

Mudeford Community Infants School



**The Government has asked schools to adhere to the following:**

From 3<sup>rd</sup> September, Mudeford Community Infants School (MIS) will implement a full school opening, with all classes back full time, foundation stage will manage full time as usual

The risk assessment below sets out the known hazards and importantly controls that have been advised either by the Government/DfE, the World Health Organisation (WHO), Public Health England (PHE), NHS (safe practice) or good practice (unions/other sources).

**Social distancing in early years and primary schools:**

We know that, unlike older children and adults, 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 and schools, we are taking this into account. The school will work through the following hierarchy of measures set out below:

**1. Prevention:**

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

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### 2. Essential measures include:

- a requirement that all 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

### 3. SEND

Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.

### 4. Where necessary, wear appropriate personal protective equipment (PPE)

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

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### 5. Where PPE is required, the following is a general checklist for PPE management:

- Communicate suitable information to pupils, parents and carers on what to expect in relation to staff wearing additional PPE;
- Ensure training is provided to the relevant staff on how to correctly put on and wear items of PPE, when it should be replaced throughout the day and how it should be disposed of (Videos and guidance is available and noted on the assessment template below);
- Ensure that where a need for disposable half facemasks that provide a higher level of protection (e.g. disposable FFP3 masks and reusable half masks) is identified. Face fit testing is provided by a competent person (And how this will be applied to staff who have facial hair);
- Identify staff that have relevant pre-existing medical conditions which may restrict or prevent some workers wearing certain types of RPE and clarify how this will be managed. (E.g: asthma or skin allergies);
- Ensure a maintained stock of all identified items of PPE, including a contingency surplus, is available to ensure that the identified additional controls can be sustained throughout the phased return period and into full occupation of each school building until such a time that control measures can be reviewed and reduced accordingly.

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### 6. Pupils who are shielding or self-isolating

We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:

- a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- shielding advice for all adults and children paused on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the [current advice on shielding](#)
- if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).
- some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health.

**7. Deploying support staff and accommodating visiting specialists**

Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.

Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments should not be at the expense of supporting pupils with SEND. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.

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Health and Safety Risk Assessment

8. Risk assessment

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

School employers should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

\*Groups are defined as a maximum of class size of 30 contained in one bubble (reviewed at the end of a 3-week period on Friday 25<sup>th</sup> September under consideration of rate of transmission, number of infections, manageability in school. **Government guidance 6.8.20: Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'.**). A group is also defined as a breakfast / after school club which will be contained in a single year group and be a consistent group of children)

<b>Subject of Assessment</b>	Opening school to all children from 3 <sup>rd</sup> September 2020				
<b>Assessed by</b>	Daniel Pope	<b>Date</b>	27 <sup>th</sup> August 2020	<b>Review date</b>	Reviewed Daily / as necessary
<b>Details of workplace/activity</b>	Pupils and staff partaking in school activities within the school premises, including general classroom activities, dining, break-times, playgrounds, pick-up and drop off (where applicable), First aid and external visitors to the school.			<b>Persons Affected</b> (Who may be harmed)	
				Pupils, Staff, Parents, Contractors and Visitors.	

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
<p>1. Spread/contraction of COVID-19 due to interaction with a person who has symptoms of the disease, a person who may be asymptomatic or lack of information.</p>	<p><b>Government guidance 6.8.20:</b> <i>Ensuring that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a>, or have tested positive in at least the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</i></p> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>The school has informed parents, pupils, carers, employees and visitors <b>not</b> to enter the school if they are displaying any symptoms of coronavirus (following the COVID-19 guidance for households with possible coronavirus infection);</li> <li>Parents receive guidance on school times for their child and protocols set out for attending the school i.e. <b>should remain 2m apart from others</b>, should <b>follow staff members’ instruction</b> and should <b>not congregate</b> outside the school;</li> <li>Parents issued specific school protocols for school attendance for them to explain to their children;</li> <li>Parents of SEN pupils or those with care plans are individually consulted in order that plans are reviewed to include any new safety measures;</li> <li>Staff are briefed and consulted on school procedures and the plans for re-entry of pupils;</li> <li>Employees have had sufficient training and briefing regarding infection control and school protocols;</li> <li>Staff are up to date on other related guidance and support in relation to themselves and pupils such as stress and wellbeing including: <a href="https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak</a></li> <li>In relation to mental health and stress support organisation, details are available to staff including confidential employee help lines</li> </ul>	<p>Low</p>	<p>DP to check Support lines for staff</p>

