

BASSINGBOURN PRIMARY SCHOOL RISK ASSESSMENT FOR RE-OPENING SCHOOL DURING COVID-19 PANDEMIC

Area	Problem	Mitigation	Resources	Done
<b>Physical environment risks</b>				
Access to school	<p>Too many people gathering and no social distancing</p> <p>People arriving who are ill</p>	<ol style="list-style-type: none"> <li>1. Phased return proposed – Years 2, 5, 6 on 7<sup>th</sup> September; Years 1, 3, 4 on 9<sup>th</sup> September with EYFS beginning on 14<sup>th</sup> September.</li> <li>2. Large gate access from 8.35 – 8.55 to be open. Staggered start with Vikings, Saxons, Romans then Normans arriving at 5 minute intervals. Childminders to enter at 8.35 to allow adequate time. SLT to be on both playgrounds to support as required.</li> <li>3. There will be a one-way system requiring all parents to enter via KS1 gate, follow walk way around KS1 / KS2 and all to exit via KS2 gate. EYFS / KS1 parents will need to circle and rejoin the loop to exit via KS2. KS1 children to park bikes in KS1 new area. KS2 children to wheel bikes / scooters through site to new sheds. Parents to remain 2m apart on walkway.</li> <li>4. Only one parent allowed to enter school grounds to drop off; except for first school day for EYFS.</li> <li>5. Children will be in class groups and school will maintain year group hubs (with Year 5 and 6 merging to become one collective hub).</li> <li>6. If there are concerns about a pupil or staff temperature, checks will be carried out.</li> <li>7. One-way outdoor walkways to all classes to allow for 2 metre rule on drop off so parents have to walk in a loop past each class and then out in one continuous flow.</li> <li>8. Children enter class on arrival via fire door and teacher available to receive them. Parent / teacher conversations not to take place on class door but phone call / email.</li> <li>9. Teaching staff to arrive between 8-8.15am and support staff to be in class and ready by 8.45am (first week support staff to be in school and ready by 8.30am to be reviewed weekly)</li> </ol>	<ol style="list-style-type: none"> <li>1. Spray painted markings to be re-done</li> <li>2. Close loop on KS1 playground</li> <li>3. Visors / masks for staff on playground</li> <li>4. Thermometers available in each year group.</li> <li>5. Hand sanitiser at every door.</li> <li>6. Purchase additional spots</li> </ol>	
Bus children safety	<p>Bus children socially distancing on bus and bus company measures not good enough</p>	<p>Bus children</p> <ol style="list-style-type: none"> <li>1. Talk to bus company on how they are going to seat by year groups – designated places</li> <li>2. Rota will need adjusting so children are lined up and at the end of day in that order</li> <li>3. Walk children off the bus through the school designated route as per the parents – accompanied by bus escort</li> <li>4. Updated risk assessment required by bus company</li> <li>5. At end of day, staff member to collect children and line up in order in hall to escort back out to bus. Use spots to distance.</li> <li>6. Pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> </ol>	<ol style="list-style-type: none"> <li>1. Risk assessment to be updated</li> <li>2. Updated bus children list</li> </ol>	

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		<ol style="list-style-type: none"> <li>7. Use of hand sanitiser upon boarding and/or disembarking</li> <li>8. Additional cleaning of vehicles</li> <li>9. Organised queuing and boarding where possible</li> <li>10. Distancing within vehicles wherever possible</li> </ol>		
Exit from school building	Too many people gathering and no social distancing	<ol style="list-style-type: none"> <li>1. Stagger exit times to reduce flow – do this by House teams so that family groups are collected at the same time.</li> <li>2. Gates open at 2.50pm. Start by releasing (bus children and Vikings); 2.55pm (Saxons); 3.00 (Romans); 3:05 (Normans). Children to be ready and sat socially distanced watching film until parent is seen and then child released from door. Contracted TA to leave at 3pm. All children to be collected by 3.10pm.</li> <li>3. Use designated route and staff watch out of the class doors to release to parents as they arrive</li> <li>4. No communication between staff and adults – only by email or phone</li> <li>5. EYFS children to have own pick up times for first week due to staggered start</li> <li>6. Older children who are walking home alone</li> </ol>	<ol style="list-style-type: none"> <li>1. Signs and barriers and exit times</li> <li>2. Timetable of times to parents and staff</li> <li>3. List of house teams for staff</li> <li>4. EYFS children to be told houses in first week back.</li> </ol>	
Foyer/Main office/Heads	Too many people in close proximity to office staff People coming in late and dropping off things late	<ol style="list-style-type: none"> <li>1. Glass hatch for foyer staff to give greater protection</li> <li>2. Parents asked to communicate by phone or email to reduce staff in contact with parents at Office</li> <li>3. Office staff to return to work once partition screens in place</li> <li>4. SLT members to work in a different room – to maintain social distancing</li> <li>5. Red tape lines in office doorway and sign to show social distancing in place so if staff do need to speak to the office they can but from a 2 m distance. Where possible staff are encourage to email or phone instead.</li> <li>6. If items/paperwork need to be given to office or from office gloves should be worn or left in castle post box and dealt after 72 hours (if not immediate)</li> <li>7. Cleaning of desks between people – need wipes and spray in locked cupboard</li> <li>8. Drop box not to be used</li> <li>9. 2 metre rule signs and markings on way into front office</li> <li>10. Fob and intercom on front door</li> <li>11. Office staff to clean phones and desks when they leave and not to swap desks during the day</li> <li>12. Heads office has a red 2 m distancing line and a chair so if a confidential meeting is needed doors can be closed and social distancing adhered to.</li> <li>13. If staff wish to speak to Head or SLT then doors are open and staff encourage to stand behind red line.</li> </ol>	<ol style="list-style-type: none"> <li>1. Wipes and spray provided and in cupboard</li> <li>2. Covid secure Perspex screens to divide office staff – ordered.</li> <li>3. Parents reminded no drop box</li> </ol>	

