

**JULY COVID RE-OPENING Risk Assessment – ALL YEAR GROUPS –
SEPTEMBER 2020**

Location / Site	St John Bosco Catholic Primary School
Activity / Procedure	Full re-opening
Assessment date	07/07/2020 – to be updated regularly until re-opening

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 unnecessary furniture to increase space – put in storage 2. Year 2 – year 6 set format of furniture to be followed. 3. Class rules created for and with the children on the first day back – (Include instructions how to line up (1 metre away), use of toilet, moving around the classroom and school) Charter re-visited and modelled many times a day and linked to school behaviour system (It’s Good to be Green) – lots of recognition of adherence to policy 4. Lessons planned for individual work or paired work (not group work in first instance) 5. Where possible, staff to be at front or side or back of room 6. Conversation in the classroom from adult height, where appropriate 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 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. 11. Playtimes – in year group (2 year groups can have half of the play area each but year group children and staff must not mix – 2 metre distance at minimum 12. When moving around – children move in small groups and managed by teacher to carpet and to tables etc. 13. Sitting on the carpet needs to be as spread out as possible (some could sit at desks) 14. Water bottle on desks or under desk to remove need of children moving around classrooms 15. Ensure good ventilation in each classroom all day (windows or doors open) 16. PE outside for first 4 weeks and then reviewed re use of hall 17. BUBBLES: Children - Majority of the school day will be in class bubbles and Break time and lunchtime – Upper/Lower Key Stage Two or KS1 or EYFS group bubbles (60) Staff – majority of the school day will be in class bubbles PPA Cover – if entering a class other than own bubble – staff member to remain 2 metres away from children and teach from the front of the classroom. NB Ensure 2 metre clear access to all exits 	

<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. Phase toilets – Boys and girls – cleaned during the day – office staff 2. Children instructed – if cubicles are in use – wait outside 3. Hand gel used after toilet use as well as washing hands 	

4. Extra Signs in toilet re washing hands
5. Wedges for the toilet external toilet doors if not fire doors.
6. Extra soap ordered to ensure we do not run out
7. Ensure promotion of ‘catch it, bin it, kill it’.

<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 school in morning or collect child in the afternoon 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. Markers outside for the children and parents to wait – 1 metre apart as more than one person 2. Face coverings optional for adults and children when waiting and on site – removal on entry – in tissue bin (one in each class) – if reusable – given to parent to take home – removal decision based on child’s mental health and risk (SLT to be consulted if child wants or needs to wear in school.) 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. Head of School and Executive Head to be on duty to supervise 6. Staggered drop off and pick up times for different year groups. 7. Specific times given to parents with more than one child. 8. No parents on the premises. 9. Teacher to stand on door/gate. TA in classroom/hall. 10. All children head straight to class. Nursery and Reception to enter through the main entrance and head down the KS1 outdoor corridor and into class. EYFS teachers to stand along the route to ensure children get into class safely. TA in class ready for them. Another member of staff at the gate getting them in and stopping parents coming in. 11. Children not to be let in earlier than their allocated time. 12. All children collected from KS2 playground. 13. One-way system in operation. Enter by the main entrance and leave through the gate. 14. One member of staff at front entrance and one at the gate at all times. 15. Children line up, as before, spread further away from other classes than last academic year. 16. Children released one at a time to parents. 17. Parents encouraged to socially distance on the playground at all times. 18. Class teacher responsible for dismissing child to parent. 19. Office staff to stand at front entrance. 20. Head of School to stand at KS2 gate. 	