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Hazards and Risks		Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
		<ul style="list-style-type: none"> <li>• There are communication and support networks in place for staff and if there are particular concerns staff can raise them quickly and effectively to the headteacher directly or a member of SLT or the site manager.</li> <li>• Hazard reporting mechanism are in place and easily accessible; report to headteacher or SLT if immediate; if not then report to site manager in the usual way.</li> <li>• Talks with staff about the planned changes (E.g. safety measures, timetable changes and staggered arrival and departure times), have taken place, including discussing whether additional training would be helpful. Update weekly through Business Meeting slides – emailed and shown on TV screen in staffroom</li> </ul>		
2.	<p>Spread/contraction of COVID-19 due to lack of social distancing measures during the school day including:</p> <p><b>Drop off / entry to the school</b></p>	<p><b>Drop off:</b></p> <ul style="list-style-type: none"> <li>• Drop-off and collection points and timings for each group have been identified, this information has been cascaded to parents.</li> <li>• The playground has been demarcated to enable parents a pathway of drop-off and collection and to remain 2m away from other parents during drop off of pupils;</li> <li>• Parents must queue 2m apart</li> <li>• Only one parent is permitted to drop off / collect their child and should do so as promptly as possible.</li> <li>• Parents will not be able allowed to congregate in the playground</li> <li>• Start times have been staggered for each class group, in order to prevent large numbers of parents congregating around the school gates</li> <li>• Start times are designed to enable one group of parents to leave one side of the site before the next group arrive;</li> <li>• Parents are reminded that, once their children have entered the building, to leave the site promptly following the outlined path, giving way upon exit and entry (those exiting gates have right of way), and to be mindful of the road</li> </ul>	Low	Designate staff member to supervise drop off at each location

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	<ul style="list-style-type: none"> <li>• If there are additional siblings who have no other carers at home and who are not at school, they are permitted to stand with their parent. They are not to be allowed to run around the playground or interact with other families.</li> </ul> <p><b>Entry to the school:</b></p> <ul style="list-style-type: none"> <li>• Groups will have a staggered entry to the school and enter through separate doors to the site.</li> <li>• Parent and pupils will queue approximately 2m apart (under the 1m+ guidance) on numbered markers in each outdoor designated area. Markings on the tarmac will indicate 2m metre distance. Staff will signal for parent/ child to come forward and children will enter promptly during a 10-minute window.</li> <li>• See staff timetable for details of times and entrances / exits Risk will be children who are upset at leaving parents – staff having to hold a child and help them in/ parents anxious at upset child. Staff to wear gloves if needed and wash hands immediately after contact. Staff on hand to help/ support in this situation.</li> <li>• Parents will then walk along the markings for a one-way system that ensures social distancing giving way at the gates to those exiting.</li> <li>• Parents/Guardians are NOT permitted to enter the school buildings without permission of a member of staff or through an appointment;</li> <li>• Entrance doors are held open, reducing the number of occupants touching the doors;</li> <li>• Hand-washing on entry into school (classroom or other). All occupants are required to wash their hands (soap/water or hand sanitiser) on entry to the school;</li> <li>• Good hand washing signage to instruct pupils how to do this effectively is displayed;</li> <li>• Hand washing demonstrations have been provided to pupils on how to adequately wash their hands.</li> </ul>		
3. Spread/contraction of COVID-19 due to lack of social distancing measures during	<p><b>Pick up:</b></p> <ul style="list-style-type: none"> <li>• Drop-off and collection points and timings for each group have been identified, this information has been cascaded to parents. <b>See COVID-19 timetable at end of this document.</b></li> </ul>	Low	

