

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

Date reviewed 14/1/2021

Next review date 14/2/2021

Area	Problem	Mitigation	Resources	Done
<b>Physical environment risks</b>				
Entry to school	Too many people gathering and no social distancing  People arriving who are ill	<ol style="list-style-type: none"> <li>1. Large gate access from 8.35– 8:55 to be open.</li> <li>2. Only one parent allowed to enter school grounds to drop off. Encourage Year 2 pupils and up to use stop and drop to reduce amount of footfall on the playground.</li> <li>3. Key workers children split into age groups for whole day. Same staff working with this group at all times in same place every day.</li> <li>4. Classrooms to be capped maximum due to size of classrooms - in order to socially distance. All class bubbles to be capped at 15 pupils.</li> <li>5. Protocol in place for any child or adult showing symptoms. SLT to be called and follow isolation protocol. SLT to wear full PPE, check temperature using an inner ear tester. Children or staff who are ill to go home and self-isolate. If child on their own – isolate in medical room and call parents.</li> <li>6. 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>7. Office foyer not to be used for dropping off water bottles or forgotten items parents encouraged to email or phone through to office for queries.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spray painted paths/ distancing markers walking in and out of school</li> <li>2. Signs needed to observe 2 meter rule</li> <li>3. Staffing needed and masks for staff on entry points</li> <li>4. Temperature testing kits</li> <li>5. Hand sanitiser at every door</li> <li>6. Isolation PPE kit to be kept in medical room</li> </ol>	
Bus children safety	Bus children socially distancing on bus and bus company measures not good enough	<p>Bus children</p> <ol style="list-style-type: none"> <li>1. Talk to bus company on how they are going to maintain social distancing on the bus</li> <li>2. Walk children off the bus through the school designated route as per the parents – accompanied by bus escort.</li> <li>3. Bus children – risk assessment by bus company</li> <li>4. Seating plan – children sitting in the same seats every day</li> <li>5. Families to socially distance at bus stop</li> <li>6. Children to sit apart in hall whilst waiting to be led out</li> </ol>	<ol style="list-style-type: none"> <li>1. Risk assessment</li> <li>2. Updated bus children list</li> </ol>	
Exiting school	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. Start releasing from 2.50 in stages. Children to be ready and sat socially distanced watching film until parent is seen and then child released from door.</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> </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> </ol>	

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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 largely work from home – only to come in one at a time on a rota and other staff not to enter office space.</li> <li>4. Spare SLT member 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’s use of phone and desk items.</li> <li>8. Drop box not to be used initially.</li> <li>9. 2 metre rule signs and markings on way into front office</li> <li>10. Office staff to clean phones and desks when they leave and not to swap desks during the day</li> <li>11. 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>12. If staff wish to speak to Head or SLT then doors are open and staff encourage to stand behind red line.</li> </ol>	1. Rota for Office staff	
Corridors	Too many people in small space	<ol style="list-style-type: none"> <li>1. Only use corridors to go to the toilet or sports sessions and to keep movement to a minimum.</li> <li>2. KS1 to walk to and from lunch corridor internal and KS2 externally to ensure spacing.</li> <li>3. Staff to wear masks when walking through corridors.</li> <li>4. Pupils and staff to remain in bubble classrooms</li> </ol>		
Classroom layout and Setting up classrooms	Need to adhere to social distancing	<ol style="list-style-type: none"> <li>1. All classes to space out pupils then as far apart as possible.</li> <li>2. Pupils to sit facing the front facing rows</li> <li>3. KS1 classes need spots on the floor to sit in</li> <li>4. Hand sanitiser in every room with warning signs on bottles</li> <li>5. Tissues, bags and pedal bins in every classroom</li> <li>6. Pupils to stick to using own equipment stored in trays or on desk.</li> <li>7. Pupil to use own toolkit provided for the lessons needed</li> <li>8. Classrooms to have open windows and open doors at least every 15 mins per hour (and at break / lunchtimes) to allow air flow. More if possible.</li> <li>9. Seating plans in place for classrooms and shared with SLT for track and trace purposes.</li> </ol>		

