



## RISK ASSESSMENT FOR THE FULL REOPENING OF TURNERS HILL CofE PRIMARY SCHOOL, 8<sup>th</sup> MARCH 2021

THIS IS DOCUMENT FORMS THE BASIS OF THE SCHOOL'S APPROACH.

THIS RISK ASSESSMENT IS CONSTANTLY EVOLVOING AND BEING ADDED TO.

WE WELCOME THE INPUT OF ALL STAKEHOLDERS IN DEVELOPING THESE PROCEEDURES.

Updated: 24<sup>th</sup> February 2021

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|                                  |  |
|----------------------------------|--|
| <b>Location / Site</b>           | Insert location and site where activity taking place     |
| TURNERS HILL COFE PRIMARY SCHOOL |  |
| <b>Activity / Procedure</b>      | Insert name/type of activity or procedure being assessed |
| RE-OPENING AFTER PARTIAL CLOSURE |  |
| <b>Assessment date</b>           | Insert date when assessment is being carried out         |
| 24 <sup>th</sup> February 2021   |  |

|                                |            |
|--------------------------------|------------|
| <b>Identify people at risk</b> | YES or NO  |
| <b>Employees</b>               | <b>YES</b> |
| <b>Children</b>                | <b>YES</b> |
| <b>Visitors</b>                | <b>YES</b> |
| <b>Contractors</b>             | <b>YES</b> |

TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY

Red texts are from Government Guidance

|  |   |            |                   |
|--|---|------------|-------------------|
| <b>Identify hazard</b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Lack of social distancing in the classroom</b> resulting in direct transmission of the virus  |   |            |                   |
| <b>Existing level of risk</b>  | Consider current level of risk  |            |                   |
| <b>HIGH</b>  | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Children to be in consistent groups</li> <li>2. Remove excess furniture to increase space</li> <li>3. Children to be sat at forward facing desks – Years 1-6</li> <li>4. Set seating plan so children have their desk which is the same every day</li> <li>5. Behaviour charter created for and with the children –<br/>(Include instructions how to line up, wash hands, use of toilet, moving around the classroom etc) – see Annex A taken from ‘Preparing for the Wider Opening of Schools from 1 June’</li> <li>6. Charter re-visited and modelled many times a day– lots of praise for adherence</li> <li>7. Where possible staff to be at front or side or back of room</li> <li>8. Conversation in the classroom from adult height, where appropriate</li> <li>9. If close feedback or communication needed – side to side not facing child</li> <li>10. Coats and bags kept on pegs/in lockers – children sent in small groups to hang up and collect coats – supervised when not in the classroom</li> <li>11. Ensure good ventilation in each classroom all day (windows or doors open)</li> <li>12. Children stay in the classroom for majority of the day and not mix with other groups</li> <li>13. Sitting on the carpet needs to be as spread out as possible (some could sit at desks)</li> </ol> |   |            |                   |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|   |   |            |                   |
|---|---|------------|-------------------|
| <b><u>Identify hazard</u></b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Lack of social distancing using toilets and poor hygiene</b> resulting in direct and indirect transmission of the virus  |   |            |                   |
| <b>Existing level of risk</b>   | Consider current level of risk  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Toilet bands used and only one boy and one girl allowed to go to toilet at a time (each child will be provided with their own band)</li> <li>2. <b>Clean hands thoroughly more often than usual</b></li> <li>3. Handwashing guidance displayed in all toilet areas</li> <li>4. Handwashing guidance within each classroom</li> <li>5. Extra soap ordered to ensure we do not run out</li> <li>6. Phase toilets (infants/juniors)</li> </ol> |   |            |                   |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|  |   |            |                   |
|--|---|------------|-------------------|
| <b><u>Identify hazard</u></b>  | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Transmission from symptomatic individuals</b> resulting in direct transmission of the virus   |   |            |                   |
| <b>Existing level of risk</b>  | Consider current level of risk  |            |                   |
| <b>HIGH</b>  | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Individuals displaying symptoms of COVID19 (a new continuous cough; a high temperature; a loss of, or change in, normal sense of taste or smell (anosmia)) must not attend school and should follow isolation guidance (available on school website)- see APPENDIX B</li> <li>2. Parents must ensure that children displaying symptoms do not attend school and should inform school as a matter of urgency</li> <li>3. All symptomatic individuals must be tested for COVID 19</li> <li>5. If a confirmed case of COVID 19 is detected, all member of the individual’s group must isolate immediately – see Flow Chart on school website or APPENDIX C</li> </ol> |   |            |                   |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|   |   |            |                   |
|---|---|------------|-------------------|
| <b><u>Identify hazard</u></b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Transmission from asymptomatic individuals</b> resulting in direct transmission of the virus   |   |            |                   |
| <b>Existing level of risk</b>   | Consider current level of risk  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Staff encouraged to take twice weekly Lateral Flow Device (FLD) tests to identify asymptomatic individuals</li> <li>2. Positive results to be immediately reported to COVID Coordinator</li> <li>3. If positive result recorded, PCR (Polymer Chain Reaction) test be carried out (preferably at test centre to limit timeframe).</li> <li>4. If positive result recorded on FLD test, close contacts to be identified and isolation guidance followed. In the case of a bubble based member of staff testing positive, this will mean the bubble closing. If PCR test returns a negative result, isolation will end.</li> <li>5. Parents to be contacted on Wednesday and Sunday evenings if bubble is required to close due to positive LFD test result.</li> </ol> |   |            |                   |

## TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY

|   |   |                    |                   |               |                   |                    |              |                   |                    |              |                   |                    |               |                   |                    |              |                   |                    |
|---|---|--------------------|-------------------|---------------|-------------------|--------------------|--------------|-------------------|--------------------|--------------|-------------------|--------------------|---------------|-------------------|--------------------|--------------|-------------------|--------------------|
| <b>Identify hazard</b>  | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                    |                   |               |                   |                    |              |                   |                    |              |                   |                    |               |                   |                    |              |                   |                    |
| <b>Lack of social distancing waiting arriving at school and leaving school</b> resulting in direct transmission of the virus  |   |                    |                   |               |                   |                    |              |                   |                    |              |                   |                    |               |                   |                    |              |                   |                    |
| <b>Existing level of risk</b>   | Consider current level of risk  |                    |                   |               |                   |                    |              |                   |                    |              |                   |                    |               |                   |                    |              |                   |                    |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b>         | <b>NEGLIGIBLE</b> |               |                   |                    |              |                   |                    |              |                   |                    |               |                   |                    |              |                   |                    |
| <b>Control measures</b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                    |                   |               |                   |                    |              |                   |                    |              |                   |                    |               |                   |                    |              |                   |                    |
| <ol style="list-style-type: none"> <li>1. Allocated time for each group of children to arrive at school and leave from school</li> <li>2. Instructions shared re social distancing between families in the morning with parents and children- one-way system established for when waiting to enter school, sandwich board used to encourage social distancing while waiting to collect children from the playground.</li> <li>3. At the end of the day, DHT/HT to encourage parent to line up facing the Trim Trail with 1m+ spacing.</li> <li>4. Children to line up in front of the Trim Trail facing the school shoulder-to-shoulder with spacing between each child- adult then sends children one at a time to meet parent. Parents to leave using the one-way system to ensure no cross-over of parents leaving and those arriving.</li> <li>5. Whenever possible, DHT/HT to be on duty to supervise</li> <li>6. <b>Staggered drop off and pick up times for different groups</b><br/> <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 10px;">Willow Class-</td> <td style="padding-right: 10px;">Drop-off: 8.40am.</td> <td>Collection: 2.55pm</td> </tr> <tr> <td>Holly Class-</td> <td>Drop-off: 8.45am.</td> <td>Collection: 3.00pm</td> </tr> <tr> <td>Birch Class-</td> <td>Drop-off: 8.50am.</td> <td>Collection: 3.05pm</td> </tr> <tr> <td>Cherry Class-</td> <td>Drop-off: 8.55am.</td> <td>Collection: 3.10pm</td> </tr> <tr> <td>Maple Class-</td> <td>Drop-off: 9.00am.</td> <td>Collection: 3.15pm</td> </tr> </table> </li> </ol> <p>Parental guidance on drop-off/collection sent 26<sup>th</sup> February 2021.</p> <p><b>How do we drop off?</b><br/> <i>If driving to school, please use the drop-off system. We have placed a cone outside the front door and ask that you only let your child/ren out when you are parked beside this cone (this is to prevent children walking across the carpark as well as supporting social distancing).</i><br/> <i>If walking, please come through the playground gates to the front entrance. We have established a one-way system with signs showing which way to go.</i><br/> <i>In line with the latest guidance we will no longer be taking temperature checks upon arrival.</i><br/> <i>Children will need to make their own way through the main entrance and proceed to their class rooms.</i></p> <p><b>How do we collect?</b><br/> <i>Collection will be on the playground using a one-way system. When waiting, adults must stand a minimum of 1m apart and follow social distancing rules.</i><br/> <i>To make social distancing possible, we are asking that only one adult attends drop off and collection and a swift exit is made.</i></p> <p><b>What if we have a sibling in another class?</b><br/> <i>Please drop all of the children off at the earliest sibling's drop off time. For collection, the children will need to be collected at their class' scheduled pick up time. We are not allowed to shorten the day for any pupils. Even if they are dropped off early with their sibling, the official learning time will not commence until the allotted drop off time and the register has been completed.</i></p> <ol style="list-style-type: none"> <li>7. Taken from letter send on 1st October 2020) 'we are asking parents/carers to wear face coverings as they arrive at school and while waiting to collect children. This is particularly important where social distancing is challenge.'</li> </ol> |   |                    |                   | Willow Class- | Drop-off: 8.40am. | Collection: 2.55pm | Holly Class- | Drop-off: 8.45am. | Collection: 3.00pm | Birch Class- | Drop-off: 8.50am. | Collection: 3.05pm | Cherry Class- | Drop-off: 8.55am. | Collection: 3.10pm | Maple Class- | Drop-off: 9.00am. | Collection: 3.15pm |