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
<p>the school day including:</p> <p><b>Pickup / leaving the school</b></p>	<ul style="list-style-type: none"> <li>• Playgrounds and tarmac surfaces within school premises have been demarcated to enable parents to remain 2m away from other parents during drop off of pupils;</li> <li>• Parents are asked to not congregate in the playground</li> <li>• Finish times have been staggered for each class in order to prevent large numbers of parents in the playground/on school grounds;</li> <li>• Parents are reminded to leave the site once their children have been collected;</li> <li>• Only one parent/guardian per child is permitted on site;</li> <li>• If there are additional siblings who have no other carers at home and who are not at school, they are permitted to stand with their parent. They are not to be allowed to run around the playground or interact with other families.</li> </ul> <p><b>Leaving the school:</b></p> <ul style="list-style-type: none"> <li>• Pupils will be collected in the designated playground or outside area by their parent entering through the same gate as arrival.</li> <li>• Parents/Guardians are NOT permitted to enter the school buildings without permission of a member of staff or through an appointment;</li> <li>• Exit doors are held open, reducing the number of occupants touching the doors;</li> <li>• Pupils are reminded to wash hands as they leave the school building;</li> <li>• Hand washing demonstrations have been provided to pupils on how to adequately wash their hands;</li> <li>• Good hand washing signage to instruct pupils how to do this effectively is displayed.</li> </ul>		
<p>4. Spread/contraction of COVID-19 due to lack of social distancing measures during the school day including:</p>	<p><b>Government guidance 6.8.20: Minimise contact between individuals and maintain social distancing wherever possible</b></p> <p><i>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</i></p>	<p>Low</p> <p>Childcare – medium due to 4 adults working in close proximity</p>	<p>Face shields for staff, walkie talkie for emergency contact</p>

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<p><b>Classroom use / activities.</b></p>	<p><i>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</i></p> <ul style="list-style-type: none"> <li>• <i>children’s ability to distance</i></li> <li>• <i>the lay out of the school</i></li> <li>• <i>the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</i></li> </ul> <p><i>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible. <b>Whatever the size of the group, they should be kept apart from other groups where possible</b></i></p> <p><b>Measures within the classroom</b></p> <p><i>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal.</i></p> <p><i>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some</i></p>		

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
	<p><i>children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</i></p> <p><i>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above.</i></p> <p><i>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</i></p> <p><i>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i></p> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Groups are class size of 30 children maximum and restricted to 1 teacher and TA (unless an EHCP requires 1:1 adult support)</li> <li>• Children are kept in these class sized groups as they cannot socially distance themselves at all times;</li> <li>• Adults keep themselves at least 2m apart wherever possible</li> <li>• Adults position themselves to the side and behind children wherever possible and / or remain 1m+ distance away.</li> <li>• Classes to be set up as front facing in Years 1 and 2 with children sitting next to each other.</li> <li>• The class group will not interact with other groups within the school;</li> <li>• Hand washing is completed on entrance to the class and between specific activities – break, lunch / snack, toilet, end of the day</li> <li>• Children (and staff) are allocated their own stationery and are not encouraged to share;</li> <li>• Children are regularly reminded not to touch their or other pupils faces;</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Classroom furniture has been reduced. Unnecessary soft furnishings, soft toys and those with intricate parts have been removed. This is designed to enable successful and effective cleaning of all surfaces and shared resources;</li> <li>• Each class group will have their own play equipment and where it cannot be their own it will be used in rotation with a 48-hour gap OR more rigorously cleaned.</li> <li>• All class group resources and equipment is cleaned regularly in accordance with guidelines on increased frequency of sanitising and cleaning</li> <li>• The timetable and class group area has been reviewed to decide which lessons or activities can be delivered to reduce movement around the school.</li> <li>• Assemblies will be in class groups or held remotely</li> <li>• Cleaning equipment around school with gloves, aprons, disinfectant spray, blue roll, wipes and lidded bins.</li>   <li>• Children may move around the playground as usual but stay within their specific class group and designated playground space. They are not to mix with children from other classes;</li> <li>• The number of teachers (and other staff) that mix with a class is restricted to as few as possible. Where possible, this will be one teacher and teaching assistant. <b>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.</b></li> <li>• Where possible, all spaces are well ventilated using natural ventilation (opening windows) or ventilation units.</li> </ul>		
<p>Spread/contraction of COVID-19 due to lack of social distancing measures during the school day including:</p>	<p><b>Government guidance 6.8.20:</b> <i>We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</i></p>		