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Corridors	Too many people in small space	<ol style="list-style-type: none"> <li>1. Divider needed in middle of corridors along KS1, new build and by Year 4 classrooms and signage so people can only walk go in single file</li> <li>2. Library currently not to be used by children unsupervised</li> <li>3. One way system up KS1, across library corridor, down through courtyard. KS2 extension to also travel down through courtyard and back via KS1 and outside.</li> <li>4. Floor tape to mark 2 metre rules along corridors</li> <li>5. Walk on left hand side</li> <li>6. Only use corridors to go to the toilet or to lunch / PE in the hall</li> <li>7. No internal fire doors to be wedged open</li> </ol>	<ol style="list-style-type: none"> <li>1. Floor tape</li> <li>2. Corridor dividers</li> <li>3. Signs to show direction of travel</li> </ol>	
Classroom layout and Setting up classrooms	Adhere to guidance	<ol style="list-style-type: none"> <li>1. All classes from Year 1 facing forwards. There are no rules about how close pupils can sit but they must not be facing each other. For the first term at least year 1 children need to be treated as EYFS children, they will not be sitting at desks for any length of time. They will need to be free flowing and very hands on – many are still working on their ELGs. When on the carpet they will sit on spots facing one direction.</li> <li>2. Teacher, where possible, to be at front of class 2m apart</li> <li>3. Children sitting on the carpet must face forwards</li> <li>4. It is accepted that EYFS children will not abide by all these rules but should be reminded to sit facing forwards whenever possible.</li> <li>5. Hand sanitiser in every room with warning signs on bottles</li> <li>6. Tissues, bags and pedal bins in every classroom</li> <li>7. Coats / bags can be brought into school but containing minimal contents – only packed lunch / reading folder (named) be brought in (with packs). Children to access cloakrooms in small groups ONLY.</li> </ol>	<ol style="list-style-type: none"> <li>1. Desks reorganised</li> <li>2. Ensure adequate tables for KS1 to face forwards</li> <li>3. Hand sanitiser needed in every room with warning signs on bottles</li> <li>4. Mobile phones for every class to summon help</li> <li>5. First aid kits in every class and books to log first aid in.</li> <li>6. Additional zip wallets</li> <li>7. Plastic bags/tissues/pedal bins</li> <li>8. Coats on back of chairs not in cloak rooms</li> </ol>	
Assembly	Avoiding unnecessary moving	<ol style="list-style-type: none"> <li>1. Class assemblies to take place daily</li> <li>2. SLT 'teams' assemblies to be planned twice weekly – from RS/ VT (Year 1-6 dial in) and as a key stage dial in.</li> </ol>	<ol style="list-style-type: none"> <li>1. Timetable to be created / shared</li> </ol>	

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	around school / mixing	3. No singing		
<b>Curriculum</b>				
Reading books	Reading books being touched by staff and children could spread virus	<ol style="list-style-type: none"> <li>EYFS / KS1 children to be given levelled reading books that teachers change. Returned books sit in box in classroom for 72 hours before being re-shelved. Books to be changed on designated days. If possible to take 2-3 books.</li> <li>Year 2 stronger readers and KS2 complete Star test to get level. Each year group to have access to the library at a set time each day to change books, as required, under supervision. Accompanying TA (with gloves) to do book changes (offering children a limited number of options) and put returns in a box in classroom and returned to library on a Friday by class TAs. Year 2s (pre-9.30), Year 3 (9.30-break); Year 4 (break until 11.30); Year 5 and 6 (11.30-lunch).</li> </ol>	<ol style="list-style-type: none"> <li>Boxes for every class to leave books in for 72 hours before re-using</li> </ol>	
Electronic equipment	Lots of children touching laptops / ipads as much of the work set is online learning	<ol style="list-style-type: none"> <li>Each year group hub (year 5/6 as combined group) allocated certain laptops and ipads and chargers where possible to remain in the classes and not shared with other social bubbles</li> <li>Devices to remain in their work areas where possible so children are limiting sharing</li> <li>Devices to be wiped down with specialist cleaning materials by teaching staff between users and at the end of each day. Priority for ICT co-ordinator to consider.</li> </ol>	<ol style="list-style-type: none"> <li>Allocation and labelling of devices</li> <li>Check sufficient cleaning materials, decant into labelled bottles if necessary</li> <li>Appropriate storage of cleaning materials and cloths</li> </ol>	
Resources	Resources in classes being touched by all children and passing infection	<ol style="list-style-type: none"> <li>Each child to have a named resource bag for Maths and English – all in one bag.</li> <li>All surfaces cleared of anything else such as books, toys, soft clothing etc and put away</li> <li>EYFS to reduce resources out so as to be able to clean them each day</li> <li>PE resources to be boxed for each group hub (year group with 5/6 combined) and then cleaned after use – see separate PE risk assessment</li> </ol>	<ol style="list-style-type: none"> <li>Purchase resource bags for every child</li> <li>Boxed PE resources per class</li> </ol>	
Recovery curriculum offer	Priority areas	<ol style="list-style-type: none"> <li>Maths – continue with curriculum as planned but ensure progressive knowledge is in place. See New Maths Guidance for KS1 / 2 (per year group)</li> <li>Phonics – revisit previous phases</li> <li>Writing and comprehension continue to be a priority alongside encouraging reading across the curriculum</li> <li>Re-establishing routines as soon as possible</li> </ol>	<ol style="list-style-type: none"> <li>Staff to create proposed timetables for review</li> </ol>	

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		<ol style="list-style-type: none"> <li>5. Foundation subjects to be delivered; ensure key facts and concepts are being delivered but enrichment offer may be temporarily reduced</li> <li>6. Review previous learning and in teams identify gaps that may interfere with future learning. Plan to review / recover. Subject leaders to offer support</li> <li>7. Increase use of informal checks to test pupil prior knowledge and memory</li> <li>8. Marking is permitted; PPA teachers who move between groups to mark using gloves</li> <li>9. PE days – KS2 children to come into school in PE kit on these days to reduce need for changing. Changing rooms not to be used for pupil changing. KS1 / EYFS children will get changed at school.</li> <li>10. Lesson observations can take place at a distance</li> <li>11. Music – no singing inside</li> <li>12. Book scrutiny can take place on a Monday, after books left over the weekend</li> <li>13. No singing / shouting indoors</li> <li>14. Plays / productions may not be able to take place due to need to keep children forward facing wherever possible. To be reviewed at half-term.</li> <li>15. EYFS focus on the prime areas of learning, including communication and language; personal, social and emotional development (PSED); and physical development. Also assess and address gaps in language, early reading and maths, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary</li> </ol>		
Remote learners	Forward planning	<ol style="list-style-type: none"> <li>1. Remote learning is not required on a regular basis as all pupils are expected to be in school</li> <li>2. Home / school learning policy to be created setting out expectations for each year group if partial or full closure is again required. This may require blended learning (key worker children may remain in) whilst others are at home. Use of website for publishing resources / zoom scheduled lessons to be part of the offer</li> <li>3. Audit parents re. ability to access computer for zoom / online learning access in preparation for future.</li> <li>4. Review current zoom offer and plan for some future events e.g. transition meetings to be held on zoom to enable parental access</li> <li>5. Consider streaming of future events e.g. Christmas productions, if possible to be rehearsed if audiences are not permitted</li> </ol>	<ol style="list-style-type: none"> <li>1. Creation of home / school learning policy</li> <li>2. Publish policy on website</li> </ol>	
Learning outside the classroom	Safe provision	<ol style="list-style-type: none"> <li>1. Keep children within their consistent groups and Covid secure measures in place</li> <li>2. Use outdoor spaces in the local area to support delivery of the curriculum</li> </ol>		

