

Nettlebed Community School

<p>COVID RE-OPENING Risk Assessment ALL YEAR GROUPS</p>
--

Location / Site	Insert location and site where activity taking place
Nettlebed Community School	
Activity / Procedure	Insert name/type of activity or procedure being assessed
Full opening and on-going practice	
Assessment date	Insert date when assessment is being carried out
25.09.20 – to be updated regularly	
Written with the guidance of https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools	

Identify people at risk	YES or NO
Employees	YES
Children	YES
Visitors	YES
Contractors	YES

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing in the classroom resulting in direct transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Remove excess furniture to increase space 2. Year 2 – Year 6 set format of furniture to be followed. Desks facing forwards. Children to sit 2 to a desk unless specific children need otherwise. Staff work at side of pupils not face to face. Training to be covered in Inset 1.9.20. Updated each time of risk assessment. 3. Class rules created for and with the children – (Include instructions how to line up, use of toilet, moving around the classroom and school) Rules re-visited and modelled many times a day and linked to school behaviour system – lots of recognition of adherence to policy 4. Lessons planned for individual work or paired work or small consistent groups within class. 5. Where possible staff to be at front or side or back of room 6. Conversation in the classroom from adult height, where appropriate. No longer than 15 mins in range less than 1m. Those who work in close proximity with children to wear a mask if they chose. 7. If close feedback or communication needed – side to side not facing child 8. Set seating plan so children have their desk which is the same every day with their own resources. Groups to be consistent where possible – notes to be kept where changes have been made. 9. Coats kept on pegs – children sent in small groups to hang up and collect coats – supervised when not in the classroom 10. Children stay in their class for the majority of the time. Except at lunch and PE in the hall. Lower school to eat on floor in big hall and Upper School to eat at tables in small hall. Tables and chairs to be cleaned after each sitting. 11. Children in corridors only to get to their class if inaccessible from outside (Highflyer). Except for communal working spaces to be used by one consistent group from a bubble and cleaned in between. Rainbow Room to be used for 1 child only with door or windows open. Upper School children to be walked through ks2 cloakroom to hall. 12. Playtimes – in bubbles. See separate rota. 13. When moving around – children move in small groups and managed by teacher. Limited movement. If using the hall then enter via the covered walkway or KS2 cloakroom. 14. EYFS and Year 1 to have a carpet sitting space. Distance in these rooms. No big colourful carpets in other rooms. 15. Water bottle on desks or under desk to remove need of children moving around classrooms 16. Ensure good ventilation in each classroom all day (windows or doors open). Highflyer to have both doors open and use outside reception if needed. 17. Phased return in week one to support children adherence to rules and learn new routines. 18. Hall to be used for PE and lunch. No wooden PE equipment to be used. 19. Hall used for dance club and 2 club meetings or clubs in separate zones if raining. Music lessons too where space – guitar, piano and clarinet (please see separate risk assessments) 20. BUBBLES: EYFS, Lower School and Upper School. 21. After school and before school care to be arranged in line with the bubbles to minimise contact. Breakfast club, Lego and Chill to be based in the hall where it is light and airy. Zoned for different bubbles. Other clubs operate in classrooms within the same bubble. No communal areas. 22. After school providers to be asked what measures they take to minimise spread too and to agree to our practices. 23. No group clarinet lessons. Singing only in socially distant space, pupils facing the same way with windows open or outside and adhering to guidance <i>Singing, wind and brass playing should</i> 	

Nettlebed Community School

not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained. (DfE guidance 17.09.20)

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Class toilets – Boys and girls – cleaned every day – site manager. Discovery and Highflyer to use KS2 toilets and Investigator to use Community facilities. Each class have designated toilets. 2. High flyer to use the sink in the corridor within their bubble. 3. Children instructed – if cubicles are in use – wait outside. 4. Hand gel used as option if sink unavailable 5. Extra Signs in toilet re washing hands 6. Wedges for the toilet external toilet doors if not fire doors. 7. Extra soap ordered to ensure we do not run out 8. Children to wash hands before and after lunch. 9. Each classroom and key areas of the hall to have a box of cleaning equipment too 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing waiting to enter classroom in morning and after breaks resulting in direct transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Children go straight into class on entering the school. Early work to be ready or activities for younger children. Line up with class at arms length 2. Discovery class – belongings outside enter classroom classroom door, Investigator the same, Highflyer enter through KS2 cloakroom and pegs in classroom 3. Instructions shared re social distancing between families in the morning with parents and children – specific information sheet for this situation 4. Signage for parents and children displayed outside the classroom 5. HT or Senior Teacher to be on duty to supervise 6. Staggered drop off and pick up times for different year groups – 2 times based in Houses 7. Only 1 parent bringing children to school. 8. Liaise with Happy Days to stagger playground times 9. No parent enters the playground in the morning. One way system in place for pick up. 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Staggered playtimes and/or allocated play area including liaising with Happy Days 	