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
<p><b>Extra-curricular activities</b></p>	<p><b>School: (see COVID-19 timetable for St Claires and sports clubs)</b></p> <ul style="list-style-type: none"> <li>• St Claires will keep children in year groups in the hall and maintain an electronic register to support track and trace</li> <li>• Breakfast &amp; After school club must adhere to year group bubble measures and all other aspects of health &amp; safety included in this risk assessment</li> <li>• After school sports clubs will require two coaches to separate year groups so they can be kept in a Year 1 / 2 bubble. They will use separate areas of the playground</li> <li>• If weather is inclement After school sports club will use consistent classroom(s) and use their own equipment. The classroom tables and chairs will be cleaned down before use. Each year group will use a separate classroom.</li> </ul>		
<p>Spread/contraction of COVID-19 due to lack of social distancing measures during the school day including:</p> <p><b>Physical Activity</b></p>	<p><b>Government guidance 6.8.20: Physical activity in schools</b>  <i>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</i>  <i>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</i>  <i>Schools should refer to the following advice:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroot sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul> <p><i>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</i></p>		

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
	<p><i>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</i></p> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>• PE and physical activity to be held outside where possible</li> <li>• Hall to only be used twice a day in the morning and afternoon with thorough cleaning of equipment used between use.</li> <li>• Hall to be ventilated with windows and doors open during use</li> <li>• External coaches must adhere to year group bubble measures and all other aspects of health &amp; safety included in this risk assessment.</li> </ul>		
<p>5. Spread/contraction of COVID-19 due to lack of social distancing measures during the school day including:</p> <p><b>Dining; Moving around the school; Break-time / playgrounds.</b></p>	<ul style="list-style-type: none"> <li>• Separate lunch breaks are designated for each class group within each year. Children will stay in these groups during lunch;</li> <li>• Lunch area cleaned before and after each group’s lunch in the classroom or hall.</li> <li>• Children will wash hands before lunch</li> <li>• Lunchtime supervisors will be allocated to each specific class group and will not supervise across other groups unless necessary.</li> <li>• Playground equipment is to be wiped down after use (eg: trim trail railings)</li> <li>• Sports equipment must not be shared between groups without appropriate cleaning.</li> </ul> <p><b>Moving around the school:</b></p> <ul style="list-style-type: none"> <li>• Movement to different areas within the schools is reduced as much as possible; eg: hall use for lunch and PE only</li> <li>• Suitable external doors are used to move pupils from one area to another. Effectively creating external corridors in the open air;</li> <li>• Where possible, all spaces are well ventilated using natural ventilation (opening windows) or ventilation units;</li> <li>• Corridors are kept as clear as possible and only designated bays are used for learning activities. All other areas used for storage are not to be touched by children</li> </ul>	Low	