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Additional Hygiene measures upon entry to school	Pupils bringing in germs/different hygiene practices	<ol style="list-style-type: none"> <li>1. Pupils sanitise their hands upon entry to the classroom</li> <li>2. Before and after breaktimes which includes eating a snack</li> <li>3. Reminded to wash hands after sneeze or cough</li> <li>4. Before and after lunchtimes which includes eating a meal</li> <li>5. Reminded after visiting the toilet</li> <li>6. Reminded if touch face, nose or mouth</li> <li>7. Where necessary throughout the day if contact with another person occurs.</li> </ol>		
<b>Curriculum</b>				
Reading books	Reading books being touched by staff and children could spread virus	<ol style="list-style-type: none"> <li>1. Reading websites indicated to parents in the first instance. Book swap to be put in place from 18.1.2021 with books left for 72 hours before being touched.</li> </ol>	<ol style="list-style-type: none"> <li>1. 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>1. Each class allocated certain laptops and ipads (labelled with their year grp) and chargers</li> <li>2. Devices to be wiped down with specialist cleaning materials by teaching staff between users and at the end of each day.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allocation and labelling of devices</li> <li>2. Check sufficient cleaning materials, decant into labelled bottles if necessary</li> <li>3. 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>1. Each child to have toolkit resources for Maths and English</li> <li>2. All surfaces cleared of anything else such as books, toys, soft clothing etc and put away</li> <li>3. EYFS to reduce resources out so to be able to clean them each day</li> <li>4. EYFS clear resources weekly with Milton dip</li> <li>5. PE resources to be boxed for each group and then cleaned after use – see separate PE risk assessment</li> </ol>		
Curriculum offer for in school	Cannot cover the whole curriculum – what does the school focus on?	<ol style="list-style-type: none"> <li>1. Maths is key. Studies have shown that this is most affected by time away from school – this should be given the longest session</li> <li>2. Writing and comprehension should be a focus and spellings for home</li> <li>3. Marking to be completed with staff member sanitising/washing hands before and at end and wearing a mask whilst marking.</li> </ol>		

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		<ol style="list-style-type: none"> <li>4. Children to come to school in school jumper but with leggings/tracksuit bottoms for PE sessions including trainers every day to avoid the need to change during the day.</li> <li>5. No lesson obs/planning scrutiny – except as required for NQTs</li> <li>6. Cross bubble weekly remote whole school assembly.</li> </ol>		
Curriculum offer for remote learners	Staffing for this is difficult if they are in school	<ol style="list-style-type: none"> <li>1. Named members of staff to be responsible for uploading curriculum offer for online learning and using DOJO to provide feedback for uploaded work.</li> <li>2. Named member of staff to be planning for delivering remote Zoom offer</li> <li>3. Named member of staff working face to face with children in school</li> <li>4. TAs / PPA teachers at home to comment on DOJO to reduce work load for staff in school</li> <li>5. Cross bubble weekly remote whole school assembly</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify which staff for in school and for home learning</li> </ol>	
Mental health	Will need support for mental health for pupils and staff	<ol style="list-style-type: none"> <li>1. Staff to use trauma aware training received to support pupils wellbeing needs</li> <li>2. Karen Grieves to have children of identified highest needs for Zoom sessions (counselling)</li> <li>3. Quiet room for staff to go to on their own if needed to be set up and communicated</li> <li>4. Counselling service re communicated to staff as a resource they can use</li> <li>5. Staff to refer to SLT is concerns about mental health needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Trauma training for staff</li> <li>2. Room set up for staff</li> </ol>	
<b>Staffing and HR risks</b>				
Staffing for re-opening including PPA	Problems in reduced staffing due to shielding or family members.	<ol style="list-style-type: none"> <li>1. One team to teach EYFS.</li> <li>2. One team to lead the key worker children all day.</li> <li>3. One team to take responsibility for website and DOJOs.</li> <li>4. Collate up to date staffing register to consider who can give breaks/PPA release/staffing PPA/NQT release</li> <li>5. Refer staff with medical needs in vulnerable or extremely vulnerable to OH before we expect them to be in school</li> <li>6. Where possible for pregnant staff to be the working from home person responsible for the remote learning/website/Class DOJO. If not than individual risk assessment to be completed</li> <li>7. Any critically vulnerable staff to shield working from home and not enter school</li> <li>8. Any staff with medical needs but not deemed as highest risk to consult GP advice and have individual risk assessments if on the school premises</li> <li>9. If staff with medical needs (but not deemed as highest risk) cannot work from home then staff to have individual risk assessment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check HR guidelines for staff not coming in/insurance cover?</li> <li>2. Referrals to OH to be done</li> </ol>	
Leadership staffing	Need a leader free every day for emergency	<ol style="list-style-type: none"> <li>1. RS/NM/VT back in as normal which covers the school leadership and child protection lead. (M – VT/RS/NM. T –RS/VT &amp; NM. W – NM/VT TH – NM/VT/JH Fr – RS/VT)</li> <li>2. ARD – online whole week</li> <li>3. JH – in school M - Thu</li> </ol>	<ol style="list-style-type: none"> <li>1. Agree SLT cover for the week</li> </ol>	

