group routes as far as possible to operate single bubbles, but not always possible.</li> <li>• Front operator has a reel of plastic, washable rope in her rucksack, marked out at 2m intervals. The first child takes the end and subsequent children hold taped area at 2metres distance.</li> <li>• Hand sanitiser used as child joins the group.</li> <li>• Reduce spaces down to 1m when crossing roads . Rear operator monitor closely from behind.</li> <li>• Antibacterial spray and cloth to be carried in rucksack by operators, so hi viz jackets/bands and rope can be wiped down after each use.</li> <li>• PPE: Personal mask, gloves, aprons and first aid kit carried, in case of accidents on journey to school.</li> <li>• If it is raining, children wear hi visibility reflective sashes rather than jackets, which are easier to dry and can be disinfected between use.</li> </ul>	4	3	12
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## Assessment Action Plan

Hazard	Action Required	Costs / resources required	Target Date	Action by whom?	Completion Date
1	<ul style="list-style-type: none"> <li>Arrange fire drills as each new year group joins the school</li> <li>Arrange where groups will assemble in order to maintain safe distancing, consider temporary markings on MUGA on which children can stand</li> </ul>	£0	06.09.2020	KDK/TC/JT/KH/PH/LK/SJ	On the first day of opening 07.09.2020
2,3,11	Provide further communication to parents regarding our safer working practice and staggered drop off and collection arrangements. Upload new RA to website and share with H&S executive.	£0	22.07.2020	KDK KDK/JT	Sent via email to parents on 20.07.2020 and posted hard copy on 21.09.2020
4	Purchase individual stationery boxes for Years 1-6	£		SJ	Arrived 14.07.2020
12	Site manager to source additional Perspex suitable for sneeze guards	£200	ASAP/	PH	Arrived 16.07.2020
4 +15	Purchase additional boxes/crates for individual children	£539.26	20.07.2020	SJ	Arrived 13.07.2020
16	Purchase additional cleaning products – disinfectant, wipes, bleach	c£100	ASAP	PH/TC	Done
20	Purchase automatic hand sanitiser stations		By 03.09.2020	PH	04.08.2020
26-27	Provide communication regarding safe systems of work and instructions for safe wearing of PPE for staff SEND OUT STAFF RISK ASSESSMENT	£0	By 22.07.2020 and again on 03.09.2020	KDK/SLT KDK/TC KDK	All staff have now had a RA. NPD 03.09.2020
40	Purchase plastic rope and high visibility sashes	£96.00	By 20.07.2020 (to test it out)	KDK /MR	Done

I confirm that this risk assessment is an accurate reflection of the risks and controls in place **YES / NO**  
 The further action required, as outlined in the Action Plan above, will be achieved by the target dates **YES / NO** – see below\*  
 \*Manager's comments (if further resources are required etc).....N/A

**Signed by responsible manager:** NAME: Kim Dorian-Kemp Signature..... 

**Approved by Chair and Vice Chair of Governors:** Name(s)  Nicola Harvey and Vimal Bhagwanji 

**Approved and reviewed by the PCC panel and approved as suitable and sufficient on 06.09.2020**

**Date formally adopted:** 15.07.2020 (subject to LA approval) **Review date:** Ongoing as circumstances change or on 23.10.2020 whichever is sooner.

**NOTE:** We have been advised that we cannot bring the likelihood below 3 where there is a reliance on children complying. Due to the severity of Covid, it is difficult to bring the severity number to below 4, so some sections remain high risk due to the algorithm.

		Consequence				
		Negligible 1	Minor 2	Moderate 3	Major 4	Catastrophic 5
Likelihood	5 Almost certain	Moderate 5	High 10	Extreme 15	Extreme 20	Extreme 25
	4 Likely	Moderate 4	High 8	High 12	Extreme 16	Extreme 20
	3 Possible	Low 3	Moderate 6	High 9	High 12	Extreme 15
	2 Unlikely	Low 2	Moderate 4	Moderate 6	High 8	High 10
	1 Rare	Low 1	Low 2	Low 3	Moderate 4	Moderate 5

**Supplementary paragraph**

The opening up of more establishments and services presents a high risk for the increase in transmission of COVID-19 and second wave in the City. Suitable and sufficient controls have been agreed by the Council in accordance with Government guidelines, however the transmission of COVID-19 rests in the hands of the public, individuals who may not be adhering to Government guidelines, and in some cases displaying anti-social behaviour. For this reason it is not possible to lower the residual risk to below 16 where it involves reliance on young children and parents/carers. In usual circumstances the Council would act to apply additional controls, or to cease activities; however this is not possible nor desirable in the light of Government guidelines and the need to support the economy. The Council therefore accepts the residual risks, and **in the event of a second wave** in Plymouth will work collaboratively with Public Health England in order to instruct the public to: **stay home, protect the local NHS and save lives.**