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	<ul style="list-style-type: none"> <li>• Only if needed, times are allocated for each class to reduce the need to pass one another in open spaces.</li> <li>• Where toilets are shared, these are rotated on a timetable when and where possible.</li> </ul> <p><b>Break-times / playgrounds:</b></p> <ul style="list-style-type: none"> <li>• Separate times or areas are issued for each separate class group. (see COVID-19 timetable at end of document)</li> <li>• Pupils are only permitted to complete suitable activities with their class group;</li> <li>• Playground activities are controlled with structured play. Rough play is prevented;</li> <li>• Daily inspection and enhanced cleaning programs in place for external areas and equipment;</li> <li>• Outside play equipment and toys will be used within class group and cleaned frequently;</li> <li>• Equipment is cleaned before use by each designated class group;</li> </ul>		
6. Spread/contraction of COVID-19 due to lack of hand-washing and general poor hygiene.	<p><b>Government guidance 6.8.20: Clean hands thoroughly more often than usual</b>  <i>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</i></p> <ul style="list-style-type: none"> <li>• <i>whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly</i></li> <li>• <i>supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</i></li> <li>• <i>building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</i></li> </ul> <p><b>Government guidance 6.8.20: Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</b>  <i>The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this</i></p>	Low	Check how effective hand hygiene measures are during first week and install further measures if required.

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
	<p><i>routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. The <a href="#">e-Bug coronavirus (COVID-19) website</a> contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</i></p> <p><i>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.</i></p> <p><b>Public Health England does not (based on current evidence) recommend the use of face coverings in schools.</b> This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (except children under the age of 11), when attending a hospital as a visitor or outpatient, or when in a shop or a supermarket.</p> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Staff and parents are encouraged to use education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a>;</li> <li>• Hand washing stations are positioned at each child, staff and visitor entrance to the school; staff will continue to use catering kitchen as entrance between 7:30am and 8:45am</li> <li>• All those entering the school are required to wash/sanitise their hands;</li> <li>• Hand washing sinks are located within each toilet provision;</li> <li>• Signage is located adjacent to each wash station or sink reminding occupants to wash their hands and how to do it effectively;</li> <li>• Children and staff have been shown how to wash hands properly;</li> </ul>		

Mundeford Community Infant School COVID-19 Risk assessment – September 2020 full opening of whole school

Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
	<ul style="list-style-type: none"> <li>• Hand washing is recommended frequently and required at the following times:                             <ul style="list-style-type: none"> <li>○ Entry and exit from the school;</li> <li>○ After using the toilet;</li> <li>○ On entry to the dining hall;</li> <li>○ Before and after eating;</li> <li>○ After break / playtimes</li> </ul> </li> <li>• Unnecessary touching of the face is discouraged.</li> <li>• Teachers will remind children to use tissues and bin them once used. If tissues are not readily available exactly when needed occupants are reminded to cough or sneeze into their arm;</li> </ul>		
7.	<p>Spread/contraction of COVID-19 due to lack of adequate cleaning measures.</p> <p><b>Government guidance 6.8.20: Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</b></p> <p><i>Points to consider and implement:</i></p> <ul style="list-style-type: none"> <li>• <i>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</i> <ul style="list-style-type: none"> <li>• <i>more frequent cleaning of rooms and shared areas that are used by different groups</i></li> <li>• <i>frequently touched surfaces being cleaned more often than normal</i></li> </ul> </li> <li>• <i>toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it</i></li> </ul> <p><i>Public Health England has published revised <a href="#">guidance for cleaning non-healthcare settings</a> to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</i></p> <p><i>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left</i></p>	Low	All staff collectively clean at various times of the day

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
	<p><i>unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</i></p> <p><i>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</i></p> <p><b>The school has implemented additional cleaning regimes. This includes the following:</b></p> <ul style="list-style-type: none"> <li>○ Frequent cleaning of classrooms, toilets, common areas and hall</li> <li>○ Frequent cleaning of all touched surfaces, such as door handles, handrails, table tops, play equipment and toys.</li> <li>● Classroom furniture and soft furnishings have been reduced in order to improve the ability to effectively clean;</li> <li>● Classrooms will be cleaned throughout the day and after school;</li> <li>● Toilets will be cleaned in the morning, after lunch and at the end of the day;</li> <li>● Common areas will be cleaned once a day;</li> <li>● Equipment used by the children and staff will be suitably cleaned at the end of each day or before it is used by another person;</li> <li>● Library books and RWI books can be taken home – system for RWInc and library books is 48 hours isolation between groups eg box up your RWInc books Friday lunchtime so that they will be available Monday morning and librarian will have a system in the library</li> <li>● If an area is suspected to have been contaminated by coronavirus (a positive case is detected for an occupant of a classroom), the room will cleaned as per the guidance set on <a href="#">COVID-19: cleaning non-healthcare settings</a>.</li> </ul>		

