

Mudeford Community Infant School COVID-19 Risk assessment – 8 March 21 full opening of whole school

Mudeford Community Infants School



The Government has asked schools to adhere to the following:

From 8th March 2021, Mudeford Community Infants School (MIS) will implement a full school opening, with all classes back full time

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:

Prevention

You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available. Response to any infection

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You must always:

- 10) Promote and engage with the NHS Test and Trace process.
- 11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.
- 12) Contain any outbreak by following local health protection team advice.

System of controls –

Prevention

1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.

When an individual develops coronavirus (COVID-19) symptoms or has a positive test Pupils, staff and other adults must not come into the school if:

- they have one or more coronavirus (COVID-19) symptoms
- a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms
- they are required to quarantine having recently visited countries outside the Common Travel Area
- they have had a positive test

They must immediately cease to attend and not attend for at least 10 days from the day after:

- the start of their symptoms
- the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test)

You must follow this process and ensure everyone onsite or visiting is aware of it. Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate, but you may leave home to avoid injury or illness or to escape risk of harm. More information can be found on NHS Test and Trace: how it works.

If anyone in your school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), you:

- must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days
- advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection
- advise them to arrange to have a test as soon as possible to see if they have coronavirus (COVID-19)

Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test, and the next 10 full days. If a member of the household starts to display symptoms while self isolating they will need to restart the 10 day isolation period and book a test. If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10 day isolation period from the day they developed symptoms. In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a

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member of their family or household. In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result. If this is not possible, alternative arrangements may need to be organised by the school. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms.

If a pupil 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 and needs of the pupil, with appropriate adult supervision if required
 - a window should be opened for fresh air ventilation if it is safe to do so
 - if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people
 - if they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible - the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else
 - personal protective equipment (PPE) must be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs) - more information on PPE use can be found in the safe working in education, childcare and children's social care settings guidance
- In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to. The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the safe working in education, childcare and children's social care settings guidance.

When an individual has had close contact with someone with coronavirus (COVID-19) symptoms:

Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:

- the symptomatic person subsequently tests positive
- they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test)
- they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated)
- they have tested positive from an LFD test as part of a community or worker programme

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people. If you are contacted by NHS Test and Trace or your local health protection team and told to self-isolate because you have been a close contact of a positive case, you have a legal obligation to do so.

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2. Ensure face coverings are used in recommended circumstances

In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.

Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.

Safe wearing and removal of face coverings:

You should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors.

Safe wearing of face coverings requires the:

- cleaning of hands before and after touching – including to remove or put them on
- safe storage of them in individual, sealable plastic bags between use

Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.

3. Ensure everyone is advised to clean their hands thoroughly and more often than usual

Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:

- when they arrive at the school
- when they return from breaks
- when they change rooms
- before and after eating

Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff. Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands. Continue to help pupils with complex needs to clean their hands properly.

Frequent and thorough hand cleaning should now be regular practice. You should consider:

- whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly
- if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative
- building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them

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4. Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach

The ‘catch it, bin it, kill it’ approach continues to be very important. Make sure enough tissues and bins are available to support pupils and staff to follow this routine. As with hand cleaning, you must ensure younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene. 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.

5. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents

In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:

- more frequent cleaning of rooms or shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than normal
- cleaning toilets regularly
- encouraging pupils to wash their hands thoroughly after using the toilet
- if your site allows it, allocating different groups their own toilet blocks

PHE has published guidance on the cleaning of non-healthcare settings. This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.

6. Consider how to minimise contact across the site and maintain social distancing wherever possible

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and you must consider how to implement this. You must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between pupils 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 the:

- pupil’s ability to distance
- layout of the building
- feasibility of keeping distinct groups separate while offering a broad curriculum

How to group children:

Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible. When using larger groups, the other measures from the system of controls become even more important to minimise:

- transmission risks

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- the numbers of pupils and staff who need to self-isolate

Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.

Using small groups can:

- restrict the normal operation of education
- present educational and logistical challenges

You will need to consider:

- the cleaning and use of shared spaces, such as: playgrounds, dining halls, toilets
- the provision of specialist teaching and therapies

Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible. Both the approaches of separating groups and maintaining distance are not 'all or nothing' options and will still bring benefits, even if partially implemented.