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School trips	Need to reduce transmission	<ol style="list-style-type: none"> <li>1. No residential trips to be held at this stage of opening</li> <li>2. School trips should be considered within the local area – use of outside spaces as much as possible</li> <li>3. Social distancing adhered to and frequent handwashing as expected practise</li> <li>3. Keeping children in their social bubbles</li> </ol>	Updated school trip protocol for any trips taken off site	
PE	Safe provision	<ol style="list-style-type: none"> <li>1. Outdoor sports should be prioritised where possible, and large indoor spaces used. Maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>2. Pupils should be kept in consistent groups</li> <li>3. Sports equipment thoroughly cleaned between each use by individual groups</li> <li>4. Contact sports to be avoided</li> </ol>	<ol style="list-style-type: none"> <li>1. Adequate equipment</li> </ol>	
Mental health	Will need support for mental health for pupils and staff	<ol style="list-style-type: none"> <li>1. Recirculate counselling and support services for staff and parents</li> <li>2. Begin Mental Health and Relationships Programme</li> <li>3. Revisit behaviour expectations and rules with pupils on first day back and regularly</li> <li>4. Informally assess pupils on return for readiness to learn, mental health ... and share increased vulnerabilities with SLT.</li> <li>5. Arrange for Allyance / bereavement counselling to begin again in school – in socially distanced space</li> <li>6. Pastoral support work to begin again – with identified pupils with staff</li> <li>7. Pastoral support to continue during plan assess do review for pupils with high mental health needs.</li> <li>8. Universal baseline planned before end of September for core subjects (EYFS baseline); Year 1 teacher assessment; Year 2-6 previous NFER summer test</li> </ol>	<ol style="list-style-type: none"> <li>1. Allocate leader for Mental Health and Relationships Programme</li> </ol>	
<b>Staffing and HR risks</b>				
Staffing for re-opening including PPA	Ensuring appropriate provision	<ol style="list-style-type: none"> <li>1. Class groups in EYFS, 1, 2, 3, 4 and year group ‘hub’</li> <li>2. Class groups in Years 5 and 6 and combined two year group ‘hub’</li> <li>3. Children to be located in separate classroom spaces but with some shared areas e.g. EYFS at times to function as single unit; combined access to outside space; Year 1 combined access to courtyard and lunches to be served to hub groups.</li> <li>4. PPA to be facilitated by staff – maintaining 2m distance where possible</li> <li>5. If staff are unwell, cover staff to be arranged</li> <li>6. Staff are able to move between class groups and hubs, but requested to remain at an appropriate distance when possible</li> <li>7. PPA to be taken at home wherever possible</li> </ol>		

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Lack of staff	Ensuring pupil safety and provision	<ol style="list-style-type: none"> <li>1. Assessment of availability of staff for all activities during the school day, including break and lunchtimes</li> <li>2. Adjust planning / schemes of work if necessary</li> <li>3. The school does not have enough cleaning hours – plans to increase by 45 minutes a day.</li> <li>4. The school does not have enough MDA hours – plans to recruit a new MDA full time from within current staff</li> </ol>	Recruit MDA and cleaning hours	
Leadership staffing	Need a leader free every day for emergency cover and medical cover	<ol style="list-style-type: none"> <li>1. SLT back in as normal which covers the school leadership and child protection lead. NM to receive designated CP training in October</li> </ol>		
1:1 TA staffing	Safety and compliance	<ol style="list-style-type: none"> <li>1. Planned return for 1:1 children – may require phased return (to be recorded)</li> <li>2. Risk assessments to be completed for return to school re. individual children / staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Planned / phased return for all 1:1 pupils</li> <li>2. Risk assessments to be created where necessary</li> </ol>	
Key worker provision	Staffing of key worker provision and location	<ol style="list-style-type: none"> <li>1. Not currently necessary but to review if school closure is necessary</li> </ol>		
Union involvement	Staff concerns	<ol style="list-style-type: none"> <li>1. Seek Governor, parent and staff consensus and minute this</li> <li>2. Resubmit risk assessment to local authority for union review</li> </ol>	<ol style="list-style-type: none"> <li>1. Sharing of all plans and consultation</li> </ol>	
<b>Communicating</b>				
Sending messages to classes	Need to stop staff walking round school and crossing over each other	<ol style="list-style-type: none"> <li>1. While remote phones being fitted staff need to have their mobiles in class away from sight. These can be used for emergencies to ring SLT in the Office</li> <li>2. Re-circulate acceptable use agreement and communicate with staff. Permit staff access to wifi code so as to avoid 4G or 5G usage.</li> <li>3. Purple boxes outside classes for messages</li> </ol>	<ol style="list-style-type: none"> <li>1. Until new phones are fitted – staff to keep mobiles on them but sign updated acceptable use agreement</li> <li>2. Purple boxes needed outside or near doors</li> </ol>	

