



Long Sutton C of E Primary School

Risk Assessment for Full Reopening of School September 2020

This Risk Assessment is based upon the guidance in the following Government document:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

'We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together

- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

At Long Sutton our children will be organised into 4 'Class Bubbles.' Children will remain within these class bubbles whilst inside the school building. 'Big Bubbles' (2 classes) will also be implemented and children can mix within these Big Bubbles when they are outside. These Big Bubbles will also be used in the hall for lunch sittings and Collective Worship, however each of the class bubbles will be kept separate whilst in the hall at these times. Staff can cross between class bubbles when necessary but should practise 1m+ social distancing with staff from different bubbles.

Class Bubbles:

- Hyde
- Kimbers
- Saulgrove
- Benhams

Big Bubbles:

- Hyde & Kimbers
- Saulgrove & Benhams

Our overarching aim in implementing the control measures outlined in this document is to reduce the risk level of transmission of COVID-19 as far as reasonably practical and to ensure that all of the standard controls and local arrangements are in place, as all children return to school full time from 3rd September.

Section I: Infection Transfer

Risk	Control Measures to Prevent Risk
Pupils and staff at risk of infection transfer	<ul style="list-style-type: none"> • Staggered pick up and drop off times (see Section 3) • Children to stay within class bubbles when inside the building. Staff can move between bubbles when necessary but this should be kept to a minimum. Some staff will need to move between class bubbles more than others e.g. Headteacher, HLTA (to cover PPA), LSAs (where they work in more than one class). • Staff to adhere to strict 1m+ social distancing with other staff, as far as possible, aided by 2m markers at key locations around the site. Close contact between staff needs to be avoided. Close contact means: <ul style="list-style-type: none"> • Direct, close contact: face to face contact for any length of time, within 1m • Skin to skin contact • Proximity contact: extended close contact, within 1 – 2m, for more than 15 minutes • Travelling in a car with another member of staff • Parents to adhere to social distancing with other parents, and with school staff • Children in Y2-6 to sit at forward facing tables, side by side. Children's table spaces should remain consistent and they should use the same chair. Y1 children will sit at forward facing tables when appropriate. Where YR-3 children need to sit on the carpet as part of their learning, they should be spaced so that they are less likely to touch each other and they should all be facing the front of the classroom. Play-based learning is a strong feature of the YR/1 curriculum and it is recognised that children will still need to play within the classroom and in the outdoor area. Additional hand washing and cleaning of surfaces and equipment will help to reduce the risk of infection transfer when younger children are involved in play-based activities. • Older children should be encouraged to maintain social distancing where possible • Social Distancing is not expected or required between children within their class bubble, however children should be encouraged to try their best to avoid touching each other and should not share everyday equipment. All children in Y1-6 should bring their own pencil case to school. In order to encourage minimal physical contact between children, they

can be taught to interact in different ways e.g: we can wave to each other, smile at each other, give an 'air High 5,' give a 'mirror hug' (2 people hug themselves in a mirror image as a sign of affection). It is recognised that all children, especially younger children, will find it difficult not to touch each other and so we will encourage a reduction in physical contact through the ideas listed, but we will not overly enforce this and will keep reminders positive.

- Staggered playtimes. Use of the playground / field at lunchtime will be timetabled around lunch sittings in the hall. (See section 3).
- Outdoor learning will continue to be prioritised, both as a safety measure and as part of our Trailblazer curriculum. Teachers should plan for regular outdoor learning opportunities across the curriculum.
- Rooms to be well ventilated with windows and doors open as far as possible during the school day (weather permitting), whilst maintaining safeguarding requirements i.e. main entrance to remain closed at all times; external doors in all rooms to be closed if the room is empty.
- Visitors (including parents) to enter the building by appointment only. Email and telephone communication to be prioritised. Where face to face meetings are required, strict social distancing and hand washing should be adhered to. Staff and parents can wear face masks for these meetings if they wish.
- Rigorous routine of cleanliness (See section 2)
- Keep number of staff in staffroom at any one time to a small number, so that 1m+ distancing can be adhered to. Staggered staff breaks and different lunchtimes for teachers / LSAs will help to implement this.
- Parents to exercise extra caution if their child is ill in any way by not sending them into school. Staff to phone parents immediately if they have any concerns about a child being ill and parents to collect their children as soon as possible. Staff can take children's temperatures if a child is feeling unwell, using the remote thermometer kept in the school office, which can be used from a safe distance. There is no requirement for parents to routinely take children's temperatures each morning, or for the school to take children's temperatures as they arrive at school, as the guidance states that routine testing of an individuals' temperature is not considered to be a reliable method for identifying coronavirus.