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	cover and medical cover			
1:1 TA staffing	Problems with social distancing and staff shielding	<ol style="list-style-type: none"> <li>1. Risk assess which 1:1 children are coming in and liaise with parents</li> <li>2. Collate what parents have said and set a time to review this with them and communicate this to staff</li> <li>3. 1:1 staff who are shielding will be referred to OH for support for us and them on ways forward in the long term</li> <li>4. Risk assessments needed for home and then for school if they come back</li> </ol>	<ol style="list-style-type: none"> <li>1. Risk assessments needed</li> </ol>	
Union involvement	Staff refuse to come in to work and potentially strike / risk objections	<ol style="list-style-type: none"> <li>1. Submit risk assessment to staff for approval when changes made</li> <li>2. Seek Governor views</li> <li>3. Submit risk assessment to emergency closure website for review by Unions</li> <li>4. Encourage staff to communicate with their unions</li> </ol>	<ol style="list-style-type: none"> <li>1. Regular 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. In an emergency use phones in classrooms to dial to office – 200 / 201/ 202 or to contact HT ring 203 or 204</li> <li>2. Remind staff that mobile phones should not be taken into teaching spaces</li> <li>3. Purple boxes outside classes to input messages</li> <li>4. Registers pinned outside classes</li> </ol>	<ol style="list-style-type: none"> <li>1. Phone list shared</li> <li>2. Purple boxes needed outside doors</li> </ol>	
Mental health	Staff and children will have suffered varying levels of stress due to the lockdown	<ol style="list-style-type: none"> <li>1. Staff will need a level of de-brief and access to support</li> <li>2. Children will need sessions on working through what has happened and to deal with trauma</li> <li>3. Karen Grieves to provide support if needed</li> <li>4. Regular staff meetings to keep relationships and visual contact going.</li> <li>5. Staff self isolating because of illness to be invited or contacted 1 per week to check in on them.</li> <li>6. Cross bubble coffee break every Friday to give staff at home and in school an opportunity to reconnect and share experiences.</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	<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> </ol>	<ol style="list-style-type: none"> <li>1. Letter to parents re how the school is going to run for</li> </ol>	

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	distancing measures	<ol style="list-style-type: none"> <li>Any meetings should be either outside 2 metres or on Teams in separate rooms.</li> <li>Teams to run on staff PCs to enable staff to communicate with each other</li> </ol>	children in school and children out of school	
Payments	No cash handling	<ol style="list-style-type: none"> <li>All school finance to go cashless now</li> </ol>	<ol style="list-style-type: none"> <li>Communication needed to parents to get them all on MCAS as well as staff</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>New installed, protocol to be shared with staff Staff to ring / SLT or main office if needed. Office staff to man office during peak periods am/pm.</li> <li>As much as possible, one member of staff to always be in the Office to deal with calls from staff. Medically trained person to be on site to administer first aid if it is more serious than teachers can do in their own bubble.</li> </ol>	<ol style="list-style-type: none"> <li>BT phones ordered</li> <li>Remind staff of SLT phone numbers and Office numbers</li> </ol>	
<b>Keeping the school in lock down and social bubbles</b>				
Pupil numbers	Difficulties in following 2 meter social distancing rules	<ol style="list-style-type: none"> <li>Agree number of pupils that can be in classrooms at any one time – Year group bubbles to be capped at 15 pupils max.</li> <li>Agree other ‘vulnerable’ pupils we wish to invite back/risk assess if above these thresholds</li> <li>Collate numbers to show core pupils + returning pupils. Risk assess EHCP if necessary.</li> <li>Seating plan for classrooms and shared with SLT for track and trace purposes.</li> </ol>	<ol style="list-style-type: none"> <li>Survey completed to parents</li> <li>Calls with all EHCP children</li> <li>Calls with vulnerable children</li> </ol>	
Break times	Not mixing children on the playground	<ol style="list-style-type: none"> <li>Stagger break times bubbles and ensure separate play areas.</li> <li>Staff to give each other a break but give staff specific locations to go to so they are not all going into one space and using the same equipment</li> <li>Create a visual representation of zones for staff and have surveyors paint on lines to show zones</li> </ol>	<ol style="list-style-type: none"> <li>Break time rotas</li> <li>Location of staff break out rooms</li> </ol>	
Lunches	It is impossible to maintain social distancing if we serve lunches as normal	<ol style="list-style-type: none"> <li>Where possible all children to be encouraged to have a school lunch to ensure less bought in from home.</li> <li>Children to eat in hall in their bubbles as one group following the seating plan to allow for track and trace and identified area for bubble.</li> <li>Staff to clean down tables and chairs after use/between uses.</li> <li>1 adult from bubble to accompany children to hall to ensure social distancing and sticking to seating plan. Staff to liaise between themselves to allow breaks for staff.</li> <li>Wonde vouchers to be provided for FSM pupils not in school whilst available</li> </ol>	<ol style="list-style-type: none"> <li>Lunch rota</li> <li>All children can only eat packed lunch</li> <li>Antibacterial spray and cloths in high cupboard away from children</li> </ol>	