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Mental health	Staff and children will have suffered varying levels of stress due to the lockdown	<ol style="list-style-type: none"> <li>1. Line managers to continue to communicate support available to staff e.g. Employee Assistance Programme and liaise with SLT if more is needed</li> <li>2. Review to parents of resources available on website to support returning pupils / parents</li> <li>3. Liaise with counsellor regarding her ongoing work – to determine if this can begin in school or remotely</li> <li>4. Identify children that are considered vulnerable and communicate to SLT</li> </ol>	<ol style="list-style-type: none"> <li>1. Counselling support on offer communicated</li> </ol>	
Meetings for staff and parents	Adhering to social distancing measures	<ol style="list-style-type: none"> <li>1. Email / phone conversations with parents – no face to face communication on pick up</li> <li>2. Virtual staff / key stage meetings for the time being – staff on site must not be completing virtual meetings in the same room.</li> <li>3. PPA time to be taken at home, if possible</li> <li>4. Any meetings should be either outside 2 metres or on Teams in separate rooms.</li> <li>5. Teams to run on staff PCs to enable staff to communicate with each other</li> <li>6. Option offered to parents to discuss summer report – request for communication to be made through office</li> </ol>	<ol style="list-style-type: none"> <li>1. Detail communicated to parents and staff</li> </ol>	
Payments	No cash handling	<ol style="list-style-type: none"> <li>1. All school finance to go cashless now</li> </ol>	<ol style="list-style-type: none"> <li>1. Parental reminder and information shared with new parents</li> </ol>	
Teachers/ staff getting help when open	Teachers may be on their own and cannot easily call for help	<ol style="list-style-type: none"> <li>1. RS signed BT order for new phones to be installed, but until in place all staff to have mobiles in class but out of sight. Staff to ring / SLT or main office if needed.</li> <li>2. A member of staff to always be in the Office to deal with calls from staff and SLT available to administer first aid if it is more serious than teachers can do in their own class. If they are not in the office, SLT on duty should carry school mobile phones.</li> </ol>	<ol style="list-style-type: none"> <li>1. BT phones ordered</li> <li>2. Remind staff of SLT phone numbers and office numbers</li> </ol>	
<b>Maintaining class and hub bubbles</b>				
Break times	Not mixing children on the playground	<ol style="list-style-type: none"> <li>1. Playtime EYFS 10.10-10.30 using KS1 playground.</li> <li>2. Playtime KS1 10.30-10.50am with Year 1 and 2 accessing half each</li> <li>3. Playtime Y3, 4 10.15-10.35 on KS2 playground – ½ each</li> <li>4. Playtime Y5/6 10.35-10.50 – can combine</li> </ol>	<ol style="list-style-type: none"> <li>1. Break time rotas</li> </ol>	
Lunches		<ol style="list-style-type: none"> <li>1. Lunch arrangements – dinners to be served in hall and DT room. No more than two hubs to be served in hall at any one time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lunch rota</li> </ol>	

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Contractors and maintenance providers	Adhering to social distancing and touching items in school	<ol style="list-style-type: none"> <li>1. Only vital services to be allowed into the school building such as legionnaire checks and asked to do so after the school day.</li> <li>2. School to see contractor's risk assessment</li> <li>3. All contractors to sign in / DBS to be recorded / ID to be seen</li> <li>4. Contact numbers to be taken in case of track / trace (deleted every two weeks)</li> <li>5. Shared with site team to ensure this happens</li> <li>6. All contractors provide a suitable and sufficient risk assessment for the activities they carry out which must include covid-19</li> </ol>	<ol style="list-style-type: none"> <li>1. Contractors folder to map location, time and date they have worked</li> <li>2. Box of cleaning products ready to wipe down areas used after working.</li> </ol>	
Toilet breaks	Maintain social distancing and cleaning of toilets	<ol style="list-style-type: none"> <li>1. Children to use toilets in their class area – EYFS/ KS1/ Years 3 and 4 to access Year 3 toilets and Year 5 and 6 to access extension toilets. Year 4 pupils to walk around outside of library area and through courtyard to toilets. Only one child per class to go toilets at any one time.</li> <li>2. Adults to use nearest toilets.</li> <li>3. Adults to ensure toilets are cleaned after use</li> <li>4. Any club providers to use foyer toilets / those outside HT office</li> </ol>	<ol style="list-style-type: none"> <li>1. Antibacterial wipes for toilets</li> <li>2. Pedal bins for disposing of wipes</li> <li>3. Posters in toilets for handwashing etc</li> <li>4. Sanitary bins in all staff toilets</li> </ol>	

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Corridors	Maintain social distancing	<ol style="list-style-type: none"> <li>1. Corridors to be divided in half by barriers and tape on floor for 2 metre rules</li> <li>2. All internal doors to be wedged open to prevent touching by too many people. Wedges to be made. Where possible external doors to be open to aid ventilation.</li> <li>3. Electronic fire doors (entry to EYFS and Y5/6) must not be wedged open, they have magnets to keep them open and they will automatically shut if the fire alarm is activated.</li> <li>4. One way system to be implemented (up KS1 corridor, across library and down via library). Door between KS1 / KS2 to be shut by SLT in case of fire.</li> </ol>	<ol style="list-style-type: none"> <li>1. Corridor barriers</li> <li>2. Floor tape</li> <li>3. Signs</li> <li>4. Door wedges to keep doors open</li> </ol>	
Isolation room	Room to move child/adult to if they become ill	<ol style="list-style-type: none"> <li>1. Isolation room - containing kit / PPE / phone from BOSC setting</li> <li>2. PPE poster to be put up in room and staff sent advice on how to put it on and take it off</li> <li>3. Room to be cleaned as soon as isolated person has gone home in case it is needed again, and access to be restricted until this has been done by school cleaners. <i>Site staff on standby to come in and do this</i></li> </ol>	<ol style="list-style-type: none"> <li>1. PPE equipment</li> <li>2. Phone</li> <li>3. Toys/books that can be washed</li> <li>4. Posters on using PPE equipment</li> </ol>	
Cleaning	Training issues for deep cleaning etc	<ol style="list-style-type: none"> <li>1. The school should consult their in-house cleaning team to arrange a deep clean may be appropriate before staff and pupils return to school.</li> <li>2. More frequent cleaning procedures in place across site particularly in communal areas and at touch points including taps, washing facilities, door handles, push plates, chairs / tables in dining rooms, telephone equipment and photocopiers or office equipment.</li> <li>3. Cleaning and PPE equipment to keep cleaners safe</li> <li>4. Meeting and guidance shared with cleaners and site team</li> <li>5. Staff to leave classes tidy to aid cleaning</li> <li>6. Chairs to be put up on tables</li> <li>7. If someone has tested positive with covid-19 then any area/room they have accessed will undergo a thorough clean.</li> <li>8. Ensure the COSHH risk assessment for cleaning/caretaker activities has identified the correct process and PPE to be worn.</li> </ol>	<ol style="list-style-type: none"> <li>1. Deep clean course</li> <li>2. PPE equipment</li> <li>3. Cleaning equipment</li> <li>4. Consider whether any outdoor play equipment should be used and if so ensure pupils wash their hands afterwards.</li> </ol>	
Staff safety	Maintain social distancing	<ol style="list-style-type: none"> <li>1. Staff to wear masks only if they are administering close first aid and FFP3 masks used for this</li> <li>2. Staff can wear their own masks if they want to despite guidance.</li> <li>3. Children who soil themselves to be supported to change themselves and bag their own clothes – if they cannot do this under guidance from adult – parents to be called to collect or administer personal care. Spare items to be sent in as required.</li> </ol>	<ol style="list-style-type: none"> <li>1. Masks</li> <li>2. Gloves</li> <li>3. Aprons</li> <li>4. Bags</li> <li>5. Spare clothes</li> </ol>	