- If a child is displaying COVID symptoms at home (a new, continuous cough, a high temperature or a change or loss of taste or smell) parents should notify school as soon as possible and not send them, or any siblings, to school. Book a COVID-19 test for the child. If the test is negative, the child may return to school, however if they have symptoms of other illness, they may still need to remain at home.

- If any household member develops symptoms, families should follow Government guidelines: person displaying symptoms to self-isolate for 10 days; other household members to isolate for 14 days, or from 7 days from the date that person develops symptoms. Notify school as soon as possible and book a COVID-19 test. If the test is negative, self-isolation can stop and children can return to school.

- If a member of staff develops COVID symptoms at home, they should notify the Headteacher as soon as possible. If a member of staff develops COVID symptoms at school, they should leave school immediately and go straight home. They should arrange a COVID-19 test. If the result is negative, they can return to school.

- In the event of any positive test within the school community, the school will contact PHE and follow advice regarding potential self-isolation of other members of the school community, or temporary closure of a class bubble or big bubble.

- If a child develops COVID symptoms at school, their parent or carer will be contacted and asked to collect them as soon as possible. Whilst waiting for collection, staff will follow DFE guidelines for isolating the child who is feeling ill.

'If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.'

The Well-Being Room or Tutorial Room will be used for this purpose. Staff supervising the child should wear PPE (disposable apron, fluid-resistant face mask and gloves) if a distance of 2m cannot be maintained. This equipment can be found in the school office. Staff should reassure the child, remain relaxed and chatty with them and explain why they need to wear PPE (if PPE needs to be worn).

If the child needs to use the bathroom after developing symptoms, that toilet should then be closed to everyone else until it has been cleaned (using standard cleaning products).

	<p>The member of staff assisting the child does not need to go home unless they also develop symptoms. If a case of COVID is confirmed, the school will follow the Government guidance.</p> <ul style="list-style-type: none"> • Staff, parents and families should follow social distancing guidelines outlined by the Government outside of school, in order to reduce the risk to the rest of the school community when they are in school or on site.
Risk of infection to and from visitors to school	<ul style="list-style-type: none"> • Peripatetic / specialist teachers can return to school from September 2020. Each member of staff will require a COVID-Induction and must adhere to the hygiene and distancing requirements. • Where specialist teaching is delivered in groups, the group should only be formed of children from the same class bubble. • Surfaces and equipment to be wiped down between lessons • No extra-curricular clubs to run for the first half term. Review for the 2nd half term.
Increased risk for vulnerable staff	<ul style="list-style-type: none"> • Any staff who are clinically vulnerable or extremely clinically vulnerable should practise stringent social distancing. Individual risk assessments will be completed where necessary.
Increased risk of infection due to off site education	<ul style="list-style-type: none"> • No offsite visits to take place for the Autumn Term 2020 • Y5/6 swimming will not take place for at least the first half term
Increased risk of infection spread when children change into other clothes and take part in physical activity	<ul style="list-style-type: none"> • Children to attend school in PE kits for the whole day on days when they have PE. • Outdoor games and dance to be taught as PE units for the first half term. Gymnastics lessons will involve more cleaning of equipment – review at half term. • Daily Mile can continue, as children are outdoors • After PE lessons in the hall, any equipment used to be wiped down. • PE lessons to be non-contact as far as possible and sharing of equipment kept to a minimum