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		6. Seating plan in place for track and trace, EYFS – Year 1 facing tables. Years 2 and up to not sit facing each other.	4. System in place for lunches 5. Staff lunch break rota	
Contractors and maintenance providers	Adhering to social distancing and touching items in school	1. Only vital services to be allowed into the school building such as legionnaire checks and, where possible, asked to do so after the school day. 2. All contractors to have names and dates carefully logged. All to wear gloves and masks and the areas they were working logged in a folder 3. Shared with site team to ensure this happens	1. Contractors folder to map location, time and date they have worked 2. Box of cleaning products ready to wipe down areas used after working.	
Toilet breaks	Maintain social distancing and cleaning of toilets	1. Pupils to use toilets nearest to their class. This allows each bubble to have their own. Only Year 1s and 2 are sharing. 2. Staff in new build (5 and 6) to use new build toilets. 3. Year 4 using the disabled toilet (near library) 4. Year 3 using toilets nearest hall 5. Staff in Year 1, 2 and 4 to use the toilets in the new staff room 6. Office / SLT/ EYFS/ Year 3 to use toilets in new reprographics area 7. Toilets to be cleaned with an antibacterial spray after every use in adult toilets and sink by person using toilet after they leave.	1. Antibacterial wipes for toilets 2. Pedal bins for disposing of wipes 3. Posters in toilets for handwashing etc 4. Sanitary bins in all staff toilets	
Corridors	Maintain social distancing	1. Staff and pupils to maintain 2 metre rules when using corridors 2. Staff to wear masks outside their own bubble in all areas. 3. All internal doors to be wedged open to prevent touching by too many people. Where possible external doors to be open to aid ventilation.	1. Corridor barriers 2. Floor tape 3. Signs 4. Door wedges to keep doors open	
Isolation room	Room to move child/adult to if they become ill	1. Isolation room - containing kit / PPE 2. PPE poster to be put up in room and staff sent advice on how to put it on and take it off 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. 4. Site manage to be informed of which children from which class and that the isolation room was used to ensure it is cleaned deeply. 5. Cleaning staff to ensure they are masked and gloves to complete task.	1. PPE equipment 2. Phone 3. Toys/books that can be washed 4. Posters on using PPE equipment	

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Cleaning	Training issues for deep cleaning etc	<ol style="list-style-type: none"> <li>1. Guidance needed on how to deep clean/training needs to be sourced</li> <li>2. Cleaning and PPE equipment to keep cleaners safe</li> <li>3. Meeting and guidance shared with cleaners and site team</li> <li>4. Staff to leave classes tidy to aid cleaning</li> </ol>	<ol style="list-style-type: none"> <li>1. Deep clean course</li> <li>2. PPE equipment</li> <li>3. Cleaning equipment</li> </ol>	
Staff safety	Maintain social distancing	<ol style="list-style-type: none"> <li>1. Staff to wear masks 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 for primary.</li> <li>3. Children who soil themselves to be supported to change themselves and bag their own clothes – if too much – parents to be called to collect</li> <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. Site manager to reduce hours so goes home once children are led in from bus and comes into school when children have gone home.</li> <li>7. When SLT collect registers they must wear face shields.</li> <li>8. If SLT have to attend any bubble due to medical emergency they need to wear a face shields.</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>	
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 who is 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. Single use (breakable) ice packs to be used in the case of bumped heads. EYFS to use normal icepacks, with tea towels which are sanitised daily.</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> </ol>	