Nettlebed Community School

2. Lunches all eaten in hall at different times and different zones of the hall.
3. Reduced playtime equipment – hard surfaces and can be easily cleaned.
4. Play equipment wiped down after use. Equipment per class.
5. Games discussed which encourage social distancing
6. Staff supervision throughout –2 metre distancing between each other.

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing when eating lunch resulting in direct transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Children eat in the hall in bubbles or in outside areas or hall in their bubbles 2. Kitchen only provide packed lunch for term 1 and 2. TAs collect from the hall and distribute. 3. 30 mins to eat lunch and 30 mins play. Children to wait in hall until finished and led to the playground by an adult. 4. TAs to supervise. 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Lack of social distancing in the corridors resulting in direct transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Children staying in their classroom and accessing outside from classroom door except Highflyer who will use the KS2 cloakroom as no-one else is using that. 2. Weekly assembly via virtual means - Teams 3. One boy and one girl going to toilet at one time 4. Messages to office via walkie-talkies, phones or adults. 5. Agree instructions with children concerning going and returning to toilet 6. Children are not moving around the school. 7. When walking to the hall, enter via the back of the hall of the KS2 cloakroom (this is for lunch). Children to be walked by an adult. 8. Wide corridors in school. 9. Staff in school to wear face coverings in communal spaces – office and staff room unless they are eating 10. 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Contact of shared resources resulting in indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Children have own stationery packs or own pencil cases. 2. Tubs of resources for pairs or small groups if needed – maths cubes etc 3. Tables, door handles and other surfaces cleaned with anti bac every night and throughout the day 4. Lessons planned so resources are paired and not group 5. Children allocated a white board/pen and have on their desk 	

Nettlebed Community School

6. Resources on tables ready for lesson and not distributed within the lesson where possible
7. Children encouraged to wash hands / use hand gel before lessons and after each lesson
8. Outdoor playground equipment allocated to year group children and cleaned each day at the end of the day
9. Resources cleaned if used throughout the day or put into quarantine for rotation.
10. Same bubbles use hall on same day.
11. All surfaces left clear at end of the day
12. Curriculum arranged to limits shared use of items of computers for example.

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Emotional distress of the children	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Individual risk assessments for children with special educational and behavioural needs where necessary. Outside space offered as alternative rather than indoors. 2. Recovery curriculum to be employed across school. Introduction of emotional regulation. 3. Heavily broken up timetable and afternoon plays for all. 4. New weekly timetable and nurture afternoon on Fridays. 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Seek expert guidance from special schools re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments. Not currently necessary. 2. Addition on home school agreement regarding children whose behaviour may be considered dangerous. 3. Masks available in each room if needed – instructions form PHE re cleaning – so issued to individuals 4. Extra disposable aprons available 5. Extra gloves available 6. Visors available if needed 7. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk. Parents/carers aware of expectations. 8. Administering first aid to be carried out side to side, using verbal instructions if possible. Gloves to be worn at all times and consider face shield and mask 9. If child has temperature or new and continuous cough – child taken to front of school (staff to keep 2 metre distance when escorting them or wear PPE). If child has temperature or new cough then inform office and parents will be contacted. Staff in PPE to stay with child until parent arrives. Siblings also sent home. Parent told to get test and keep children off school until test has been returned. HT to make decision re children returning to school. Member of staff who was with child – removes PPE and places in bins by bin store, wash hands and use hand gel. (Staff can return to work after this situation) 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Hand gel dispenser inside of all classrooms 2. Hand gel between school and Happy Days 3. Hand gel order in large quantities 4. Extra soap dispensers and re-fills in each classroom 5. 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 6. Washing hands posters replaced in all washing areas 7. Reminders how to wash hands properly – videos and posters 8. Catch it, Bin it, Kill it approach. 9. Timetables created to enable all children to wash hands/anti-bac before and after lunch, after break if not possible hand gel used. Visual timetables used to support lower years. 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using anti bac 2. PPE will be worn by all cleaning staff 3. Reading books given and collected using system of cleaning hands 4. Soft furnishings and soft / cloth toys will be removed from use in classrooms 5. Shared resources cleaned or quarantined each day. 6. Toilets cleaned daily 7. Anti-bac spray in each classroom to be used before and after lunch 8. Displays to be designed to engage children but not encourage touching 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. Staff risk assessment kept up to date. staff to keep strict social distancing from other adults and as much social distancing from children as possible. Medical evidence required. 2. Agree if staff are allowed to wear PPE when in school if they wish 3. Issuing of all relevant risk assessments to staff concerning returning to work – and allow them to comment and contribute 4. Siblings to be sent home if one has suspected case 5. Member of staff identified as vulnerable due to medical treatment is to work in a solo office until treatment ends. She will limit face to face contact with others. 	

