



**JUNE / JULY COVID RE-OPENING Risk Assessment –  
Year 6 (and Key Worker Children)**



<b>Location / Site</b>	
Hazel Slade Primary Academy	
<b>Activity / Procedure</b>	
<b>Year 6 (and Key Worker Children)</b>	
<b>Assessment date</b>	
15/5/2020 – to be updated regularly until re-opening Updated 3/6/2020	

Government guidance states for schools:

“The safety of children and staff is our utmost priority.”

“The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”

“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.”

Government guidance for parents concerning re-opening of schools:

“We have provided guidance and support to schools, colleges and childcare settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**”

“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

Consideration of the pupils’ mental health and well being

Early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years settings and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set above:

- Avoiding contact with anyone with symptoms
- Frequent hand cleaning and good respiratory hygiene practices
- Regular cleaning of settings
- Minimising contact and mixing

.... the risk will be lowered.

Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief transitory contact, such as passing in a corridor is low risk.

Red texts are control measures from Government Guidance – Coronavirus (COVID-19); implementing protective measures in education and childcare settings published 11<sup>th</sup> May 2020

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the classroom</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Reduce the number of children in the classroom to enable social distancing (<b>no more than 15</b>)</li> <li>2. <b>Remove excess furniture to increase space if space to do so</b></li> <li>3. Children keep to their desks when in the room</li> <li>4. Social distancing charter created for and with the children – (Include instructions how to line up, use of toilet, moving around the classroom etc)</li> <li>5. Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance</li> <li>6. Sessions planned for individual work (not pairings or group work)</li> <li>7. Feedback – using large whiteboard and visualizer and interactive whiteboard not close interaction</li> <li>8. Mark out an area for the teacher – 2m distancing at front of room</li> <li>9. <b>Children to use same desk if returning next day</b></li> <li>10. <b>Teacher and Teaching Assistants are assigned to these children and stay with these children throughout the day (and on sub-sequent days)</b></li> <li>11. <b>Children stay in the classroom for majority of the day and not mix with other groups</b></li> <li>12. Bags, coats, and lunchboxes kept under children’s tables</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		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			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Toilet bands / signing board used for younger pupils</li> <li>2. Allocated toilets for different groups of children</li> <li>3. Soap and water must be used after using the toilet</li> <li>4. Paper towels or hand dryers can be used (link to Trust Assessment)</li> <li>5. Extra Signs in toilet re washing hands</li> <li>6. Wedges for the toilet external toilet doors if not fire doors.</li> <li>7. Extra soap ordered to ensure we do not run out</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		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 resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Markers outside the classrooms for the children and parents to wait – more than 2 metres apart as more than one person</li> <li>2. Allocated entrance for Year 6 parents to arrive and leave from – following playground markings and one-way system</li> <li>3. Instructions shared re social distancing between families in the morning with parents and children</li> <li>4. Signage for parents and children displayed outside the classroom</li> <li>5. Acting Principal to be on duty to supervise</li> <li>6. Staggered drop off and pick up times for different year groups</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing during playtimes and lunchtimes</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. <b>Staggered playtimes</b> and allocated play area in the first instance</li> <li>2. <b>Reduced playtime equipment – NO USE of fixed outdoor equipment</b></li> <li>3. Games discussed which encourage social distancing – football passing, catch etc</li> <li>4. Staff supervision throughout – actively encouraging and insisting on social distancing</li> <li>5. Children practice talking 2 meters apart – modelled by staff</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing when eating lunch</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children eat in their classrooms</li> <li>2. Children asked to bring packed lunch in first instance – packed lunches kept under children’s tables with bags SCHOOL LUNCHES are available</li> <li>3. <b>Meals brought to their classroom</b></li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the corridors</b> resulting in direct transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children staying in their classroom and accessing outside from classroom door</li> <li>2. One child going to toilet at one time</li> <li>3. Staff use empty classrooms to maximise the distance between each other</li> <li>4. <b>Consider one-way system around the school using walkway and outside – safety concerns</b></li> <li>5. Agree instructions with children concerning going and returning to toilet</li> <li>6. When moving class around the school – 2 metres between children – one adult at back insisting the distance is maintained – regular practice this in the first few days</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Contact of shared resources</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children asked to bring in own stationary (or have packs of stationary labelled with their name on)</li> <li>2. Tubs of resources for individuals if needed – maths cubes etc</li> <li>3. Resources washed in Milton each night and left to dry if not same person using them the next day</li> <li>4. Tables, door handles, and other surfaces cleaned every night by cleaning staff</li> <li>5. Sessions planned so resources are individual and not shared – or on white board</li> <li>6. Resources on tables ready for lesson and not distributed within the lesson</li> <li>7. Plastic packets (zippy) bags used for individual resources if these are required</li> <li>8. Children encouraged to wash hands / use hand gel before lessons and after each lesson</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Emotional distress of the children</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children to have class teacher and teaching assistant (if possible, under vulnerable staff guidance) in the first instance</li> <li>2. Small numbers of children to support their emotional need</li> <li>3. Reduced time in school to ensure transition is successful from home to school</li> <li>4. 2 metre social distancing provision available for children who are distressed through use of PPE gloves, masks, aprons</li> <li>5. My Happy Mind curriculum to be delivered for first two weeks to support children’s well-being</li> <li>6. Comfort given from a distance – at adult height and hand gel used after if needed</li> <li>7. Transition item / activity for children to bring to school and share and discuss</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Emotional distress of the staff – including anxiety</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Inclusion in risk assessment process – input into hazard identification and control measures</li> <li>2. My Happy Mind for staff to be used by all</li> <li>3. Staff meeting – virtually – to discuss concerns and shared control measures</li> <li>4. SLT member of staff on site every day for staff to share concerns with</li> <li>5. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible</li> <li>6. Separate risk assessment for the office area</li> <li>7. Designated “staff areas” areas for different groups of staff – staff room can be used but reduced numbers in there</li> <li>8. Planned time for planning and preparation within the week esp. for those with children in school</li> <li>9. PPE masks / face coverings / visors offered to staff working with children</li> <li>10. Subject responsibilities removed as focus is staff, pupils well being</li> <li>11. Extremely vulnerable staff (Shielding) work from home</li> <li>12. Vulnerable staff – those suggests to strict social distancing – working at home or in school with strict 2 metre distancing measures in place</li> </ol>			