| Willow Class-   | Drop-off: 8.40am.   | Collection: 2.55pm |                   |               |                   |                    |              |                   |                    |              |                   |                    |               |                   |                    |              |                   |                    |
| Holly Class-  | Drop-off: 8.45am.   | Collection: 3.00pm |                   |               |                   |                    |              |                   |                    |              |                   |                    |               |                   |                    |              |                   |                    |
| Birch Class-  | Drop-off: 8.50am.   | Collection: 3.05pm |                   |               |                   |                    |              |                   |                    |              |                   |                    |               |                   |                    |              |                   |                    |
| Cherry Class-   | Drop-off: 8.55am.   | Collection: 3.10pm |                   |               |                   |                    |              |                   |                    |              |                   |                    |               |                   |                    |              |                   |                    |
| Maple Class-  | Drop-off: 9.00am.   | Collection: 3.15pm |                   |               |                   |                    |              |                   |                    |              |                   |                    |               |                   |                    |              |                   |                    |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|   |   |            |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
|---|---|------------|-------------------|---------|---------|--|--------|----------|--|--------|---------|--|-------------------|---------|--|------------|-----|------------|-------------------|-------|-------|-------------------|-------|-------|--------|-------|------|
| <b><u>Identify hazard</u></b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
| <b>Lack of social distancing during playtimes and lunchtimes</b> resulting in direct transmission of the virus  |   |            |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
| <b><u>Existing level of risk</u></b>  | Consider current level of risk  |            |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
| <b><u>Control measures</u></b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
| <p>1. Allocated play area (playground split into sections to prevent bubbles mixing)</p> <p>Morning Play:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Willow:</td> <td style="width: 40%;">9:55 am</td> <td style="width: 40%;"></td> </tr> <tr> <td>Holly:</td> <td>10:10 am</td> <td></td> </tr> <tr> <td>Birch:</td> <td>10.10am</td> <td></td> </tr> <tr> <td>Cherry and Maple:</td> <td>10.40am</td> <td></td> </tr> </table><br><table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Lunchtime:</td> <td style="width: 40%;">EAT</td> <td style="width: 40%;">PLAYGROUND</td> </tr> <tr> <td>Willow and Holly:</td> <td>12.00</td> <td>12.30</td> </tr> <tr> <td>Birch and Cherry:</td> <td>12.30</td> <td>12.00</td> </tr> <tr> <td>Maple:</td> <td>12.30</td> <td>1.00</td> </tr> </table> <p>2. Games discussed which encourage social distancing – football passing, catch etc</p> <p>3. Staff supervision throughout – actively encouraging social distancing and ensure that children stay in their designated areas</p> |   |            |                   | Willow: | 9:55 am |  | Holly: | 10:10 am |  | Birch: | 10.10am |  | Cherry and Maple: | 10.40am |  | Lunchtime: | EAT | PLAYGROUND | Willow and Holly: | 12.00 | 12.30 | Birch and Cherry: | 12.30 | 12.00 | Maple: | 12.30 | 1.00 |
| Willow:   | 9:55 am   |            |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
| Holly:  | 10:10 am  |            |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
| Birch:  | 10.10am   |            |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
| Cherry and Maple:   | 10.40am   |            |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
| Lunchtime:  | EAT   | PLAYGROUND |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
| Willow and Holly:   | 12.00   | 12.30      |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
| Birch and Cherry:   | 12.30   | 12.00      |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |
| Maple:  | 12.30   | 1.00       |                   |         |         |  |        |          |  |        |         |  |                   |         |  |            |     |            |                   |       |       |                   |       |       |        |       |      |