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		<ol style="list-style-type: none"> <li>4. Site manager to use face shield and gloves when staff are in the building.</li> <li>5. Site manager to have protective overcoat to be kept at school and put on when enters the building. New overcoat to be worn each day and washed each day but to remain at school to prevent cross contamination with home.</li> <li>6. If SLT have to attend any class due to an emergency observe social distancing where necessary. Wear face shields / gloves / mask if close contact required.</li> </ol>		
First aid	Staff getting very close to children and not able to maintain social distancing	<ol style="list-style-type: none"> <li>1. Where possible all children old enough to administer first aid to themselves can do so with staff guidance – e.g. stick on their own plasters</li> <li>2. Updated first aid posters in every class to remind staff of the designated first aiders in school</li> <li>3. Emergency first aid – call SLT for help</li> <li>4. First aid to be administered by each class TA or teacher using a mask/gloves/apron in the class setting. Each class will need a good first aid kit <i>All bags topped up, bumped head wrist bands – letters re bumped heads included as well</i></li> <li>5. Guidance issued to staff re. first aid provision. Children to be encouraged, where possible, to administer to themselves.</li> <li>6. More serious issues to be treated in medical room as long as no COVID suspected cases have been in there and thoroughly cleaned/ equipment disposed of.</li> <li>7. Normal icepacks to be used, in small freezer in staff room – to be wrapped in paper towel.</li> <li>8. Very poorly children to be taken to isolation room/first aid room using the outside routes where possible and staff member to sit outside the door while waiting for parents to collect.</li> <li>9. Where there is only one staff member present, help must be sought from neighbouring class or SLT – an adult can supervise from the class doorway.</li> <li>10. Cardiac arrest would require mouth to mouth – this is advised against and only using chest compressions/defibrillator – if this is not possible then a face shields between the patient and the first aider should be used – there are shields in every bum bag.</li> </ol>	<ol style="list-style-type: none"> <li>1. First aid kits for every class</li> <li>2. Masks</li> <li>3. Aprons</li> <li>4. Gloves</li> <li>5. Bumped head letters</li> <li>6. Disposable ice-packs</li> <li>7. First aid books in every room</li> <li>8. Resuscitation face shield in every bag</li> <li>9. First aid posters in every class updated</li> </ol>	
Intimate Care	Close contact with children could lead to	<ol style="list-style-type: none"> <li>1. If pupils have accidents in school, where possible the adults can guide pupils to complete changing of clothes and wiping themselves, handed them items.</li> <li>2. Pupils will be given a plastic bag of soiled clothes to take home. If a pupil is known to have accidents parents will be asked to provide spares.</li> </ol>	<ol style="list-style-type: none"> <li>1. Masks</li> <li>2. Gloves</li> <li>3. Aprons</li> <li>4. Bags</li> </ol>	

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	risk of infection	<ol style="list-style-type: none"> <li>3. Where pupils do not have spares they will be given school spares and a bag to take home and wash. The returned items will be left for 72 hours in school before being reused.</li> <li>4. Where not possible, or age appropriate for pupils to change themselves, staff will wear PPE to support with changing of clothes.</li> <li>5. If there is a large amount of bodily fluids staff supporting will need to have PPE and will phone home for parents to collect and change the children themselves.</li> <li>6. If a child is symptomatic, pupils will be asked to put on a mask and staff will need to wear PPE if supporting with accidents.</li> </ol>	5. Spare clothes	
High Medical Needs eg. Diabetes	Close contact with high needs children could lead to risk of infection	<ol style="list-style-type: none"> <li>1. If any major changes to Individual Health Care Plan a new one will be created/updated with parents to assess need and identify changes in plan.</li> <li>2. Designated trained personnel to be key adults to support child with health needs as advised in the health care plan.</li> <li>3. Where possible pupils encouraged to complete medical checks themselves with staff overseeing. Where children are not able to self-care an individual health care plan / risk assessment will be drawn up with parents.</li> <li>4. If any physical help is needed staff to wear PPE, gloves, mask.</li> <li>5. If child is unwell or requires more care, contact parents for advice and support.</li> <li>6. If due to staff sickness or a COVID outbreak in school where more than 1 staff members are self-isolating, the school will no longer be able to provide key trained adults to support the health care plan. Through discussions with parent it may be decided the risk is too high and the pupil is safer at home and the place is withdrawn.</li> <li>7. Staff should NOT ring parents from their own phones. If critical incident occurs, staff to contact SLT member to ring parents from school phones.</li> <li>8. Any member of staff or pupils that are within the clinically extremely vulnerable group must have a risk assessment undertaken that includes how social distancing will be maintained in a Covid-19 safe workplace.</li> <li>9. Staff / pupils who meet the criteria as clinically vulnerable e.g. diabetics, those who are pregnant, should have a risk assessment completed to identify suitable control measures that must be in place before return to work / school</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual health care plan</li> <li>2. Individual health equipment</li> <li>3. Masks</li> <li>4. Gloves</li> <li>5. Aprons</li> <li>6. Bags</li> <li>7. Risk assessments</li> </ol>	
Equality Impact Assessment	Meeting individual needs	<ol style="list-style-type: none"> <li>1. An equality impact assessment has been completed and has been shared with governors</li> </ol>	1. Recorded equality impact assessment	