Mudford Community Infant School COVID-19 Risk assessment – September 2020 full opening of whole school

Hazards and Risks		Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
8.	Spread/contraction of COVID-19 due to lack of social distancing measures. In particular school employees.	<p><b>Government guidance 6.8.20:</b> <i>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</i></p> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Employees are required to conform with social distancing requirements at all times;</li> <li>• School offices are either reduced in occupation and desks positioned in order to provide adequate separation or staff are moved to other areas to reduce contact;</li> <li>• Staff rooms are not to be used unless these are large enough to safely accommodate current staff numbers at safe distance from each other (6 maximum)</li> <li>• Each staff area has been assessed, a maximum number of staff per room has been placed on the door; (Staffroom and The Reef with Library as necessary)</li> <li>• Children will practise social distancing from staff appropriate to their age and as described in additional points of this assessment;</li> <li>• Employees will be provided with and wear PPE when required in accordance with government guidance.</li> </ul>	Low	Signage for maximum people in staff area COMPLETED
9.	Spread/contraction of COVID-19 due to insufficient First aid measures. This includes: <b>Dealing with general First aid</b>  <b>Lack of trained first aiders</b>	<ul style="list-style-type: none"> <li>• Sufficient first aiders will be on-site for the number of children, with a particular focus on early years provision;</li> <li>• Qualified first aiders are in place at an appropriate ratio for paediatric first aiders for Early Years provision</li> <li>• The school has a specific room dedicated for suspected cases of COVID-19; the Blue Room</li> <li>• Occupants (staff or pupils) who display symptoms of the virus during the school day will be isolated in the designated room until additional medical assistance can be gained. This may be 111 support, an ambulance or until they leave the site to self-isolate;</li> <li>• First aiders required to assist this person will wear full PPE including, apron, gloves, mask and visor;</li> <li>• First aiders have completed appropriate training for ‘donning and doffing’ PPE – NHS video / advice</li> </ul>	Low	

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
<p><b>Dealing with a suspected case of Covid-19</b></p> <p><b>Inappropriate handling / removal of clinical waste</b></p> <p><b>Intimate care procedures.</b></p>	<p><a href="https://www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm">https://www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm</a></p> <ul style="list-style-type: none"> <li>• PPE is disposed of in accordance with NHS COVID-19 waste management guidance; <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></li> <li>• The first aid room will be cleaned frequently and after each use (when first aid care has been provided).</li> </ul> <p><b>Waste disposal measures</b></p> <p>Waste control measure from possible cases of COVID-19 and cleaning of areas where possible cases have been identified (including disposable cloths and tissues) are as follows:</p> <ul style="list-style-type: none"> <li>• Put in a plastic rubbish bag and tied when full;</li> <li>• The plastic bag is placed in a second bin bag and tied;</li> <li>• It is put in a suitable and secure place and marked for storage until the individual’s test results are known;</li> <li>• Waste is stored safely and kept away from children;</li> <li>• Waste is not put in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours;</li> <li>• If the individual tests negative, this can be put in with the normal waste;</li> <li>• If the individual tests positive, then waste is stored for at least 72 hours and then put in with the normal waste;</li> <li>• If storage for at least 72 hours is not appropriate, a collection as a Category B infectious waste is arranged by either local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for waste bags can be sent for appropriate treatment.</li> <li>• Cleaners will be informed for safe, deep, clean of this area.</li> </ul>		<p>Masks have been ordered, goggles in school and visors –staff to view NHS video and read poster</p> <p>COMPLETED</p>