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Intimate Care		<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> <li>3. Where pupils do not have spares they will be given school spares and a bag to take home and wash. The return 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 where 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>	<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>	
High Medical Needs eg. Diabetes		<ol style="list-style-type: none"> <li>1. Before return to school an Individual Health Care Plan to be created/updated with parents to assess need and identify changes in plan.</li> <li>2. If risk is deemed too high to return then an agreement with parents that pupils would be safer at home.</li> <li>3. Designated trained personnel to be key adults to support child with health needs as advised in the health care plan.</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> </ol>	

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		<ol style="list-style-type: none"> <li>4. Where possible pupils encouraged to complete medical checks themselves with staff overseeing.</li> <li>5. If any physical help needed staff to wear PPE, gloves, mask.</li> <li>6. If child is unwell or requires more parents contact for advice and support.</li> <li>7. If due to staff sickness or a COVID outbreak in school where more than 1 staff 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>8. Staff will have mobile phones in the class in order to ring the parents direct rather than returning to the main office to use the phones.</li> </ol>	7. Bags	
<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>1. Purchase hand sanitiser and soap and dispensers</li> <li>2. Posters on how to clean hands and reminders in toilets and around school</li> <li>3. Reliable provider sourced and plenty purchased with COSHH sheets</li> </ol>	<ol style="list-style-type: none"> <li>1. Hand gel</li> <li>2. Wall mounted dispensers</li> <li>3. Soap</li> </ol>	
Premises checks needed	Premises will need different checks and cleaning every day	<ol style="list-style-type: none"> <li>1. Legionella – checks carried out</li> <li>2. Fire posters to be recreated to reflect current situation / alarms / doors</li> <li>3. Lock down / fire response posters to be updated</li> <li>4. Asbestos survey to be completed at end of building works</li> <li>5. Fire safety check was completed at end of building works</li> <li>6. Fire alarm and lock down practice carried out in Autumn term – re-run after half-term.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintenance provider to organise checks to be done asap</li> <li>2. Updated asbestos register</li> </ol>	
Lettings	Is it possible to safely run lettings – how do we communicate and consult on this?	<ol style="list-style-type: none"> <li>1. No external lettings until after lockdown</li> <li>2. No after school clubs until after lockdown</li> <li>3. No parents on premises – phone conversations where possible.</li> <li>4. BOSC able to provide childcare to key worker children</li> </ol>	<ol style="list-style-type: none"> <li>1. Communication to parents and providers re BOSC and after school clubs</li> </ol>	
Risk assessments	New risk assessments will need to	<ol style="list-style-type: none"> <li>1. Fire safety plans for new build etc to include social distancing whilst in place</li> <li>2. Lock down plans updated and communicated with staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Fire safety Social distancing risk</li> </ol>	

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	be made with a new social distancing focus	3. Update critical incident plan – to include COVID-19 response if infection increases in school	assessment and plans communicated with staff and children 2. Lock down plan 3. Critical incident plan	
Kitchens	Is it safe to run a full kitchen service?	1. Only one caterer to work initially – if needed for cleaning will inform school 2. Hot lunches provided 3. Staff to wear masks if entering the bubble to give lunch numbers 4. Risk assessment sent by provider	1. Boxes 2. Risk assessment from provider	
Staff break areas	We cannot have staff mixing	1. Staff only to access staff room to make drinks but mostly based in classrooms. 2. Staff encouraged to take a break off site if they want to 3. Maintain 2m distances. 4. 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. 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.	1. Staff to have their own insulated cups and water bottles and milk to prevent touching the same items in fridge. 2. Antibacterial spray and cloths	
Cleaning	Not enough cleaners to deep clean and no training	1. Consult with current cleaning and MDA staff on hours they can offer and times of the day they can clean 2. Budget for more cleaning hours after liaising with SK re what is needed 3. Locate guidance for cleaning and in an emergency – who cleans and how and what and share with all cleaning staff 4. Teaching staff to clean small resources such as pens and pencils in warm soapy water at end of day 5. Cleaners to clean large items/ table/surfaces/backs of chairs/door plates and handles/taps/toilets/sinks etc 6. Ensure cleaning staff informed if any possible risk from unwell child / staff member	1. Guidance on cleaning for staff and site team and communicated and signed to say it has happened	
<b>Pupils</b>				