<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b><u>Identify hazard</u></b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards
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**Risk of spreading virus due to close contact with children – 1:1 and restraint** resulting in direct transmission of the virus

<b>Existing level of risk</b>	Consider current level of risk
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<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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<b><u>Control measures</u></b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls
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1. We currently have no pupils with restraint plans in place however should the need arise we will seek expert guidance from the local special school and The Bridge School re support for children with behaviour difficulties – this may lead to individual risk assessments being needed
2. Individual masks have been made and these will be distributed to staff (we have been unable to purchase any so ones have been made)
3. Extra disposable aprons ordered
4. Extra gloves ordered
5. Some visors also ordered if needed
6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk
7. PPE offered to staff for those working close with children  
Please note the Government guidance currently states **“Wearing face coverings or face masks is not recommended”**

<b>Remaining level of risk</b>	Consider level of risk following use of control measures
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<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
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<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of spreading virus due to poor hygiene</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Hand gel dispenser for all classrooms</li> <li>2. Hand gel ordered</li> <li>3. Handwashing PHSE lessons, songs, and rhymes</li> <li>4. Extra soap in each classroom and paper towels</li> <li>5. Extra hand washing to take place in each classroom</li> <li>6. Children to hand wash or hand gel on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze</li> <li>7. Washing hands posters placed in all washing areas</li> <li>8. Reminders how to wash hands properly – videos and posters</li> <li>9. Procedure agreed for children to wash hands</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of infection due to lack of cleaning</b> resulting in indirect transmission of the virus			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. All surfaces, handles, toilets, and shared equipment will be cleaned each day by cleaning staff and resources to be cleaned using Milton tablets by school staff and left to air dry</li> <li>2. PPE will be worn by all cleaning staff</li> <li>3. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission</li> <li>4. Soft furnishings and soft / cloth toys will be removed and <b>not used</b></li> <li>5. Cleaners to return to work before the school re-opens for an additional deep clean</li> <li>6. Resources on each day list to be put together to ensure these resources are cleaned at the end of the day</li> <li>7. Reduction of classrooms used and travelling around space</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		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			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home</li> <li>2. Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work at home or work in school adhering to strict 2 metre social distancing from colleagues and children.</li> <li>3. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments.</li> <li>4. Agree staff are allowed to wear PPE when in school if they wish</li> <li>5. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute</li> <li>6. Separate risk assessment for staff who are clinically vulnerable</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		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			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p>Children who are clinically extremely vulnerable – those being shielded should not attend school</p> <p>Children living with some who is clinically extremely vulnerable should not attend school</p> <p>Children who are clinically vulnerable parents should seek medical advice concerning the children returning to school</p> <p>Children living with someone who is clinically vulnerable can attend school – parents will be given the choice</p>			

<b>OVERALL level of risk</b>	Consider level of risk following use of control measures		
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Assessor's comments</b>	Insert comments relevant to findings as appropriate		
Although all measures are in place and will be adhered to there is still a significant risk possibility; mainly due to floor space and ability to keep distance.			

<b>Name of assessor</b>	<b>Signature of assessor</b>	<b>Date</b>
Sarah Camacho		15/05/2020 Updated 3/6/2020

<b>Risk assessment reviews</b>	End of day one Fortnightly from that point
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