<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 (for phases – half play area per year group) 2. Reduced playtime equipment – hard surfaces and can be easily cleaned (bag of equipment per 	

- year group)
3. Games discussed which encourage social distancing – AHT to lead training on Teacher Training Day.
 4. Staff supervision throughout – year group staff not to mix and ensure more than 2 metre distancing between each other.
 5. KS2 children, to leave hall, go out through door one, up the stairs, along the corridor and out of the door. Gel or wash hands on the way outside.
 6. KS2 children to enter hall, go through the door by Head of School office from KS2 playground and into the hall through door two.
 7. Lunch boxes kept in a box in class and brought into the hall by adult to avoid any corridor congestion.
 8. When Y3 and Y4 enter playground, stay in ‘holding zone area’ until Y5 and Y6 have left the playground. Y3 area is the outdoor classroom and Y4 area is in and around the shelter.
 9. KS1 playground area split so Y2 and Reception can both use it for the overlap time. Reception to use the chippings area at that time.
 10. KS1 children and EYFS to enter the hall using the fire exit. Teacher to close fire exit as soon as all children in. Go outside through classroom door and round to the hall fire exit.
 11. KS1 and EYFS children to leave hall through door three. Head down the corridor and onto the playground through their classroom door.
 12. Designated member of lunch staff to stay with their class at all times. Adult and children enter and leave hall together – wait for everyone.
 13. Classes must stay in the hall or their classroom for the full allocated eating time to avoid congestion in corridors or on the playground.

<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. Some children eat in their classrooms. Sit at allocated desk. No moving around the classroom. 2. Full plan and timetable in place for lunchtimes. 3. All lunch time staff in school on Teacher Training Day to run through routines. 4. Week on/week off hot meals for all children. KS1 & EYFS hot meals in week one and KS2 grab bags, swap round the following week. 5. Limit number of children in the dinner hall. 6. Tables and chairs to be cleaned before next set of children enter hall. 7. One member of staff allocated to each year group at lunch time. 8. Adults to hand out cutlery and drinks. 	

<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

1. Reduced number of children in corridors. Only leave classroom to go to the toilet, head outside or go to hall for lunch.
2. No children to be sent on jobs at all including collecting ICT equipment.
3. Use walkie talkies to inform rest of school if whole class leave classroom to avoid crossing in corridors.
4. Adults to change reading books to keep children out of corridors.
5. Lunch boxes stored in classrooms not corridors.
6. Snack stored in own tray.
7. Agree instructions with children concerning going and returning to toilet
8. When moving class around the school – 1 metre between children – one adult at back insisting the distance is maintained – regular practice this in the first few days – Staff keeping at least one metre away from children
9. No assemblies or mass until further notice. Virtual assemblies will take place – timetable to be sent out.
10. No large gatherings of any form.
11. Staff to collect bagels, snack, etc. No children to collect at any time.
12. Y6 children who walk to school may bring their mobile phone into school. These will be stored in the Y6 classroom to avoid congestion at the school office and in corridors.

<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 or areas 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 stationary packs from year 1 – 6 2. Tubs of resources for pairs if needed – maths cubes etc 3. Tables, door handles and other surfaces cleaned with Milton every night as well as cleaned throughout the day. Classrooms cleaned throughout the day by class staff and communal areas by office staff. 4. Lessons planned so resources are paired and not group 5. Resources on tables ready for lesson and not distributed within the lesson 6. No children to hand out resources 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 left on front tables for cleaning – if shared within the day 10. All surfaces left clear at end of the day 11. Children may bring their own pencil case to school if it fits in their tray. Once they bring it to school, it must stay in school and not go back and forth to home. 12. No backpacks. Allocated plastic bags and lunch boxes plus drink bottles only. 13. Resources that are shared between bubbles, such as specialist art or science equipment or sports equipment must be cleaned between use by different bubbles OR left unused for a period of 48 hours (72 hours for plastics). Subject coordinators to organise the use of their specialist equipment to ensure these measures are in place. 14. Corridor reading books to be changed by staff for the foreseeable future. Encourage use of reading on Reading Planet. 15. Designated day for changing reading books and use of the school library. Y2 = Monday, Y3 = Tuesday, Y4 = Wednesday, Y5 = Thursday, Y6 = Friday 	

16. Cleaning team to do a thorough clean of the school library at the end of each day so a different class can use it the next day.
17. Returned books must be left for 48 hours before going back into circulation.
18. Library not to be used at lunchtime for the time being.
19. Staff to accompany up to six children at a time to the library to change books. Staff to operate the computer so only they will be touching it.
20. Banded books changed once per week. Reading planet and library books can be used for more books. KS1 banded books: Y2 = Monday, Y1 = Tuesday, Rec = Wednesday, Nursery = Thursday
21. Set of laptops to be shared between Y5 and Y6 (stored in Y6), set between Y3 and Y4 (stored in Y4) and set in Y1. Y2 to pre-book laptops from Y6 or Y4.
22. Laptops to be wiped down and put back on charge after use.
23. I pads to be booked in advance and cleaned after use. Only one bubble per day to use them.