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Response to infection	Not acting quickly enough could lead to more infections	<ol style="list-style-type: none"> <li>Engage with the NHS Test and Trace process and make sure that staff and the community know to contact them and us with the outcomes</li> <li>Manage confirmed cases of coronavirus (COVID-19) amongst the school community by clear communication and clarity on remote learning offer through school policy sharing and staff engagement with parents</li> <li>Contain any outbreak by following local health protection team advice swiftly</li> <li>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. There is a clear policy in place to follow all procedures in this event.</li> </ol>	<ol style="list-style-type: none"> <li>Poster on wall in Office with contacts for confirmed COVID cases the school needs to ring</li> <li>Remote learning policy</li> <li>Closure policy</li> <li>Template letters ready for parents</li> </ol>	
Accident reporting Covid-19 incidents	School may fail to report exposure	<ol style="list-style-type: none"> <li>The Health &amp; Safety Executive have recently updated <a href="#">the Reporting of Injuries, Diseases and Dangerous Occurrences regulations (RIDDOR)</a> to include the requirement to report possible or actual exposure to the Covid-19 virus as a result of, or in connection with, a work activity.</li> </ol>	<ol style="list-style-type: none"> <li>Add reporting to poster on Office wall to ensure this procedure is adhered to</li> </ol>	
<b>Premises</b>				
Supplies of soap and hand gel	Have we got sufficient supplies of cleaning products, soaps, sanitiser etc.	<ol style="list-style-type: none"> <li>Purchase hand sanitiser and soap and dispensers</li> <li>Posters on how to clean hands and reminders in toilets and around school</li> <li>Reliable provider sourced and plenty purchased with COSHH sheets</li> </ol>	<ol style="list-style-type: none"> <li>Hand gel</li> <li>Wall mounted dispensers</li> <li>Soap</li> </ol>	
Premises checks needed	Premises will need different checks and cleaning every day	<ol style="list-style-type: none"> <li>Legionella – checks carried out</li> <li>Fire posters in place re. current situation / alarms / doors</li> <li>Lock down / fire response posters correct in every room</li> <li>Asbestos survey to be completed at end of building works</li> <li>Fire safety check booked for 3<sup>rd</sup> September</li> <li>Fire alarm and lock down practice to be carried out in new class groups in Autumn</li> <li>School has ensured that relevant property statutory compliance checks have been completed and records updated</li> <li>Daily and weekly checks have been reinstated and pre-opening checklist completed</li> </ol>	<ol style="list-style-type: none"> <li>Maintenance provider to organise checks to be done asap</li> <li>New fire safety posters and risk assessments – shared with staff</li> <li>Site risk assessment walk completed with CW Governor</li> </ol>	

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			4. Updated asbestos register	
PPE	Infection control	<ol style="list-style-type: none"> <li>Where close proximity (site team) is required for more than 15 minutes, staff to be issued with PPE</li> <li>Re-usable PPE to be thoroughly cleaned and not shared between staff</li> <li>Staff to follow putting on and removal of PPE already trained in</li> </ol>	1. PPE provision	
Lettings	Infection across social bubbles could happen	<ol style="list-style-type: none"> <li>15 or less per group</li> <li>Grouped by hubs (Yr 1 / Yr 2 etc.)</li> <li>Ensure set positions / zoned areas for children</li> <li>One set of equipment to be cleaned at the end of each session</li> <li>Outside wherever possible (careful on new turf)</li> <li>Detailed risk assessment to be provided to ensure they are running a Covid secure club. Ensure measures taken communicated to parents</li> <li>Doors / windows open for internal ventilation</li> <li>No internal singing / shouting</li> <li>Adult 2m from children</li> <li>Registers to be submitted / test trace guidance to be followed</li> <li>First aid protocols to be followed</li> <li>Own PPE to be provided</li> <li>Consistent grouping</li> </ol>	<ol style="list-style-type: none"> <li>Updated agreement needs to be created by office</li> <li>Rental agreement to be put in place</li> <li>Communication with parents</li> <li>Risk assessment / insurance to be checked</li> <li>Registers taken and shared</li> </ol>	
Kitchens	Is it safe to run a full kitchen service?	<ol style="list-style-type: none"> <li>Risk assessment sent by provider</li> <li>Tables to be set up with provision for H&amp;S e.g. slip / weight</li> <li>Regular wiping down of tables / chairs between hubs</li> <li>Water to be poured by staff</li> <li>Knives and forks to be provided at servery</li> <li>Sufficient staffing in place</li> </ol>	1. Risk assessment from provider	
Staff break areas	We cannot have staff mixing. Social distancing needs to be maintained.	<ol style="list-style-type: none"> <li>Staff only to access staff room to make drinks but mostly based in classrooms.</li> <li>Staff encouraged to take a break off site</li> <li>Maintain at least 2m distances</li> <li>Offer at least three staff spaces e.g. activity hall, spare classroom in new build, new staff room etc. for coffee making to help maintain social distancing. Fridge / microwave doors to be wiped down with antibacterial spray after use.</li> </ol>	1. Staff to have their own insulated cups and water bottles and milk to prevent touching the same items in fridge.	