You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:

- specialist teaching
- wraparound care

Siblings may also be in different groups.

All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or changes wherever possible.

Measures within the classroom:

Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission. Doing this where you can, even some of the time, will help. When staff and pupils cannot maintain distancing, the risk can be reduced by keeping pupils in the smaller, class-sized groups. You 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. It might also include moving unnecessary furniture out of the classroom to make more space.

Measures elsewhere:

You should avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, groups should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits. Consider staggered break times and lunch times. Make sure you allow time for cleaning surfaces in the dining hall between groups. You should also plan how shared staff

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spaces are set up and used to help staff to distance from each other. You should minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day.

Measures for arriving at, and leaving the setting:

Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include:

- condensing or staggering free periods or break time but retaining the same amount of teaching time
- keeping the length of the day the same but starting and finishing later to avoid busy periods

You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:

- gather at the gates
- come onto the site without an appointment

Travelling to the setting Pupils and staff may use public transport where necessary, but we encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so.

Other considerations:

Some pupils with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve. Staff should plan to meet these needs, for example using social stories.

To make sure pupils with medical conditions are fully supported, work with:

- local authorities
- health professionals
- regional schools' commissioners
- other services

Use individual healthcare plans to help pupils receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Further information is available in the guidance on supporting pupils at school with medical conditions. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They, as well as supply teachers, peripatetic teachers or other temporary staff, can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role.

Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups. This will require close co-operation between schools and the other relevant employers

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You should have discussions with key contractors about the school's control measures and ways of working. They should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen safely outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.

Equipment:

For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items. 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, arts, and science equipment should be cleaned frequently.

When sharing equipment between different bubbles, you should either:

- clean it before it is moved between bubbles
- allow them to be left unused for a period of 48 hours (72 hours for plastics) You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use.

Where cleaning or disinfecting is not possible or practical, resources will have to be either:

- restricted to one user
- left unused for a period of 48 hours (72 hours for plastics) between use by different individuals

Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of school settings providers. Pupils should limit the amount of equipment they bring into school each day, including essentials such as:

- lunch boxes
- hats and coats
- books
- stationery

Bags are allowed.

Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

Parent pick-up and drop-offs:

We know that travel to school patterns differ greatly. 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 time children spend in school. A staggered start may, for example, include keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to

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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 entrance and otherwise coming onto the site without an appointment is not allowed.

7. Keep occupied spaces well ventilated Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission.

This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied an enclosed area. When your school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.

These can be achieved by a variety of measures including:

- natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air
- natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information.

To balance the need for increased ventilation while maintaining a comfortable temperature, consider:

- opening high level windows in colder weather in preference to low level to reduce draughts
- increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)
- providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform
- rearranging furniture where possible to avoid direct draughts

Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.

8. Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary. Face coverings are not classified as PPE (personal protective equipment).

Additional PPE for coronavirus (COVID-19) is only required in a very limited number of scenarios, for example, when:

- a pupil becomes ill with coronavirus (COVID-19) symptoms, and only then if a 2 metre distance cannot be maintained
- performing aerosol generating procedures (AGPs)

When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn. The guidance on safe working in education, childcare and children's social care provides more information about preventing and controlling infection.

This includes:

- when and how PPE should be used
- what type of PPE to use
- how to source it

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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.

9. Promote and engage in asymptomatic testing, where available

Rapid testing remains a vital part of our plan to suppress this virus. Schools should follow the guidance set out for their settings

System of controls - response to any infection

10. Promote and engage with the NHS Test and Trace process

Staff members, parents and carers will need to:

- book a test if they or their child has symptoms - the main symptoms are:
 - o a high temperature
 - o a new continuous cough
 - o a loss or change to your sense of smell or taste

self-isolate immediately and not come to school if:

- o they develop symptoms
- o they have been in close contact with someone who tests positive for coronavirus (COVID-19)
- o anyone in their household or support or childcare bubble develops symptoms of coronavirus (COVID-19)
- o they are required to do so having recently travelled from certain other countries
- o they have been advised to isolate by NHS test and trace or the PHE local health protection team, which is a legal obligation
- provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace

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

You must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school. The advice service (or PHE local health protection team if escalated) will work with you to guide you through the actions you need to take. Based on their advice, you must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.