**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|  |   |            |                   |
|--|---|------------|-------------------|
| <b><u>Identify hazard</u></b>  | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Lack of social distancing when eating lunch</b> resulting in direct transmission of the virus   |   |            |                   |
| <b>Existing level of risk</b>  | Consider current level of risk  |            |                   |
| <b>HIGH</b>  | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. All children to eat in their classroom (hot lunches are not provided during partial closure)</li> <li>2. <b>MMS allocated to each bubble for supervision- MMS not to work with more than 1 bubble.</b></li> </ol>  |   |            |                   |
| <b><u>Identify hazard</u></b>  | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Lack of social distancing in the corridors</b> resulting in direct transmission of the virus  |   |            |                   |
| <b>Existing level of risk</b>  | Consider current level of risk  |            |                   |
| <b>HIGH</b>  | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Children staying in their bubbles and utilise the one-way system when moving around the school</li> <li>2. One boy and one girl going to toilet at one time</li> <li>3. Messages to office via walkie-talkies</li> <li>4. Agree instructions with children concerning going and returning to toilet</li> <li>5. When moving Bubble around the school – 1 metre between children – adult(s) insisting the distance is maintained –Staff keeping at least one metre away from children</li> <li>6. Guidance February 2021 states that in relation to pupils wearing face coverings for Year 6 and below, there is no change to the existing position.</li> <li>7. No visitors permitted at this time.</li> </ol> |   |            |                   |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

8. Staff must wear face coverings in communal areas where social distancing is more challenging e.g. corridors, when preparing hot drinks in the staffroom, using the photocopier etc.
9. Staff are strongly encouraged to wear face coverings when social distancing is more challenging e.g. when circulating around the classroom to mark books or working with individuals/small groups

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|---|---|------------|-------------------|
| <b><u>Identify hazard</u></b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Contact of shared resources</b> resulting in indirect transmission of the virus  |   |            |                   |
| <b><u>Existing level of risk</u></b>  | Consider current level of risk  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Children have packs of stationary labelled with their name on</li> <li>2. Where possible, tubs of resources for individuals if needed – maths cubes etc</li> <li>3. Tables, door handles and other surfaces cleaned with every night</li> <li>4. Wherever possible, learning planned so resources are individual and not shared</li> <li>5. Resources on tables ready for lesson and not distributed within the lesson</li> <li>6. Children encouraged to wash hands before lessons and after each lesson</li> <li>7. Resources left on front tables for cleaning – if shared within the day</li> <li>8. All surfaces left clear at end of the day</li> </ol> |   |            |                   |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|   |   |            |                   |
|---|---|------------|-------------------|
| <b><u>Identify hazard</u></b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Lack of social distancing when providing First Aid</b> resulting in direct transmission of the virus   |   |            |                   |
| <b>Existing level of risk</b>   | Consider current level of risk  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Staff to assess injury and decide whether the injury requires adult intervention</li> <li>2. If the injury is such that it requires cleaning/a plaster/dressing/ice applied then the adult will need to wear appropriate PPE to carryout First Aid</li> <li>3. PPE (Apron, Surgical Mask, Eye protection and Gloves) and a basic First Aid Kit (Plasters, dressings antiseptic wipes and biohazard bag) will be available in each classroom and when the class goes outside then the first aid kit including PPE is to be taken out by an adult</li> <li>4. If an injury requires ice, then a message can be sent to the office via walkie-talkie to request some</li> <li>5. Any blood/bodily fluid contaminated wipes/paper towels used when dealing with an injury are to be disposed of in a yellow biohazard bag and placed in the biohazard bin.</li> <li>6. If a child, becomes unwell with symptoms of coronavirus while in their class and needs direct personal care until they can return home. A fluid-resistant surgical face mask, disposable apron and gloves should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</li> </ol> |   |            |                   |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