Section 2: Hygiene and Cleanliness

Risk	Control Measures to Prevent Risk
Surfaces and any items children touch being contaminated	<ul style="list-style-type: none"> • All children and staff to wash and sanitise hands throughout the day: on entry to school, before snack and break time, after break time, before lunch and after lunch, before going home and after playing with shared equipment e.g: wheeled toys on playground, playground equipment, outdoor equipment in Reception & KSI outdoor area. • Hand sanitiser available in entrance hall. Admin staff to ensure all hand sanitising supplies stay well stocked. • All classrooms contain a sink. These rooms will contain soap and paper towels, with a lidded pedal bin for tissues and towels. Lidded pedal bins also located in staff toilets. Cleaners will top up soap and paper towels as required by all staff should also keep an eye on stock levels and ensure they do not run out within the school day. Admin staff to ensure schools stocks to not run low. • Staff to wipe down key touch points through the day e.g: door handles, light switches, keyboard surfaces, table surfaces, plastic chairs, school phones • Children's toilets (for exclusive use by boys / girls in each bubble of children) to be cleaned by bubble staff in the middle of the day. • Staff to wipe surfaces in staff toilets after use (designated staff toilets – see section 4) • Contract cleaners to thoroughly clean all areas that are touched by pupils and staff every evening (see cleaning spec) • Regular cleaning of any shared equipment or toys used by the children (see section 6). • Children to bring in own stationery in their own pencil case, which will remain in school. Children should not share stationery with other children. • Sharing of less frequently used equipment is permitted but should be kept to a minimum. Where appropriate and possible, allocate an item to each child for use during a lesson e.g. maths equipment, musical instruments, art equipment. Leave for 48 hours (or 72 hours for plastics) before any whole school equipment is returned to a communal area for another class bubble to use. If another class bubble requires the equipment before this time, the equipment should be carefully cleaned.

- Regular reminders about how to wash hands thoroughly. School Nursing team ppt can be used (available on staff network). Visual reminder posters are in place at all handwashing stations.

Section 3: Drop off and Pick up

Risk	Control Measures
<p>Children, parents and staff at risk of infection transfer at drop off and pick up times</p>	<ul style="list-style-type: none"> • Staggered pick up and drop off times, 'windows' of time for drop off and pick up and different locations, to reduce the number of people on site and reduce contact between members of the school community. 'Big Bubbles' to be allocated the same drop off and pick up times. <ul style="list-style-type: none"> • Hyde: 8.45 – 8.55am and 3.05 – 3.15pm via the small Hyde Class gate • Kimbers: 8.45 – 8.55am and 3.05 – 3.15pm via the top wide gate near the Benhams' hut (mini one way system) • Saulgrove: 8.35 – 8.45am and 2.55-3.05pm via the top wide gate near the Benhams' hut (mini one way system) • Benhams: 8.35 – 8.45am and 2.55-3.05pm via the top wide gate near the Benhams' hut (mini one way system) • Siblings must stick to the allocated drop-off and pick-up times for their class bubble. There is no longer a gap between each drop-off / pick up time, so there should be minimal waiting for siblings and parents. • Only one parent / carer should drop-off / pick up their child. Parents should practise social distancing with other parents at drop-off and pick-up, and also with children from other families. Now that school is fully open for all children, full time, there will be an increase in the number of people on site and so it is even more important that parents leave the school site (and Hyde Road) promptly after drop-off / pick up, in order to minimise contact between people. • It is the responsibility of parents to ensure that any nannies or childminders are informed of these measures and new systems.

	<ul style="list-style-type: none"> • Headteacher & Admin staff to liase with bus company and Hampshire Transport to ensure a full risk assessment has been carried out for travel on the bus and use of the bus follows the updated Government Guidance. Children from different class bubbles can travel on the bus. The bus company should provide allocated seats for children, with children grouped in class bubbles as far as possible.
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Section 4: Movement around School

Risk	Control Measures
<p>Risk of infection transfer through staff and children from different bubbles coming into contact with each other on site</p>	<ul style="list-style-type: none"> • Staff to exercise strict 1m+ social distancing as far as is possible at all times. 2m markers have been placed around the school building to assist staff in achieving this. <ul style="list-style-type: none"> • Bubbles can use other shared spaces e.g. for break out or intervention groups but staff should ensure surfaces are cleaned after use and that all children and staff wash hands before and after using any communal rooms. • The only reason children can leave their bubble classroom unsupervised is to go to the toilet and only one child at a time should be permitted to do this. Each bubble will be allocated its own toilets to use: <ul style="list-style-type: none"> • Hyde Class: Hyde Class toilets • Kimbers: Toilet in the main school • Saulgrove: Entrance Hall Toilets • Benhams: Hut toilets • Staff should use the toilet allocated to staff for their bubble (where LSAs move between bubbles, they should use the toilet allocated to the class where they spend the majority of the time. Visiting staff e.g. kitchen staff, music teachers, specialist tutors will be allocated a toilet to use: <ul style="list-style-type: none"> • Hyde Staff & Headteacher: Disabled toilet

- Kimbers & Mrs. Wythe: Staffroom Toilet 1
- Saulgrove & Mrs. Haldane: Staffroom Toilet 2
- Benhams: Disabled Toilet in the hut