Close contact means:

- anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)
- anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test:
 - o face-to-face contact including being coughed on or having a face-to face conversation within 1 metre
 - o been within 1 metre for 1 minute or longer without face-to-face contact
 - o sexual contacts
 - o been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)
 - o travelled in the same vehicle or a plane

Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow 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 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days.
- if the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection

12. Contain any outbreak by following PHE local health protection team advice

If you have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak. You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required. You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This could be the class or year group. If you are implementing the system of controls, addressing any issues you have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. You should not close except on the advice of health protection teams.

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Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries.

- 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

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Health and Safety Risk Assessment

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. 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)

Subject of Assessment	Opening school to all children from 8 th March 2021				
Assessed by	Daniel Pope	Date	3 rd March 2021	Review date	Reviewed Daily / as necessary
Details of workplace/activity	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.	Persons Affected <i>(Who may be harmed)</i>			
		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>	<ul style="list-style-type: none"> The school has informed parents, pupils, carers, employees and visitors not to enter the school if they are displaying any symptoms of coronavirus (following the COVID-19 guidance for households with possible coronavirus infection); Parents have received guidance on school times for their child and protocols set out for attending the school i.e. should remain 2m apart from others, should follow staff members' instruction and should not congregate outside the school; Parents issued specific school protocols for school attendance for them to explain to their children; Parents of SEN pupils or those with care plans are individually consulted in order that plans are reviewed to include any new safety measures; Staff are briefed and consulted on school procedures and the plans for re-entry of pupils; Employees have had sufficient training and briefing regarding infection control and school protocols; Staff are up to date on other related guidance and support in relation to themselves and pupils such as stress and wellbeing including: 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 In relation to mental health and stress support organisation, details are available to staff including confidential employee help lines 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. 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. 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 	<p>Low</p>	<p>DP to check Support lines for staff - completed</p> <p>Update provided at INSET 2.10.20 to all staff regarding close contact</p>

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
	additional training would be helpful. Update weekly through Business Meeting slides – emailed to staff on 2.3.21		
<p>2. Spread/contraction of COVID-19 due to lack of social distancing measures during the school day including:</p> <p>Drop off / entry to the school</p>	<p>Drop off:</p> <ul style="list-style-type: none"> • Drop-off and collection points and timings for each group have been identified, this information has been cascaded to parents. • 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; • Parents must queue 2m apart as per numbers on the playground or round the running track for Owls class • Only one parent is permitted to drop off / collect their child and should do so as promptly as possible. • Parents will not be able allowed to congregate in the playground • Start times have been staggered for each class group, in order to prevent large numbers of parents congregating around the school gates • Start times are designed to enable one group of parents to leave one side of the site before the next group arrive; • 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 • 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. <p>Entry to the school:</p> <ul style="list-style-type: none"> • Groups will have a staggered entry to the school and enter through separate doors to the site. • 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 	Low	Designate staff member to supervise drop off at each location

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
	<p>distance. Staff will signal for parent/ child to come forward and children will enter promptly during a 10-minute window.</p> <ul style="list-style-type: none"> • See staff timetable for details of times and entrances / exits <p>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.</p> <ul style="list-style-type: none"> • Parents will then walk along the markings for a one-way system that ensures social distancing giving way at the gates to those exiting. • Parents/Guardians are NOT permitted to enter the school buildings without permission of a member of staff or through an appointment; • Entrance doors are held open, reducing the number of occupants touching the doors; • 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; • Good hand washing signage to instruct pupils how to do this effectively is displayed; • Hand washing demonstrations have been provided to pupils on how to adequately wash their hands. 		
<p>3. Spread/contraction of COVID-19 due to lack of social distancing measures during the school day including:</p> <p>Pickup / leaving the school</p>	<p>Pick up:</p> <ul style="list-style-type: none"> • Drop-off and collection points and timings for each group have been identified, this information has been cascaded to parents. See COVID-19 timetable at end of this document. • 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; • Parents are asked to not congregate in the playground • Finish times have been staggered for each class in order to prevent large numbers of parents in the playground/on school grounds; • Parents are reminded to leave the site once their children have been collected; • Only one parent/guardian per child is permitted on site; • 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. 	Low	