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		5. Consult with staff about access to photocopiers / printers to ensure social distancing can be maintained around these. Key components to be wiped down with antibacterial spray after use e.g. buttons.	2. Antibacterial spray and cloths	
Cleaning	Not enough cleaners to deep clean and no training	<ol style="list-style-type: none"> <li>1. Cleaning schedule as agreed but with regular checks</li> <li>2. Additional cleaning at lunchtime</li> <li>3. Extra ¼ hour per day cleaning from September</li> <li>4. Additional midday recruited for cleaning at midday</li> <li>5. Shared guidance for cleaning and in an emergency – who cleans and how and what and share with all cleaning staff</li> <li>6. Teaching staff to clean small resources such as pens and pencils in warm soapy water at end of day</li> <li>7. Cleaners to clean large items/ table/surfaces/backs of chairs/door plates and handles/taps/toilets/sinks etc</li> </ol>	1. Guidance on cleaning for staff and site team and communicated and signed to say it has happened	
<b>Pupils</b>				
Students who are not in school	No access to curriculum	<ol style="list-style-type: none"> <li>1. If a child is unwell – no work to be produced</li> <li>2. If track and trace requires a child to self-isolate (evidence to be provided) work will then be provided to individual (grab pack)</li> </ol>	1. Packs to be prepared by KS groups	
SEND children/EHCP risk assessments	Proximity to EHCP pupils / grasp of social rules	<ol style="list-style-type: none"> <li>1. Visual rules</li> <li>2. Videos / social stories in order to prepare following social distance rules</li> <li>3. 1:1 to support understanding</li> <li>4. 1:1 support alongside or from behind not facing</li> <li>5. Physical resources – own set of resources</li> <li>6. Re-integration or staggered returns to be offered</li> <li>7. Integration plan paperwork to be completed</li> </ol>	<ol style="list-style-type: none"> <li>1. Resources</li> <li>2. Information to 1:1</li> <li>3. Re-integration plan with parents</li> </ol>	
Children with challenging behaviour needs	Children may spit and touch adults in school leading to infection	1. Where children have previously had challenging behaviour or behavioural incidents in school, conversations with parents around rules / guidance should be had before returning to school (September). Risk assessment to be put in place. School will aim to take reasonable endeavours to support a child to return safely e.g. Social stories, videos, sanctions/ rewards. Where child cannot, despite measures taken, follow guidance then conversations with parents re. suitability of the place (whether it can be offered safely) without risk to child / others re. infection control	<ol style="list-style-type: none"> <li>1. Progressive and clear guidance</li> <li>2. Review behaviour policy</li> <li>3. Summary points to be shared with staff at INSET</li> </ol>	

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		<p>2. If child is absconding, as long as the child is in a safe / secure space and is not putting others at risk – by entering other classes or hubs – then child should be left with minimal contact to self-regulate (observed from a safe distance and encouraged to return)</p> <p>3. If child spits, coughs or purposefully touches another child then behaviour slip can be given following warnings. A phone call home will be made. This may progress to more serious disciplinary measures.</p> <p>4. Internal exclusions could be actioned.</p> <p>5. If all measures have been taken to allow a child to return and they are still putting others at risk then consideration needs to be given to external exclusion – if other are being put at risk.</p>	<p>4. Parental information to be shared with parents pre-opening</p>	
Covid symptoms in pupils / staff	Keeping COVID virus out of school	<p>Send home if:</p> <p>Temperature of 38+</p> <p>Persistent new cough</p> <p>Suspicion of high temperature, loss of taste / smell or persistent new cough – requirement to self-isolate for 7 days in the first instance and test / trace.</p> <p>1. Reminders of symptoms sent to parents regularly by email</p> <p>2. Need cover staff for if a staff member has to go home (SLT)</p> <p>If symptoms show over weekend and test taken, school to be informed and child to remain at home until test outcome known.</p>	<p>1. SLT and another Teacher available for first aid of class cover</p>	
Suspected infection of child in setting	Minimise risk of spread of infection needed	<p>If suspected child suspected of having COVID-19 is in setting – isolate away from others and send home (refer to PPE guidance if personal care required is within 2m). Clean and disinfect room the suspected case was using – ensure appropriate PPE (gloves and an apron) are use. Advise that the child / staff member gets tested by telephoning NHS 111.</p> <p>Ensure that the rooms the suspected case are using are cleaned and disinfected – ensure appropriate PPE (gloves and apron) are used. If further suspected or confirmed cases notify PHE. If positive, the affected pupils / staff will need to go home and isolate for 7 days from the onset of symptoms – other household members to encourage advice from track / trace. If test is negative pupils / staff can return to school upon sharing evidence of outcome.</p>	<p>2.</p>	
Test and Trace	Suspected case is not	<p>If a child, young person or staff member develops Covid symptoms, they should be sent home and advised to self-isolate, along with their fellow household members and should</p>	<p>1. Testing details</p>	

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	followed up and tested	<p>book a test. This national guidance does not deem isolation of the bubble necessary on the basis of symptoms only. However, this should be considered on a case by case basis. LA should be contacted <a href="mailto:EmergencySchools.Closure@cambridgeshire.gov.uk">EmergencySchools.Closure@cambridgeshire.gov.uk</a> so we can offer appropriate support. Within the email include: Name of school; numbers of pupils with symptoms; confirmation that child / member of staff has booked a test.</p> <p>If there is a confirmed test notify Health Protection Team of Public Health England on 0300 303 8537 (option 9) or via <a href="mailto:eoecrc.phe.gov.uk">eoecrc.phe.gov.uk</a> They are likely to ask for:</p> <ul style="list-style-type: none"> <li>• School's name and address</li> <li>• Primary contact at school</li> <li>• How many children attend school</li> <li>• How many are attending at the time of this discussion</li> <li>• Number of potentially at risk (total staff and pupils) e.g how many with the child's bubble</li> <li>• Number of suspected cases</li> <li>• Number of confirmed cases</li> </ul> <p>There is no need to notify the LA as it is the responsibility of the HPT to do this. if you have not heard from anyone within 24 hours, please email.</p> <p>Schools should direct staff and patients who have symptoms to the NHS Test and Trace portal to arrange testing and tracing of contacts. Contacts include:</p> <ul style="list-style-type: none"> <li>• those you have had face to face contact with of any duration (less than 1 metre away)</li> <li>• individuals coughed or sneezed on</li> <li>• anyone who has unprotected physical contact with you</li> <li>• anyone who has spent more than 1 minute within 1 m of the case</li> <li>• anyone who has spent more than 15 minutes within 2 m of the case</li> <li>• travelled in a car or other small vehicle (even on a short journey)</li> </ul>		
<b>Safeguarding</b>				
Safeguarding staff	Maintain the capacity of the safeguarding team in school.	<ol style="list-style-type: none"> <li>1. Remind staff of who to contact and how – this can be done through logging concern forms being in every class as well as an electronic one being sent to all staff to email if needed to head@ or SLT to deal with in the normal way.</li> <li>2. Training Completed on inset day</li> <li>3. Additional designated staff to be trained</li> <li>4. Update safeguarding policy and sent to Governors</li> </ol>	<ol style="list-style-type: none"> <li>1. Logging concern forms in new staff room</li> <li>2. Electronic form on staff share</li> <li>3. Safeguarding policy</li> </ol>	