The following section of the risk assessment uses guidance taken from: **Coronavirus (COVID-19): guidance for educational settings, update 20/5/2020**

|  |   |            |                   |
|--|---|------------|-------------------|
| <b><u>Identify hazard</u></b>  | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Lack of social distancing when providing care for a child with suspected Coronavirus</b> resulting in direct transmission of the virus  |   |            |                   |
| <b>Existing level of risk</b>  | Consider current level of risk  |            |                   |
| <b>HIGH</b>  | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Class Teacher/TA to assess symptoms presenting– new persistent cough/temperature`</li> <li>2. If it is decided that the symptoms are such that it could be Covid-19 then Teacher/TA to accompany the child to The Hive along with their belongings.</li> <li>3. Teacher/TA to take class walkie talkie with them and contact the school office informing them of the situation and requesting parent to attend. The walkie talkie can then be used for updates.</li> <li>4. The door to The Hive is to be closed, the windows opened, and the Fire door is to be unlocked and opened also.</li> <li>5. A fluid-resistant surgical face mask, disposable apron and gloves should be worn by the supervising adult until the child is collected. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. The child will also need to wear a face mark.</li> <li>6. Any tissues/PPE equipment used is to be disposed of in a yellow biohazard bag which needs to be tied up and placed in the biohazard bin once the child has left.</li> <li>7. If a child needs to use the toilet before being collected then the disabled toilet is to be used and no one is to then use it until it has been cleaned.</li> <li>8. Class Teacher to ensure tables and door handles are cleaned after child has left the classroom and the room is ventilated. Children should wash their hands.</li> <li>9. Once the child has been collected via the fire door exit then the supervising adult can remove their PPE and dispose of it appropriately and then wash their hands.</li> <li>10. The Hive (and the disabled toilet if used) should then be cleaned and if necessary, PPE equipment replenished. The walkie talkie should also be cleaned and returned to the classroom.</li> </ol> |   |            |                   |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|   |   |            |                   |
|---|---|------------|-------------------|
| <b><u>Identify hazard</u></b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Emotional distress of the children</b>   |   |            |                   |
| <b>Existing level of risk</b>   | Consider current level of risk  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| 1. Adapted curriculum to be delivered to support children’s well-being – slowly increasing the cognitive load |   |            |                   |

|  |   |            |                   |
|--|---|------------|-------------------|
| <b><u>Identify hazard</u></b>  | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Emotional distress of the staff – including anxiety</b>   |   |            |                   |
| <b>Existing level of risk</b>  | Consider current level of risk  |            |                   |
| <b>HIGH</b>  | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Inclusion in risk assessment process – input into hazard identification and control measures</li> <li>2. At least one SLT member of staff on site every day for staff to share concerns with</li> <li>3. Risk assessments reviewed after day one, week one and fortnightly after that – this is flexible</li> <li>4. <b>Extremely vulnerable staff work from home</b></li> </ol> |   |            |                   |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|   |   |            |                   |
|---|---|------------|-------------------|
| <b><u>Identify hazard</u></b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus</b>   |   |            |                   |
| <b>Existing level of risk</b>   | Consider current level of risk  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Seek expert guidance from LA re support for children with behaviour difficulties – that might need restraint and display spitting, biting etc. Leading to individual risk assessments</li> <li>2. Masks purchased if needed – N95 grade and instructions form PHE re cleaning</li> <li>3. Extra disposable aprons ordered</li> <li>4. Extra gloves ordered</li> <li>5. Some visors also ordered if needed</li> <li>6. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff are put at risk</li> </ol> <p>Pls note the Government guidance states “Wearing face coverings or face masks is not recommended”</p> |   |            |                   |
| <b><u>Identify hazard</u></b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus</b>  |   |            |                   |
| <b>Existing level of risk</b>   | Consider current level of risk  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Soap dispensers in each classroom</li> <li>2. Children handwash on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze</li> <li>3. Washing hands posters in all washing areas</li> <li>4. Reminders how to wash hands properly – videos and posters</li> <li>5. Procedure agreed for children to wash hands so thorough hand washing</li> </ol>   |   |            |                   |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|  |   |            |                   |
|--|---|------------|-------------------|
| <b><u>Identify hazard</u></b>  | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Risk of infection due to lack of cleaning</b> resulting in indirect transmission of the virus   |   |            |                   |
| <b>Existing level of risk</b>  | Consider current level of risk  |            |                   |
| <b>HIGH</b>  | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>   | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. All surfaces, handles, toilets and shared equipment will be cleaned each day</li> <li>2. Soft furnishings and soft / cloth toys will be removed from use in classrooms – including reflection areas</li> <li>3. Displays to be designed to engage children but not encourage</li> <li>4. Shared resources left on front desks for cleaning at end of the day</li> <li>5. <b>Cleaning staff to use PPE equipment – minimum PPE to be used is disposable gloves and apron. For suspected COVID19 cases, face screen should and moisture resistant facemask should also be used (taken from COVOD19: cleaning in non-healthcare settings guidance, 15<sup>th</sup> May 2020)</b></li> <li>6. All PPE equipment used is to be disposed of in a yellow biohazard bag which needs to be tied up and placed in the bio hazard bin once the child has left.</li> <li>7. Additional cleaning staff are ready to be employed.</li> </ol> |   |            |                   |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|   |   |            |                   |
|---|---|------------|-------------------|
| <b><u>Identify hazard</u></b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Risk of illness of vulnerable staff and family members</b> through direct and indirect transmission of the virus   |   |            |                   |
| <b><u>Existing level of risk</u></b>  | Consider current level of risk  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Those who are clinically extremely vulnerable or living with those that are clinically extremely vulnerable to complete personal risk assessment – based on staff risk assessment. These staff to keep strict social distancing from other adults and as much social distancing from children as possible.</li> <li>2. All staff are actively encouraged to wear PPE when in school</li> <li>3. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute</li> </ol> |   |            |                   |