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
	<p>Leaving the school:</p> <ul style="list-style-type: none"> • Pupils will be collected in the designated playground or outside area by their parent entering through the same gate as arrival. • Parents/Guardians are NOT permitted to enter the school buildings without permission of a member of staff or through an appointment; • Exit doors are held open, reducing the number of occupants touching the doors; • Pupils are reminded to wash hands as they leave the school building; • Hand washing demonstrations have been provided to pupils on how to adequately wash their hands; • Good hand washing signage to instruct pupils how to do this effectively is displayed. 		
<p>4. Spread/contraction of COVID-19 due to lack of social distancing measures during the school day including:</p> <p>Classroom use / activities.</p>	<ul style="list-style-type: none"> • Groups are class size of 30 children maximum and restricted to 1 teacher and TA (unless an EHCP requires 1:1 adult support) • Children are kept in these class sized groups as they cannot socially distance themselves at all times; • Adults keep themselves at least 2m apart wherever possible • Adults position themselves to the side and behind children wherever possible and / or remain 1m+ distance away. • Classes to be set up as front facing in Years 1 and 2 with children sitting next to each other. • The class group will not interact with other groups within the school; unless for Read Write Inc from 15.3.21 and the children will be 2m apart from children from the other class bubble. • Hand washing is completed on entrance to the class and between specific activities – break, lunch / snack, toilet, end of the day • Children (and staff) are allocated their own stationery and are not encouraged to share; • Children are regularly reminded not to touch their or other pupils faces; • 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; 	<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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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
	<ul style="list-style-type: none"> • 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. Due to equal opportunities and impact on quality provision the resources in the outside area for Reception will be shared between the 2 classes without a 48-hour gap. Where possible, resources will be separate for each class and handles and surfaces will be disinfected between classes using them. • All class group resources and equipment is cleaned regularly in accordance with guidelines on increased frequency of sanitising and cleaning • The timetable and class group area has been reviewed to decide which lessons or activities can be delivered to reduce movement around the school. • Assemblies will be in class groups or held remotely • Cleaning equipment around school with gloves, aprons, disinfectant spray, blue roll, wipes and lidded bins. • 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; • 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. All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. • Where possible, all spaces are well ventilated using natural ventilation (opening windows) or ventilation units. 		
<p>Spread/contraction of COVID-19 due to lack of social distancing measures during the school day including:</p>	<p>(see COVID-19 timetable for St Claires and sports clubs)</p> <ul style="list-style-type: none"> • St Claires will keep children in year groups in the hall and maintain an electronic register to support track and trace • Breakfast & After school club must adhere to year group bubble measures and all other aspects of health & safety included in this risk assessment 	<p>Low</p>	

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Hazards and Risks		Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
	Extra-curricular activities	<ul style="list-style-type: none"> 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. If only one coach then only one year group can attend 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 and children from each class will stay 2m apart when in the classroom. 		
	<p>Spread/contraction of COVID-19 due to lack of social distancing measures during the school day including:</p> <p>Physical Activity</p>	<ul style="list-style-type: none"> PE and physical activity to be held outside where possible Hall to only be used twice a day in the morning and afternoon with thorough cleaning of equipment used between use. Hall to be ventilated with windows and doors open during use External coaches must adhere to year group bubble measures and all other aspects of health & safety included in this risk assessment. 		
5.	<p>Spread/contraction of COVID-19 due to lack of social distancing measures during the school day including:</p> <p>Dining; Moving around the school;</p>	<ul style="list-style-type: none"> Separate lunch breaks are designated for each class group within each year. Children will stay in these groups during lunch; Lunch area cleaned before and after each group's lunch in the classroom or hall. Children will wash hands before lunch Lunchtime supervisors will be allocated to each specific class group and will not supervise across other groups unless necessary. Playground equipment is to be wiped down after use (eg: trim trail railings) Sports equipment must not be shared between groups without appropriate cleaning. <p>Moving around the school:</p> <ul style="list-style-type: none"> Movement to different areas within the schools is reduced as much as possible; eg: hall use for lunch and PE only 	Low	