<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. Meet and greet sessions in July so children can talk to their new teacher. 2. Email sent by new teacher towards the end of August to new class. 3. PSHE project (While we can't hug) first week to support children's mental health and build relationships with adults in their classrooms 4. Pupils who need extra support to be identified as early as possible 5. Rainbow Room in operation from first day back. 6. Individual risk assessments for children with special educational and behavioural needs 7. Parent to teacher transition form for parents to share concerns with new teacher – emailed out mid-August 8. Microsoft Teams transition meetings between staff 9. PSHE based curriculum to be delivered in the first couple of weeks to support children's well-being – slowly increasing the cognitive load 	

<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 2. Masks available if needed – instructions form PHE re cleaning – so issued to individuals 3. Extra disposable aprons available 4. Extra gloves available 5. Some visors also available if needed 6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a 	

- way staff are put at risk
7. Personal care – PPE (mask, face shield, gloves and apron)
 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 COVID isolation area in outdoor classroom or DHT office (staff to keep 2 metre distance when escorting them or wear PPE) Staff to put on PPE and take temperature. 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. Member of SLT to make decision re children returning to school. Member of staff who was with child – removes PPE in disabled toilet by office and place in yellow bins, wash hands and use hand gel. (Staff can return to work after this situation)
 10. Diabetes check to take place at the back of year six (one member of Y6 team plus one member of office staff team). PPE available if requested.

<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 outside all classrooms 2. Hand gel order in large quantities 3. Extra soap dispensers and re-fills in each classroom 4. Children handwash 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 5. Washing hands posters displayed in all washing areas 6. Reminders how to wash hands properly – videos and posters 7. All classes to complete hand washing experiment as Science lesson on first day back at school. 8. Procedure agreed for children to wash hands so thorough hand washing – soap walk to back of line, rubbing hands and then rinse off when back to the front of the line. 9. Timetables created to enable all children to wash hands before and after lunch, after break if not possible hand gel used. 	

<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 Milton 2. PPE will be worn by all cleaning staff 3. Soft furnishings and soft / cloth toys will be removed from use in classrooms 4. Shared resources left on front desks for cleaning at end of the day 5. Toilets cleaned throughout the day 6. Anti-bac spray in each classroom to be used before and after lunch 	

7. Displays to be designed to engage children but not encourage touching – so decoration above the children’s heads and class doors to be left clear.
8. Checklist on back of classroom/toilet doors signed to confirm area has been cleaned regularly.

<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. Those who are clinically extremely vulnerable or living with those that are clinically extremely vulnerable to complete personal risk assessment – based on staff risk assessment. These staff to keep strict social distancing from other adults and as much social distancing from children as possible. 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 re-turning to work – and allow them to comment and contribute 	

<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
Lack of social distancing amongst staff	
<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 to leave the building by 4.15pm where possible (obviously other than those working with children in after school clubs). This will allow the cleaning team to have better access to ensure a thorough clean and reduce issues surrounding social distancing. 2. Staff meeting once per week, virtually, at 7.30am on a Wednesday. All staff to attend where possible. Agenda will be sent out prior to the meeting. 3. Briefings will not physically happen. The board in the staff room will be updated. Email and Whatsapp will also be used to provide staff updates. Staff to check emails on a daily basis. 4. Staff dress code will be back to normal. Wear Bosco t-shirt on PE day. 5. Staff should not enter other bubbles unless necessary. If entering other bubbles, remain at least 2 metres away from children and staff. 	