|   |   |  |  |
|---|---|--|--|
| <b><u>Identify hazard</u></b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |  |  |
| <b>Risk of illness of vulnerable children and family members</b> through direct and indirect transmission of the virus  |   |  |  |
| <b><u>Control measures</u></b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |  |  |
| <ol style="list-style-type: none"> <li>1. Children who are extremely clinically vulnerable or are living with anyone who is extremely clinically vulnerable if have concerns to have discussion with HT and individual risk assessment completed if necessary.</li> </ol> |   |  |  |



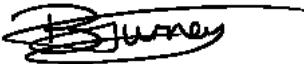
**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|  |               |   |                   |
|--|---------------|---|-------------------|
| <b>Identify hazard</b>   |               | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |                   |
| <b>Staff Focused Risk Assessment: Lack of social distancing around the school</b> resulting in direct transmission of the virus  |               |   |                   |
| <b>Existing level of risk</b>  |               | Consider current level of risk  |                   |
| <b>HIGH</b>  | <b>MEDIUM</b> | <b>LOW</b>  | <b>NEGLIGIBLE</b> |
| <b>Control measures</b>  |               | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |                   |
| <ol style="list-style-type: none"> <li>1. Staff will be allocated groups of children to work with</li> <li>2. Adults working in classrooms as much as is possible, ideally keep 2m+ social distancing between themselves – consider allocating sides of the classroom</li> <li>3. Staff stay with children most of the day, organising breaks within their class. Face coverings to be worn when supervising the main entrance in the mornings</li> <li>4. Staff <u>must</u> wear face coverings in communal areas where social distancing is more challenging e.g. corridors, when preparing hot drinks in the staffroom, using the photocopier etc.</li> <li>5. Staff are strongly encouraged to wear face coverings when social distancing is more challenging e.g. when circulating around the classroom to mark books or working with individuals/small groups</li> <li>6. No external visitors permitted at this time- unless 'business critical'.</li> <li>7. MMS allocated to 1 class- see lunchtime rota</li> <li>8. Communication between staff and office carried out using walkie talkies and physical visits to the office must be only if essential</li> <li>9. Movement of staff around the school is to be minimal and no unnecessary movement not made</li> <li>10. Only one person using photocopier – adhering to 1m+ distancing.</li> <li>11. Only 1 person in the store cupboard at one time – wait outside 1+ metres apart if someone is in the stock room</li> <li>12. When talking to each other ensure there is 1+ metre distance between each other, preferable in ventilated space</li> <li>13. Classroom windows open at all times</li> <li>14. Office windows open at all times</li> <li>15. Meetings with parents carried out on the phone as much as possible or social distanced outside.</li> <li>16. Hand gel provided in all work areas</li> <li>17. Alcoholic wipes also to be used to wipe down keyboards and mouse before and after use.</li> <li>18. If staff not able to attend school –school staff to cover the class to reduce the introduction of outside supply staff to the school</li> <li>19. Staff to arrive at school as late as possible and leave as early as possible- all staff (except cleaning staff) should be off-site by 5.00pm at the very latest)</li> <li>20. TA/LSA meetings and Staffmeetings will not run during lockdown, a weekly written briefing will be sent to all staff via email</li> </ol> |               |   |                   |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