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
<p>Break-time / playgrounds.</p>	<ul style="list-style-type: none"> • Suitable external doors are used to move pupils from one area to another. Effectively creating external corridors in the open air; • Where possible, all spaces are well ventilated using natural ventilation (opening windows) or ventilation units; • 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 • Only if needed, times are allocated for each class to reduce the need to pass one another in open spaces. • Where toilets are shared, these are rotated on a timetable when and where possible. <p>Break-times / playgrounds:</p> <ul style="list-style-type: none"> • Separate times or areas are issued for each separate class group. (see COVID-19 timetable at end of document) • Pupils are only permitted to complete suitable activities with their class group; • Playground activities are controlled with structured play. Rough play is prevented; • Daily inspection and enhanced cleaning programs in place for external areas and equipment; • Outside play equipment and toys will be used within class group and cleaned frequently; • Equipment is cleaned before use by each designated class group; 		
<p>6. Spread/contraction of COVID-19 due to lack of hand-washing and general poor hygiene.</p>	<ul style="list-style-type: none"> • Staff and parents are encouraged to use education resources such as e-bug and PHE schools resources; • 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 • All those entering the school are required to wash/sanitise their hands; • Hand washing sinks are located within each toilet provision; • Signage is located adjacent to each wash station or sink reminding occupants to wash their hands and how to do it effectively; • Children and staff have been shown how to wash hands properly; • Hand washing is recommended frequently and required at the following times: <ul style="list-style-type: none"> ○ Entry and exit from the school; 	<p>Low</p>	<p>Further hand sanitising dispensers have now been installed</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"> ○ After using the toilet; ○ On entry to the dining hall; ○ Before and after eating; ○ After break / playtimes ● Unnecessary touching of the face is discouraged. ● 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; 		
7.	<p>Spread/contraction of COVID-19 due to lack of adequate cleaning measures.</p> <p>The school has implemented additional cleaning regimes. This includes the following:</p> <ul style="list-style-type: none"> ○ Frequent cleaning of classrooms, toilets, common areas and hall ○ Frequent cleaning of all touched surfaces, such as door handles, handrails, table tops, play equipment and toys. ● Classroom furniture and soft furnishings have been reduced in order to improve the ability to effectively clean; ● Classrooms will be cleaned throughout the day and after school; ● Toilets will be cleaned in the morning, after lunch and at the end of the day; ● Common areas will be cleaned once a day; ● 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; ● 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 ● 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 be cleaned as per the guidance set on COVID-19: cleaning non-healthcare settings. 	Low	All staff collectively clean at various times of the day
8.	<p>Spread/contraction of COVID-19 due to lack of social distancing measures. In</p> <ul style="list-style-type: none"> ● Employees are required to conform with social distancing requirements at all times; ● 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; ● Staff rooms / classrooms are not to be used unless these are large enough to safely accommodate current staff numbers at safe distance from each other 	Low	Signage for maximum people in staff area COMPLETED

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
<p>particular school employees.</p>	<ul style="list-style-type: none"> • Each staff area has been assessed, a maximum number of staff per room has been agreed with 2m social distancing to be maintained (upto); <ul style="list-style-type: none"> ○ 4 in the Staffroom, The Reef and the Library ○ 1 person in the photocopier ○ 1 person in the staff kitchen (with 1 additional person waiting on the landing) ○ 10 in Dormice classroom and Year 1 classrooms) ○ 6 in Hedgehogs and Year 2 classrooms ○ 10+ in the school hall ○ 2 in the school office ○ 1 in Deputy Headteacher office ○ 2 in the headteacher and SENCO’s office • Children will practise social distancing from staff appropriate to their age and as described in additional points of this assessment; • Employees will be provided with and wear PPE when required in accordance with government guidance. 		
<p>9. Spread/contraction of COVID-19 due to insufficient First aid measures. This includes: Dealing with general First aid Lack of trained first aiders Dealing with a suspected case of Covid-19</p>	<ul style="list-style-type: none"> • Sufficient first aiders will be on-site for the number of children, with a particular focus on early years provision; • Qualified first aiders are in place at an appropriate ratio for paediatric first aiders for Early Years provision • The school has a specific room dedicated for suspected cases of COVID-19; the Blue Room • 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; • First aiders required to assist this person will wear full PPE including, apron, gloves, mask and visor; • First aiders have completed appropriate training for ‘donning and doffing’ PPE – NHS video / advice https://www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm 	Low	