6. Staff need to continue to socially distance from each other (1 metre at all times).
7. PPA to be taken at home where possible.

<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 children running off/not staying in line at home time.	
<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 to be made aware of what will happen at home time and where, this should be reminded to them each day. 2. Parents to be aware not to call their children over. 3. One member of staff at the front of line and one at the back. 4. Class should stay together in one line when traveling to KS2 playground. 5. Children who staff identify to be a potential hazard should be near to a member of staff. 	

<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 malleable resources in EYFS 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. Malleable resources such as playdough will not be available within the continuous provision for independent play. 2. Children will be assigned their own playdough pot for use during ‘dough disco’, it will be given out and collected in by a member of staff and stored out of child’s reach. 	

<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 children touching/biting snack i.e breadsticks, fruit, milk in EYFS 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. Where possible fruit will remain in plastic bag until needed for use. 2. Staff to wear gloves and hand out fruit to children 3. Fruit basket to be placed out of reach of children 4. Children to be told and reminded that they can ask for snack if they are hungry inline with open snack bar. 5. Where possible children should be encouraged to put their own straw in milk, if this is not possible staff should wear gloves and prepare milk before snack time. 6. If children need their cup filling with water, staff should do this and ensure the water taps on fountain need regular cleaning. 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate
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	detail about the type and location of hazards
Contact of shared EYFS outdoor 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. Nursery and Reception will have access to outdoor learning, covers should be placed over tuff spots when not in use. 2. Playground should be cleared and put under reception classroom windows when KS1 access playground. 3. Sand play will not be available and will remain covered over – sand toys will be in shed. 4. If water is used in outdoor water tray it should be emptied at the end of each session. 5. KS1 children should be reminded not to access EYFS resources. 	

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
Close contact with bodily fluids when changing children who have had a toileting accident or a nappy change – resulting in transmission of 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 should wear full PPE when changing and handling soiled/wet clothes 2. Where possible children should be encouraged to undress/dress themselves 3. EYFS bubble should be changed in reception toilets 4. KS1 bubble should be changed in disabled toilets 5. Staff and children should wash their hands thoroughly and hand sanitise once completed. 6. Soiled clothes should be kept out of reach of other children. 7. Any clothes returned to school following a toilet accident should be quarantined in a box in class for at least 72hrs. 	

<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 children coughing/sneezing during whole class cooking activity in EYFS - resulting in transmission of 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 cooking/food preparation activities should be suspended/avoided. 2. If necessary a separate risk assessment will need to be completed. 	

<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 from external visitors (contractors/advisory agencies, parents and potential parents)			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE

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<u>Control measures</u>		List your control measures required to reduce risk - add appropriate detail about the type and location of controls	
<p>All visits must be pre-arranged with the school. No visitor will be permitted to enter the site without an appointment</p> <p>Visits will be carried out virtually wherever possible. Where this is not possible, they will be kept as short as possible</p> <p>All visitors will be asked to use PPE wherever possible whilst they are in the building.</p> <p>Visitors will be expected to limit the pieces of equipment they bring into the school, only bringing the bare essentials for them to be able to complete the purpose of their visit.</p> <p>All visitors will be asked to wash their hands or sanitise upon arrival.</p> <p>All visitors will be asked to complete a 'Covid-19 Visitor Agreement' form to assist with test and trace procedure. (see appendix 1)</p> <p>If the visit must be conducted within a room, this will take place in a suitable room which has room to socially distance as well as windows for ventilation.</p> <p>The room will be cleaned before and after use.</p> <p>External contractors will be kept to a minimum and where possible, will visit the school out of hours (after 3:30pm)</p> <p>If several contractors need to visit school, their visits will be staggered</p>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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	

Risk assessment review 1	
Date	
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

Risk assessment review 2

St John Bosco Catholic Primary School

Date	
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	

Risk assessment review 3	
Date	
CHANGES TO CONTROLS MEASURES AND OR HAZARDS	
Who was involved in the Review	
Signature of those involved in the Review	