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
<p>10. Spread/contraction of COVID-19 due to lack of social distancing measures for external visitors to the school, including:</p> <p><b>Parents</b></p> <p><b>Maintenance contractors</b></p> <p><b>External Teachers</b></p> <p><b>accommodating visiting specialists</b></p> <p><b>Inspectors</b></p> <p><b>Delivery personnel</b></p> <p><b>Governors</b></p>	<p><b>Government guidance 6.8.20:</b> Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</p> <ul style="list-style-type: none"> <li>• Parents are not permitted to enter the school without permission or an appointment;</li> <li>• Parents have been informed to call the school office or email if they have any questions or concerns;</li> <li>• If parents need to drop off items for pupils, they should do so via the school office and maintaining appropriate social distancing.</li> <li>• Meetings with parents should be carefully considered and social distancing maintained throughout. Where possible consider virtual meetings. eg, CIN meetings or SEN panels. Make phonecalls where appropriate rather than face-to-face meetings between staff and parents.</li> <li>• For those who have to enter the school reception, e.g. delivery of hampers and meals, current glass screen will remain across the office window to reduce the risk to school staff;</li> <li>• Visitors will only be permitted into the school if they have an appointment;</li> <li>• Visitors will only be permitted at their designated time and will be asked to wait outside of the school building or in the reception lobby until their school contact is available;</li> <li>• The school contact is required to attend reception in good time to meet their visitor;</li> <li>• Social distancing measures will be adhered to at all times;</li> <li>• Face to face meetings in small room or within 2m are not permitted;</li> <li>• Delivered items will be left outside of the school building for staff to collect or the driver is to remain 2m away from staff member</li> </ul>	<p>Low</p>	
<p>11. Spread/contraction of COVID-19 due to lack of social distancing</p>	<ul style="list-style-type: none"> <li>• One in one out management of toilets is in place;</li> <li>• Staff disinfect toilet after use leaving it clean for the next person; cleaning products available in each toilet</li> <li>• Toilet use protocols are managed by teachers and teaching assistants</li> </ul>	<p>Low</p>	

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Hazards and Risks		Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
	measures. This includes unsuitable use of toilets.	<ul style="list-style-type: none"> <li>Children use of toilets is managed by staff and communicated to children;</li> <li>Toilets are cleaned throughout the day.</li> </ul>		
12.	Lack of staffing / insufficient staff ratios	<ul style="list-style-type: none"> <li>Adequate ratio of staff to children will be maintained and is assessed on a daily basis, based on potential staff illness or self-isolation; use existing staff and supply teachers then agency if absolutely necessary</li> <li>Children are suitably supervised at all times;</li> </ul>	Low	
13.	Lack of DSL/ Leadership team	<ul style="list-style-type: none"> <li>If the Headteacher becomes ill with symptoms, the Deputy Head will oversee the running of the school. If symptoms are mild, the Headteacher will be able to work remotely.</li> <li>If the Deputy also becomes ill with symptoms, AHT will oversee the school with support from staff.</li> <li>If these members of the leadership team also become ill, then the school will consult with governors and the local authority to close the school for a period of time.</li> </ul>	Low	
14.	Lack of suitable premises management	<ul style="list-style-type: none"> <li>The school adheres to the government guidance</li> <li>Premises staff levels are maintained and suitable for the use of the building;</li> <li>Appropriate cleaning and premises staffing levels are in place;</li> <li>Waste removal and enhanced cleaning programs are in place for the potential coronavirus contaminated waste;</li> <li>Contingency in place for sudden cleaning staff absence; support staff / midday supervisor overtime (site manager to support)</li> </ul>	Low	Monitor further time given to cleaning hours and premises (midday supervisors)
15.	Hazardous substance management, unsuitable COSHH management and	<ul style="list-style-type: none"> <li>Suitable storage and management of flammable hand sanitizer is in place;</li> <li>All chemicals used for the cleaning of school buildings and equipment is COSHH assessed and managed appropriately;</li> <li>Material safety data sheets are held for all chemicals and readily available to all staff;</li> </ul>	Low	