Nettlebed Community School

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Risk of illness of vulnerable children and family members through direct and indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
Children who are extremely clinically vulnerable or are living with anyone who is extremely clinically vulnerable if have concerns to have discussion with HT and individual risk assessment completed if necessary.	
<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Risk of illness of school community from visitors and contractors through direct and indirect transmission of the virus	
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
<ol style="list-style-type: none"> 1. All visitors to make appointment via reception. Adhere to school policies with regards to social distancing. 2. Where possible visits to be made when children are not in school and fewest staff. 3. Visitors to be taken to their destination via the outside where possible. 4. Reception to use the window in the office to triage any visitors and direct where appropriate. 5. All people on site asked to wear a face covering. 	

OVERALL level of risk	Consider level of risk following use of control measures HIGHLIGHT the appropriate assessment of risk	
NOT REDUCED THE OVERALL RISK	REDUCED THE OVERALL RISK TO SOME DEGREE	CONSIDERABLY REDUCED THE RISK
Assessor's comments	Insert comments relevant to findings as appropriate	
<p>The risks of transmission are still present and there is currently not enough scientific evidence on which to base the measures.</p> <p>The guidance recognises that socially distancing in schools is not possible and so this risk assessment aims to limit the times for transmissions and keep groups consistent.</p> <p>The risk assessment is written under guidance from DfE.</p>		

Name of assessor	Signature of assessor	Date
B Greenwood	B Greenwood	02.11.20

Manager's comments	Insert comments relevant to assessment as appropriate
---------------------------	---

Nettlebed Community School

Email 01.09.20 S Soles and M Tebbutt. Points raised addressed in my reply of the same date.

Hi Bethany,

This looks good and very comprehensive. I just have a couple queries show below:

- Section 1, no 15: should this be Highflyer rather than discovery?
- Section 2, no 1: again should this be in relation to Highflyer!

Beyond this, my main question is; is this all achievable? In particular, does the Site controller have sufficient capacity to continue to maintain general site standards as well as these additional cleaning requirements? If not, is there anything we can do to provide additional resources?

Finally, are there any additional plans for continuing to allow children to play outdoors when we have consistent bad weather? From my own child's experience of being back at school I know he struggled with the rules inside the classroom and really needed those breaks to run around outside. Perhaps some extra messaging to parents m around preparedness for continuation of outdoor play (ie. Appropriate attire) on the emotional well being section?

Name of manager	Signature of manager	Date
S Soles Health and Safety Governor M Tebbutt – Chair of governors	Via email	01.09.20

Risk assessment review 1	
Date	After day one and two – phased return
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

Nettlebed Community School

Risk assessment review 2	
Date	After day 3 – full school
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
I have attached a copy of the updated risk assessment. Just a few tweaks mainly around children in the building outside of the classroom. I have said that they can use communal areas for the same consistent group of children in the bubble. Otherwise we will struggle to run any support groups or split phonics groups.	
Who was involved in the Review BG SS and MT	
Signature of those involved in the Review	

Risk assessment review 3	
Date 11.09.20	After first full week
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Siblings sent home if a suspected case	
Who was involved in the Review BG MT SS	
Signature of those involved in the Review via email	

Risk assessment review 4	
Date 25.09.20	After second week
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Further guidance added around the role of singing and music teachers in school– used guidance from DfE update 17.9.20	
Who was involved in the Review BG SS MT	
Signature of those involved in the Review via email	

Nettlebed Community School

Risk assessment review 5	
Date	After fourth week
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

Risk assessment review 5	
Date	After first term
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	
Who was involved in the Review	
Signature of those involved in the Review	