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Updated policy	In/out of school policy for safeguarding and behaviour needed	<ol style="list-style-type: none"> <li>Updated behaviour policy appendix created, reviewed and shared</li> <li>Updated safeguarding policy and reissued to governors – emergency procedures still in place in case of school closure</li> </ol>	<ol style="list-style-type: none"> <li>Behaviour policy</li> <li>Safeguarding policy</li> </ol>	
Who to contact	Reminders of how to get advice on site	<ol style="list-style-type: none"> <li>SLT – there will always be 2 on site every day</li> </ol>	<ol style="list-style-type: none"> <li>Reminders to staff</li> </ol>	
Supporting vulnerable children	Ensuring provision is tailored	<ol style="list-style-type: none"> <li>Update list of vulnerable children on return to reflect any changes in circumstances</li> <li>Notify SLT of any additional children deemed to be vulnerable</li> <li>On INSET days ensure staff are reminded of known vulnerable children to monitor</li> <li>SLT to consider provision for identified children</li> <li>SLT to re-establish contact with social care / professionals swiftly to ensure that they are able to update us on individuals circumstances</li> <li>Records from lockdown to be transferred to individual CP files or to plan / assess / do if classed as vulnerable by school</li> </ol>	<ol style="list-style-type: none"> <li>Vulnerable pupil list to be updated</li> <li>Child protection reminder on INSET day</li> <li>Records updated</li> </ol>	
Continued safeguarding remotely	Children remote learning still need to be safeguarded	<ol style="list-style-type: none"> <li>Monitor attendance – in school</li> <li>To revert to this system re. any children deemed to be vulnerable if school shut down reoccurs or children decide not to return to school</li> </ol>	<ol style="list-style-type: none"> <li>Attendance log</li> <li>Vulnerable children log</li> </ol>	
<b>General Health and Safety</b>				
Staff member or pupil becomes unwell in school	Lack of clarity could lead to further infection spread	<ol style="list-style-type: none"> <li>Flow chart in place to remind what to do if someone is unwell and showing COVID-19 signs</li> <li>Isolation room kitted out with PPE equipment, water, books and chair for child/adult who is ill.</li> <li>SLT member called to take over</li> </ol>	<ol style="list-style-type: none"> <li>Flow chart</li> <li>Water</li> <li>Books</li> <li>PPE equipment</li> <li>Poster on how to use PPE equipment</li> </ol>	
Have we recorded H&S changes to the usual policy in	Policies will not reflect the new ways or working and will need	<ol style="list-style-type: none"> <li>Continue with procedure as before – move to medical room, put on PPE and maintain 2m, call for parental pick up or notify family member.</li> <li>Safeguarding policy updated</li> <li>Changes to medical procedures communicated to staff via handbook</li> </ol>	<ol style="list-style-type: none"> <li>Staff handbook updated with medical procedures</li> </ol>	

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the light of Covid-19?	updating and sharing with all staff	<ol style="list-style-type: none"> <li>4. First aid policy updated</li> <li>5. Intimate care policy updated</li> <li>6. Physical intervention policy updated</li> <li>7. Infected person to use accessible toilet in changing room – key to be kept in medical room which would then be closed off to others. Bag up all tissues etc. Move class out of infected room to spare classroom in extension</li> <li>8. VC to take walkie talkie with them when doing PPA / Sport so member of bubble’s teaching staff can return to accompany children if they need the toilet. KB to use phone if outside (usually accompanied).</li> <li>9. Test and trace included in policies</li> </ol>	<ol style="list-style-type: none"> <li>2. First aid policy updated</li> <li>3. Safeguarding policy updated</li> </ol>	
Hygiene	Ensuring high standards of provision	<ol style="list-style-type: none"> <li>1. The school has suitable supply of soap and warm water for washing of hands.</li> <li>2. Appropriate controls are in place to ensure the suitable sanitation of pupil’s hands following breaks, before meals and following the use of toilets.</li> </ol>	<ol style="list-style-type: none"> <li>1. Scheduled washing of hands</li> </ol>	
What PPE is available if dealing with suspected case?	Lack of PPE	<ol style="list-style-type: none"> <li>1. School to access aprons, gloves and medical masks for every class</li> <li>2. Protective face wear purchased for every class and one per cleaner.</li> <li>3. Visors have been purchased.</li> </ol>	<ol style="list-style-type: none"> <li>1. FFP3 masks</li> <li>2. Fabric masks</li> <li>3. Visors</li> <li>4. Aprons</li> <li>5. Gloves</li> <li>6. Guidance on use of PPE equipment</li> </ol>	
What changes to do we need to consider for fire alarm drills? Lock down drills?	Changes to routines and site mean a new practice will be needed for fire and lock down	<ol style="list-style-type: none"> <li>1. Lock down drills to be practised but no change to procedure. Blinds closed, lights off, external doors shut. Children to remain seated at desks. If lockdown outside, children to return to school one hub at a time.</li> <li>2. Fire alarm, children line up in their classes, on KS1 playground or close to the fence near the BVC Sports Centre on the KS2 field, facing away from school – facing the same direction.</li> <li>3. Reminders to staff and pupils that if the fire alarm is activated that they must still keep 2m distancing when at the evacuation point.</li> <li>4. Ensure all emergency escape routes / doors are fully operational and kept clear.</li> <li>5. Reminders to staff and pupils that if the fire alarm is activated that they must still keep 2m distancing when at the evacuation point.</li> </ol>	<ol style="list-style-type: none"> <li>1. Updated fire and lock down procedures shared</li> <li>2. Policy updates</li> </ol>	

BASSINGBOURN PRIMARY SCHOOL RISK ASSESSMENT FOR RE-OPENING SCHOOL DURING COVID-19 PANDEMIC

Waste	Ensure adequate provision	<ol style="list-style-type: none"> <li>1. Relocate waste bins to key strategic positions both in school buildings and in external areas that are in use in order that waste materials can be managed safely.</li> <li>2. Staff to wear protective gloves and or wash hands immediately after carrying out this activity.</li> <li>3. Bins should be emptied daily.</li> </ol>	3. Bins in place	
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