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Hazards and Risks		Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
	use of chemicals leading to ill-health or fire.	<ul style="list-style-type: none"> <li>All cleaning chemicals are stored safely and securely in accordance with requirements;</li> <li>COSHH safety training has been completed by all those using chemicals for cleaning;</li> <li>Appropriate PPE is available for all cleaning including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment.</li> </ul>		
16.	Fire and evacuation procedures being inadequate at this time due to lack of trained fire wardens or occupants being spread around the building without suitable procedures in place.	<ul style="list-style-type: none"> <li>Evacuation plans including the following have been reviewed:                             <ul style="list-style-type: none"> <li>Safe assembly of occupants following social distancing requirements; usual assembly point sufficient</li> <li>Safe exit via the nearest final exit;</li> <li>Training occupants of any changes to evacuation;</li> <li>Ensuring there are enough trained fire wardens on site with the ability to sweep all used areas of the school;</li> <li>Use of the school has been reduced to enable safe sweeping and evacuation;</li> <li>Due to reduced numbers use of the school is kept to specific areas where possible.</li> </ul> </li> <li>All other fire system testing and maintenance has continued as normal.</li> </ul>	Low	Awaiting BCP fire warden training; HT to sweep school

## 9. Response to any infection

### a. Engage with the NHS Test and Trace process

Schools must ensure they understand the NHS Test and Trace process and how to contact their local [Public Health England health protection team](#). Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- [book a test](#) if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- [self-isolate](#) if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](#), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

Schools should ask parents and staff to inform them immediately of the results of a test:

- if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#) and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

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### b. Manage confirmed cases of coronavirus (COVID-19) amongst the school community

Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see [section 5 of system of control](#) for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#). They should get a test, and:

- if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.

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- if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#)

Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

Further guidance is available on [testing and tracing for coronavirus \(COVID-19\)](#).

### c. **Contain any outbreak by following local health protection team advice**

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

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### COVID 19 Timetable (subject to change after review)

#### **Government guidance 6.8.20: Measures for arriving at and leaving school**

We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.

	Start time	Finish time	Playtime	Lunchtime	Outdoor area	Toilets	Entrance / Exit	Midday supervisor
<b>Dormice</b>	8:35 - 8:45	2:40		11:30 – 12:00 Lunch in Reception 12:00 – 12:20 Playtime	Reception outside area (this will also be timetabled for Hedgehogs to use PWR)	Reception	Reception gate	Amy / Kate
<b>Hedgehogs (curriculum classroom)</b>	8:35 – 8:45	2:40		11:30 – 12:00 Lunch in the hall 12:00 – 12:20 Playtime	Area outside curriculum classroom	Year 1 Girls	Year 1/2 Gate	Kirsty
<b>Squirrels</b>	8:55 – 9:05	3:00	11:00 – 11:10	12:00 – 12:30 Lunch in classroom 12:30 – 12:50 Playtime	Learning Garden playground	Year 1 Boys	Reception gate	Steph
<b>Otters</b>	8:55 – 9:05	3:00	11:00 - 11:10	12:00 – 12:30 Lunch in the hall 12:30 – 12:50 Playtime	Year 1 fenced area	Year 1 Boys	Year 1/2 gate	Vicky
<b>Badgers</b>	8:45 - 8:55	2:50	10:55 – 11:05	12:00 – 12:30 Playtime 12:30 – 12:50 Lunch in the hall	Sports pitch and tyre park	Year 2 Boys	Main office gate & Library door	Suzy
<b>Owls</b>	8:45 - 8:55	2:50	10:55 – 11:05	12:00 – 12:30 Playtime 12:30 – 12:50 Lunch in classroom	Running track and playground area	Year 2 Girls	Staff Car Park	Julie
<b>St Claires (Hall)</b>	8:00	8:35-8:55			Sports pitch	Year 2 Girls	Main office gate & Hall playground entrance	
<b>Sport clubs (Owls cloakroom)</b>	2:45	4:00 / 4:15			Running track Sports pitch	Year 2 Girls	Main office gate for collection	