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Students who are shielding or not in school	No access to curriculum	<ol style="list-style-type: none"> <li>1. Online learning to still happen led by key staff for each year group virtually with 1 other staff member present for safeguarding and register purposes.</li> <li>2. Weekly phone calls to our vulnerable pupils still as well as a risk assessment done of how safe they are at home and if any new children have come on the list</li> <li>3. Re-evaluate who is not accessing learning at all and contact parents to check why after 48 hours of non-engagement.</li> <li>4. Staff to take a daily register of zoom virtual lesson attendance.</li> <li>5. Staff to contact parent/carer if 48 hours absence from virtual lessons / dojo response.</li> <li>6. SLT and Staff to agree when to send cascade letter of contact/engagement to parents (72 hours first letter to be sent)</li> <li>7. Cross bubble collective worship assemblies virtual for home and in school pupils run by the Headteachers.</li> <li>8. Cross bubble live virtual dance sessions with Lane Academy every Wednesday for home and in school pupils.</li> </ol>	<ol style="list-style-type: none"> <li>1. Online learning planned and staff identified</li> <li>2. Phone call rota</li> <li>3. Risk assessments done</li> </ol>	
SEND children/EHCP risk assessments	Staff taking children they do not know and information sharing of medical/SND needs	<p>As above</p> <ol style="list-style-type: none"> <li>1. In addition, any SEND and medical needs to be shared across each new social bubble group so staff are fully briefed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Updated SEND lists for each social bubble</li> <li>2. Updated medical lists for each social bubble</li> </ol>	
Children with challenging behaviour needs	Children may spit and touch adults in school leading to infection	<ol style="list-style-type: none"> <li>1. Each individual child should be considered before agreeing to their return. Where a child is challenging, a risk assessment should be made with the parent as to whether they would be safe in school – if not, they should remain at home if protective measures cannot be put in place</li> </ol>	<ol style="list-style-type: none"> <li>1. Risk assess each case</li> </ol>	
Covid symptoms in pupils / staff?	Keeping COVID virus out of school	<ol style="list-style-type: none"> <li>1. Staff / pupils send home if: Temperature of 38+ Persistent new cough Check twice if temperature high –retested by SLT using tympanic thermometer. If reading still high – requirement to self-isolate for 7 days in the first instance and test advised. Siblings also sent home for 10 days unless test and trace used and shown to be negative.</li> </ol>	<ol style="list-style-type: none"> <li>1. Every class to have a temperature checker</li> <li>2. SLT and another Teacher available for first aid of class cover</li> </ol>	

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		<p>2. Reminders of symptoms sent to parents regularly by email</p> <p>3. Need cover staff for if a staff member has to go home (SLT)</p>		
Actions		<p>If suspected child 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 via <a href="https://nhs.uk/coronavirus">nhs.uk/coronavirus</a>. Ensure child/staff member isolates at home for 7 days (from date on onset of symptoms) and until no fever for 48 hours. the rest of the household need to isolate 10 days. Result of test....child can return when well. If result of test is positive then....</p> <p>....ensure child / staff member isolates at home for 10 days (from date of onset of symptoms)</p> <p>Contact PHE to notify single case, who will complete a risk assessment. The PHE will undertake an assessment to determine if any contacts in the setting need to isolate at home for 10 days. If appropriate, PHE will provide letters to schools to send out:</p> <ul style="list-style-type: none"> <li>• to contacts, require to isolate for 10 days</li> <li>• to all pupils and staff, advising on symptoms and how to get tested, if symptomatic</li> </ul> <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. The affected pupils / staff will need to go home and isolate for 10 days from the onset of symptoms (the rest of the household need to isolate for 10 days). Cases and contacts can return to school once the isolation period is completed.</p>	3.	
Test and Trace	Suspected case	<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 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> </ul>	1. Testing details	