• Staggered drop-off and pick up times and use of 2 different entry points, with clear systems which are communicated to families before they return to school (see section 3)

- Benhams' Class should keep access to the main building to a minimum: locker access, access to the hall in wet weather, access to communal areas where required. Benhams' class should access the hall via the playground and the external hall door (weather permitting)
- Children to access their lockers in small groups, as children from different classes share locker areas. No more than 5 children from each class to be in the locker area at any one time. Staff to monitor use of lockers as far as is practicable. Children's lockers to be allocated so that children from different classes are not close to each other, as far as possible.
- Occasional passing in corridors is considered very low risk. Corridors will continue to be kept as clear as is practicable to allow for social distancing as children from different bubbles pass. Also to allow for staff distancing.
- Big Bubbles can be in the hall together for lunch and Collective Worship but within the big bubble, each class will be kept well distanced and movement in the hall e.g. collecting school dinner will be carefully managed to ensure children from different class bubbles are kept at a distance
- 2m markers around the school building to be used to help staff and children keep 1m+ apart, as far as possible, when walking around in their bubbles, for example when walking out onto the playground.
- First Aid to be administered in classrooms as far as possible. Admin staff to provide each classroom with a basic first aid kit. Ice packs to be wiped down after use, or disposable ice packs to be used. If children feel ill (not COVID symptoms), they should sit in a designated area of the classroom if possible. Where sick children do need to come to the office (not COVID symptoms), office staff can supervise them from a safe distance. Children should administer their own first aid as far as possible. A member of staff can administer first aid but this should, ideally, be staff from that class bubble if possible. If the child is displaying COVID symptoms, a different process applies (see section 1) and PPE

should be worn by the member of staff if a 2m distance cannot be maintained. Staff should exercise extra caution for any incident of illness and call parents to collect their child from school at the earliest opportunity (not just for COVID symptoms)

- Any vulnerable (including pregnant staff) or clinically vulnerable staff can be in school but should practise 1m+ distancing as far as is possible and should aim to keep their number of contacts to a minimum. Particular care should be taken to distance from other staff.
- Staff should keep all their personal belongings in their bubble classroom to avoid unnecessarily entering other rooms.
- Staggered Playtimes:
 - Hyde & Kimbers: 10.30-10.45am
 - Saulgrove & Benhams: 10.10-10.25am
- Staggered & Timetabled Lunch Sitings

Big Bubble	12.00-12.25pm	12.25-12.30pm	12.30 – 1.00pm
Big Bubble A (Hyde & Kimbers)	Eat lunch in hall Gradually out onto field (weather permitting) If field out of use, stay at tables (colouring etc. provided)	Lunchtime staff to clean tables. Change of chairs required (Big Bubble B helpers?)	Playground
Big Bubble B (Saulgrove & Benhams)	Playground	Back to classrooms / class toilets to wash hands.	Eat lunch in hall Gradually out onto field (weather permitting)

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			If field out of use, stay at tables (colouring etc. provided)		
Social distancing means that previous fire procedures are difficult to follow	<ul style="list-style-type: none"> • In the case of the fire alarm sounding, the quick and safe evacuation of all children and staff from the building takes precedence over social distancing. Social Distancing, particularly between each Big Bubble, should be maintained only if possible, for example walking at a distance from another bubble across the playground. • Staff should line their class up on the field, leaving as much space as possible between different bubbles. • The Headteacher, office staff and support staff should carry out their Fire Marshall roles in the normal way. 				

Section 5: Lunchtime and Playtime

Risk	Control Measures
There is a risk of children and staff coming into contact with other classes / children / staff at playtimes and lunchtimes	<p>Also see section 4 above</p> <ul style="list-style-type: none"> • Staggered breaktimes and timetabled use of hall / playground / field at lunch times to ensure each Big Bubble does not mix. • Staggering of breaktimes and different lunchtime breaks for teachers / LSAs will keep number of staff in the staffroom at any one time to a manageable number in order for staff to adhere to social distancing expectations. • Staffroom use to be kept to a minimum. Staff to keep belongings in their classroom. Staffroom to be used for breaktimes and lunchtimes. Hall to be used for staff meetings, where possible, to allow for social distancing.