|   |   |            |                   |
|---|---|------------|-------------------|
| <b><u>Identify hazard</u></b>   | Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards   |            |                   |
| <b>Indoor PE sessions lead by coach David</b> resulting in indirect transmission of the virus   |   |            |                   |
| <b>Existing level of risk</b>   | Consider current level of risk  |            |                   |
| <b>HIGH</b>   | <b>MEDIUM</b>   | <b>LOW</b> | <b>NEGLIGIBLE</b> |
| <b><u>Control measures</u></b>  | List your control measures required to reduce risk – add appropriate detail about the type and location of controls |            |                   |
| <ol style="list-style-type: none"> <li>1. Coach David to undertake twice weekly Lateral Flow Device tests</li> <li>2. Hall to be well ventilated at all times</li> <li>3. Limited equipment to be used and not shared between groups – any equipment used must be cleaned at the end of the session</li> <li>4. Touch areas to be cleaned between groups and before the first group uses the hall</li> <li>5. Hall to be divided into zones so that no groups work in the same area</li> <li>6. Coach David to work in an areas separate from the children (a minimum of 2m away at all times)- cones/markers used to mark out areas</li> <li>7. Coach David to maintain social distance from any school staff (a minimum of 2m away at all times) and wear a mask when not teaching a group</li> <li>8. School staff do not need to stay with Coach David during the session (Coach David holds QTS)- David to use Walkie Talkie to communicate when pupils need collecting</li> </ol> |   |            |                   |

**TURNERS HILL CofE PRIMARY SCHOOL HEALTH & SAFETY**

| Name of assessor | Signature of assessor  | Date              |
|------------------|--|-------------------|
| Ben Turney       |  | 23rd January 2021 |

| Governor Input       | Signature of Governor   | Date                           |
|----------------------|-------------------------|--------------------------------|
| Emailed to governors | All governors supported | 26 <sup>th</sup> February 2021 |

|                         |  |                             |
|-------------------------|--|-----------------------------|
| Risk assessment reviews |  | 15 <sup>th</sup> March 2021 |
|-------------------------|--|-----------------------------|

# APPENDIX A: Behaviour principles

Taken from Preparing for the Wider Opening of Schools from 1 June

In light of the need for children to behave differently when they return to school, and any new systems you have put in place to support that, you'll need to make changes to your behaviour policy. Behaviour policy changes will also need to be communicated to pupils, parents and staff.

Areas schools may wish to add to their behaviour policy are:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person
- clear rules for pupils at home about conduct in relation to remote education
- rewards and sanction system where appropriate

## **APPENDIX B: Education Guidance Poster**

# Education guidance

If you have a



new and  
continuous cough

or



high  
temperature

**stay at home for 7 days**, if you live alone  
**stay at home for 14 days**, if you live with  
others, including all household members

Only use **NHS 111** if your symptoms get  
worse or are no better after home isolation

## Stop the spread of coronavirus



**Wash your hands  
more often  
and for 20 seconds**



Use soap and water or a hand sanitiser when you:

- Get home or into work
- Blow your nose, sneeze or cough
- Eat or handle food

Cover your mouth and nose with a  
tissue or your sleeve (not your hands)  
when you cough or sneeze and throw  
the tissue away straight away



**Supervise young  
children** to ensure they  
wash their hands more  
often than usual



**Posters and lesson  
plans on general hand  
hygiene** can be found  
on the eBug website



Clean and disinfect  
regularly touched  
objects and surfaces  
more often than usual  
using your **standard  
cleaning products**



**Staff, young people and  
children should stay at  
home if they are unwell** with  
a new, continuous cough or a  
high temperature to avoid  
spreading infection to others

If staff, young people or children become  
unwell on site with a new, continuous  
cough or a high temperature **they  
should be sent home**

We are asking schools, colleges, nurseries,  
childminders and other registered childcare  
settings **to remain open for children of  
critical workers and vulnerable children**  
where they can

## APPENDIX C: Flow chart of suspected/confirmed Covid19 cases