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		<ul style="list-style-type: none"> <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>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>Update safeguarding policy and sent to Governors</li> </ol>	<ol style="list-style-type: none"> <li>Logging concern forms in each class</li> <li>Electronic form sent to all staff</li> <li>Safeguarding policy</li> </ol>	
Updated policy	In/out of school policy for safeguarding and behaviour needed	<ol style="list-style-type: none"> <li>Updated behaviour policy appendix created and shared</li> <li>Updated safeguarding policy created and adopted re. school closed; due to be re-issued when school reopens.</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 and remotely	<ol style="list-style-type: none"> <li>SLT – there will always be 2 on site every day. If DSL is not present they will be contactable from home.</li> </ol>	<ol style="list-style-type: none"> <li>Reminders to staff</li> </ol>	
Supporting vulnerable children/EHCP children	Fulfilling EHCP requirements	<ol style="list-style-type: none"> <li>Risk assessments needed on key children</li> <li>Clear options for who children can speak to in school and out of school and how to do this</li> <li>SEND / LAC provision continues remotely</li> </ol>	<ol style="list-style-type: none"> <li>Risk assessments needed</li> </ol>	

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Supporting children with a social worker	Making sure we are hearing pupil views	<ol style="list-style-type: none"> <li>1. SLT to continue contacting vulnerable pupils not in setting</li> <li>2. Pupils moving into setting to be contacted by class teachers each week – phone call from class teacher to parents to see how transition is going.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff reminded to continue daily contact with parents – log updated.</li> </ol>	
Continued safeguarding remotely	Children remote learning still need to be safeguarded	<ol style="list-style-type: none"> <li>1. Continued list of children that SLT needs to call key children and families weekly</li> </ol>	<ol style="list-style-type: none"> <li>1. List updated and calls logged</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>1. Flow chart in place to remind what to do if someone is unwell and showing COVID-19 signs</li> <li>2. Isolation room kitted out with PPE equipment, water, books and chair for child/adult who is ill.</li> <li>3. SLT member called to take over</li> </ol>	<ol style="list-style-type: none"> <li>1. Flow chart</li> <li>2. Water</li> <li>3. Books</li> <li>4. PPE equipment</li> <li>5. Poster on how to use PPE equipment</li> </ol>	
Have we recorded H&S changes to the usual policy in the light of Covid-19?	Policies will not reflect the new ways or working and will need updating and sharing with all staff	<ol style="list-style-type: none"> <li>1. 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>2. Safeguarding policy updated</li> <li>3. Changes to medical procedures communicated to staff via handbook</li> <li>4. First aid policy updated</li> <li>5. 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 (Y2: Seahorses &amp; Swordfish or Y5/6: Sailfish) using the outside routes where possible and SLT to close off until deep cleaned.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff handbook updated with medical procedures</li> <li>2. First aid policy updated</li> <li>3. Safeguarding policy updated</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. This to be regularly topped up when needed.</li> <li>2. Protective face wear purchased for every class and one per cleaner.</li> <li>3. Visors to use when needed</li> <li>4. Use PPE to be disposed as per the NHS guidance training video all staff have watched of in a black bin bag and taken directly into the main large bins.</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>	

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<p>What changes to do we need to consider for fire alarm drills? Lock down drills?</p>	<p>Changes to routines and site mean a new practice will be needed for fire and lock down</p>	<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 bubble at a time. No more than 3 groups will be outside on one playground at any time.</li> <li>2. Fire alarm, children line up in their bubbles, on KS1 playground or close to the fence near the BVC Sports Centre on the KS2 field, facing away from school – 2m apart. Take spots.</li> </ol>	<ol style="list-style-type: none"> <li>1. Updated fire and lock down shared</li> </ol>	
<p>What changes are necessary in relation to intimate care?</p>	<p>Getting close to children for intimate care could raise risk of infection</p>	<ol style="list-style-type: none"> <li>1. For children with more regular intimate care – personalised risk assessment to be completed.</li> <li>2. Intimate care required due to a soiling / wetting incident – children to be encouraged to self-care as much as possible. Staff have access to PPE but must inform SLT if used so it can be replaced. Any soiled items to be double bagged using provided bags.</li> <li>3. School to provide change of clothes so no items from home have to be sent in. Clean lost property now stored in the Cupboard in the hall.</li> </ol>	<ol style="list-style-type: none"> <li>1. Risk assessments for key children</li> <li>2. PPE equipment</li> <li>3. Change of clothes in different sizes</li> </ol>	