	<ul style="list-style-type: none"> • Each Big Bubble to use separate playground equipment. Staff to talk to their classes about avoiding physical contact with other children, as far as possible. • Strict handwashing before and after break (see section 2)
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Section 6: Use of Toys and Equipment

Risk	Control Measures
Risk of contamination from toys and equipment	<ul style="list-style-type: none"> • Regular cleaning of shared equipment • Children in Y1-6 to bring own pencil cases to school • Where practical, staff to allocate school equipment to individual children for particular lessons • Where communal school equipment is used, it should be kept, untouched, in the classroom for 48 hours after use (72 hours for plastics), before being returned to central storage. Where equipment is required by another class sooner, it should be cleaned • Children to wash hands immediately before and after using any shared equipment (see section 2)

Section 7: Emotional Wellbeing and Mental Health

Risk	Control Measures
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<p>Children are anxious about return to school</p>	<ul style="list-style-type: none"> • All staff to have training before children return about understanding and supporting children with their emotions and worries upon return to school, using https://www.youtube.com/watch?v=nFTSWTOrnGO (Completed by all staff in the summer term 2020) • SENDCo to hold Pre-Visits for any child and parent, particularly those children who have not returned to school since March, on 2nd Sept. Timetabled slots to avoid too many people in the building at any one time. Handwashing on arrival and departure. • ELSA to share support materials with all staff, which can be used as needed in each class (available on staff network) • Informal opportunities for children to talk about experiences, worries and thoughts about the Pandemic. • End of summer term parent survey to give all parents an opportunity to share personal circumstances & experiences with the school. Used to provide individual support and inform curriculum planning.
<p>Children have separation anxiety from parents</p>	<ul style="list-style-type: none"> • Validate the child's emotions and re-assure them that we are going to look after them and have lots of fun and that mummy / daddy will be back to pick them up • Suggest to parents of younger children to draw a heart on their child's hand to remind them that they are loved by their family – they can look at it if they feel worried • If children become upset at drop off, staff cannot help in the same way as they normally would, due to the need to avoid physical contact. Give the parent and child a safe space (outside) to sit and wait together until the child feels ready to come into school, if required. Use distraction, encouragement and positive messages to help calm the child down and feel more confident about entering the school building.
<p>Children struggle with changes at school and don't feel safe</p>	<ul style="list-style-type: none"> • Ask children regularly how they are feeling. Use of feelings cards / posters to help all children label their emotions. • Indirect ELSA support available – ELSA can provide resources for other staff to use with individual children • Self- regulation activities e.g: rhythmic breathing exercises, music, relaxation strategies, mindfulness sessions can be used to create calm environment and encourage children to relax and help them feel calm • Ask children for feedback and ideas, and give them choices where possible, so they feel some level of control.

	<ul style="list-style-type: none"> For individual children who struggle with the return to school, work with individual families to devise individual strategies. If necessary, consider a reduced timetable. Some children may require an individual risk assessment to consider and plan for their individual needs.
Staff are worried about the risks in school and about their own children and loved ones	<ul style="list-style-type: none"> Encourage staff to be open about their concerns. Staff should discuss any individual circumstances or concerns with the Headteacher so that possible solutions and strategies can be explored. Staff to be aware that other staff's anxiety levels and reasons for anxiety may be different to their own. All staff to take the rules seriously, be vigilant and follow social distancing as well as they can, so that no member of staff feels uncomfortable or unsafe due to someone else's behaviour at work. Recognise that we may need to remind each other about the changes and expectations.

Section 8: Curriculum Provision

Risk of missed education due to the need to quarantine, self-isolation, partial / full closure due to confirmed cases, local lockdown or national lockdown	<ul style="list-style-type: none"> By the end of September (deadline for schools as outlined in the DfE Guidance for schools), we will have a clear plan in place for remote education, building on the successful model which was put in place in the Summer Term 2020, for which parent feedback was overwhelmingly positive. In line with the guidance, our offer will include: <ul style="list-style-type: none"> High quality online and offline resources, linked to the school's curriculum expectations A consistent online tool to be used across the school, in order to allow interaction, assessment and feedback, instruction & teaching of new content (staff training to be provided) Printed resources made available for any children without suitable online access Age-appropriate provision, recognising that younger children will need support from an adult at home to access and engage with any type of sustained, home learning, whether online or offline
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This Risk Assessment will be continually reviewed and updated by the Headteacher, with a formal weekly review recorded below. Staff, parents and children should report to the Headteacher any aspects which may need review.

Date	Review Comments Including Changes / additions
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