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<p>Inappropriate handling / removal of clinical waste Intimate care procedures.</p>	<ul style="list-style-type: none"> • PPE is disposed of in accordance with NHS COVID-19 waste management guidance; https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings • The first aid room will be cleaned frequently and after each use (when first aid care has been provided). <p>Waste disposal measures 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"> • Put in a plastic rubbish bag and tied when full; • The plastic bag is placed in a second bin bag and tied; • It is put in a suitable and secure place and marked for storage until the individual’s test results are known; • Waste is stored safely and kept away from children; • 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; • If the individual tests negative, this can be put in with the normal waste; • If the individual tests positive, then waste is stored for at least 72 hours and then put in with the normal waste; • 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. • Cleaners will be informed for safe, deep, clean of this area. 		
<p>10. Spread/contraction of COVID-19 due to lack of social distancing measures for</p>	<ul style="list-style-type: none"> • Parents are not permitted to enter the school without permission or an appointment; • Parents have been informed to call the school office or email if they have any questions or concerns; 	<p>Low</p>	

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Hazards and Risks	Existing Control Measures	Risk Level (Very High, High, Medium, Low)	Further Actions √/X
external visitors to the school, including: Parents Maintenance contractors External Teachers accommodating visiting specialists Inspectors Delivery personnel Governors	<ul style="list-style-type: none"> • If parents need to drop off items for pupils, they should do so via the school office and maintaining appropriate social distancing. • 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. • 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; • Visitors will only be permitted into the school if they have an appointment; • 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; • The school contact is required to attend reception in good time to meet their visitor; • Social distancing measures will be adhered to at all times; • Face to face meetings in small room or within 2m are not permitted; • 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 		
11. Spread/contraction of COVID-19 due to lack of social distancing measures. This includes unsuitable use of toilets.	<ul style="list-style-type: none"> • One in one out management of toilets is in place; • Staff disinfect toilet after use leaving it clean for the next person; cleaning products available in each toilet • Toilet use protocols are managed by teachers and teaching assistants • Children use of toilets is managed by staff and communicated to children; • Toilets are cleaned throughout the day. 	Low	
12. Lack of staffing / insufficient staff ratios	<ul style="list-style-type: none"> • 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 • Children are suitably supervised at all times; 	Low	

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13.	Lack of DSL/ Leadership team	<ul style="list-style-type: none"> • 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. • If the Deputy also becomes ill with symptoms, AHT will oversee the school with support from staff. • 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. 	Low	
14.	Lack of suitable premises management	<ul style="list-style-type: none"> • The school adheres to the government guidance • Premises staff levels are maintained and suitable for the use of the building; • Appropriate cleaning and premises staffing levels are in place; • Waste removal and enhanced cleaning programs are in place for the potential coronavirus contaminated waste; • Contingency in place for sudden cleaning staff absence; support staff / midday supervisor overtime (site manager to support) 	Low	
15.	Hazardous substance management, unsuitable COSHH management and use of chemicals leading to ill-health or fire.	<ul style="list-style-type: none"> • Suitable storage and management of flammable hand sanitizer is in place; • All chemicals used for the cleaning of school buildings and equipment is COSHH assessed and managed appropriately; • Material safety data sheets are held for all chemicals and readily available to all staff; • All cleaning chemicals are stored safely and securely in accordance with requirements; • COSHH safety training has been completed by all those using chemicals for cleaning; • Appropriate PPE is available for all cleaning including suitable PPE for cleaning of potential coronavirus contaminated rooms or equipment. 	Low	
16.	Fire and evacuation procedures being inadequate at this time due to lack of	<ul style="list-style-type: none"> • Evacuation plans including the following have been reviewed: <ul style="list-style-type: none"> ○ Safe assembly of occupants following social distancing requirements; usual assembly point sufficient ○ Safe exit via the nearest final exit; ○ Training occupants of any changes to evacuation; 	Low	Awaiting BCP fire warden training; HT

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<p>trained fire wardens or occupants being spread around the building without suitable procedures in place.</p>	<ul style="list-style-type: none"> ○ Ensuring there are enough trained fire wardens on site with the ability to sweep all used areas of the school; ○ Use of the school has been reduced to enable safe sweeping and evacuation; ○ Due to reduced numbers use of the school is kept to specific areas where possible. ● All other fire system testing and maintenance has continued as normal. 		<p>to sweep school</p>