



Betty Layward Primary School: Risk Assessment for Reopening January 2021 (Key worker and Vulnerable children)

- This Risk Assessment has been written for Key worker and Vulnerable children.
- This is a **WORKING DOCUMENT** and therefore subject to change.
- This action plan has been done in consultation with staff, governors and union reps and looked at by SIP and HLT and adjusted accordingly.

Related Documents:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
[Coronavirus \(COVID-19\) Collection: guidance for schools and other educational settings](#)
[Actions for schools during the coronavirus outbreak](#)
[Coronavirus \(COVID-19\): implementing social distancing in education and childcare settings](#)
[Coronavirus \(COVID-19\): guidance for educational settings](#)
[COVID-19: cleaning in non-healthcare settings](#)

Risk matrix:

Risk rating High (H), Medium (M), Low (L)	
Likely impact	Major: Causes major physical injury, harm or ill-health.
	Severe: Causes physical injury or illness requiring first aid.
	Minor: Causes physical or emotional discomfort.

Risk Rating	Measure/ Action to reduce Risk	Date completed	Further actions	Residual Risk Rating
1. Protective Measures and Hygiene				
1.1 Cleaning				
H	Cleaners to comply with increased cleaning expectations. Terry/ SLT to monitor at start of each day.			M
	Enhanced cleaning regime in place, particularly for frequently touched surfaces cleaning.			
H	All classes in use to have supply of Milton, spray, paper towels, gloves.			
H	All staff to be vigilant about levels of cleanliness and, although not an expectation, can use cleaning materials in each class to wipe down surfaces and clean equipment at key points of the day.			
H	Cleaners will have a checklist of surfaces that are touched by multiple people such as: door handles, table/counter tops, computers including mouse and keyboard, light switches telephones, chairs, bannisters,			

<p>H</p> <p>H</p> <p>H</p> <p>H</p> <p>H</p> <p>H</p> <p>H</p> <p>H</p> <p>H</p>	<p>shared learning resources or toys, specialist equipment for SEND pupils, toilets and toilet handles, sinks, taps and other areas touched regularly.</p> <p>Photocopier: this will have gloves and wipes next to it, and signage to explain how it should be wiped down before and after use.</p> <p>Deep clean every week of classroom/ shared area/ outdoor area to be carried out, including break out rooms such as sensory space.</p> <p>On site cleaners employed daily clean classes and toilets when children are outside and provide cleaning of door handles etc. at regular intervals. Checklist to be compiled and monitored over course of day by premises manager and SLT. Staff to let premises manager know if this is not followed.</p> <p>Hard resources that have been touched by pupils will need to be cleaned before a different group uses them. Use lidded bins and waste disposal process in place for potentially contaminated waste</p> <p>Communications and signage in place to remind staff and children where they can sanitise their hands.</p> <p>All pupils and staff can clean their hands regularly and are reminded to do this frequently. Children with complex needs and small children are helped to clean their hands properly. Children follow the washing hands schedule in place.</p> <p>Toilets to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</p> <p>Ventilation – open windows, external door and open internal doors to assist with creating a throughput of air natural ventilation.</p>		<p>Check list on door of each class with time cleaned. Changed weekly.</p>	
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1.2 Toilets				
H	Each class to have a clear access plan to the toilets. Strict two children at a time policy.			L
M	Use children's toilets TWO CHILDREN AT A TIME. KS1/EYFS to use the toilet's downstairs, KS2 to use upstairs toilet's and Nursery to use the nursery toilet's. 2 cubicles for boys/ two for girls. Clearly marked.			
M	Hand washing: children MUST wash their hands after going to the toilet in sight of an adult. Signage to encourage.			
M	Re staff toilets: see staff section below			
1.3 Daily H&S checks				
L	Checks of all fire/ gas/ water/ security will remain daily and be logged by premises manager as normal.			L
1.4 PPE				
H	The current DfE advice is that masks are not required in school for most people. They will be worn by staff in the event that they are caring for a child who is exhibiting Covid-19 symptoms, providing intimate care and administering first aid or where they cannot adhere to social distancing , following guidelines.			L
H	<p>Any use of PPE should be done after full training by competent individuals.</p> <p>https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</p>			

<p>H</p> <p>M</p> <p>H</p> <p>H</p> <p>H</p> <p>M</p>	<p>Bulk order so that always fully stocked</p> <p>Masks/ gloves/ tissues /paper towels/ aprons and hand sanitizer well stocked at point of reopening and regular checks on stocks being done by premises manager and onsite cleaners.</p> <p>Staff can wear their own PPE or use schools if they feel they need to due to the airborne nature of the disease and the required. If staff cannot obtain their own, the school will provide masks.</p> <p>Guidance also states that they will be worn by staff in the event that they are caring for a child who is exhibiting Covid-19 symptoms, providing intimate care, comforting a distressed child and administering first aid, where they cannot adhere to social distancing.</p> <p>In early years settings PPE should be used for ALL personal care [and in cases where a child may spit and not understand how to cough/ sneeze into a tissue] and this should be renewed between every child.</p> <p>Used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus, in line with the guidance on cleaning for non-healthcare settings.</p> <p>Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.</p> <p>Parents have been asked to wear masks when entering and moving around the school external grounds during drop off and collection of the key worker/priority children. Staff to wear masks at the gates during drop off and collection.</p>			
<p>1.5 Hand sanitizer</p>				
<p>M</p>	<p>Use of wall dispensers across the school and stand-alone bottles to help create sanitizer stations for beginning of day, at the school entrance.</p> <p>Sanitizer used and observed upon entry to school building and throughout the day in the classrooms.</p>			<p>L</p>

H	These will all be checked and restocked daily by premises manager.			
M				

1.6 Hand Hygiene

H	As per government guidelines it is of utmost importance to have regular and thorough hand washing or sanitising:			L
	<ul style="list-style-type: none"> • On entering classroom or work space • Before break and after break • Before lunch and after lunch • Before going home • After visiting the toilet 			
H	Must be for 20 seconds with running water and soap or use of sanitiser and ensuring good respiratory hygiene by promoting the catch it, bin it, kill it approach			
	All bins to be lidded.			
M	Ensure children wash hands, then dry hands using paper towels.			
M	Speak to HLT regarding building in more provision e.g. Hot water access has to be provided in classrooms for hand washing and electric hand driers are more hygienic.			
M	There are 7 x thermometers available [1 for each year group and 1 spare to be kept in medical room].			
H	Temperature taken if required using no touch thermometers. Those above normal sent home and asked to get a test and isolate 7 days or until symptoms gone [whatever later]			

1.7 Water Fountains

M	<p>Close off all water fountains Water bottles only brought in from home. All class cups to go. Small supply of single use plastic cups available on site for those who forget water bottles.</p>		Reminder re water bottles to parents in letter home	L
2. COVID 19 Symptom Response Protocol				
2.1 What will happen if a child/adult is sent home from school/has been in school with symptoms?				
H	<p>If anyone in an education, childcare or non-residential children social care setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell, they must be sent home and advised to follow the guidance for households with possible coronavirus infection.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, with appropriate adult supervision if required depending on the age of the child. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the child while they await collection if direct personal care is needed and a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>If a member of staff has helped someone with symptoms they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.</p>			

<p>If an individual develops symptoms of COVID19, they go into isolation and they get tested and they isolate for 10 days and close contacts for 14 days. The school awaits the results and if the test is positive the bubble will need to self-isolate. If the test is negative, the child can return.</p> <p>In the case of siblings:</p> <ul style="list-style-type: none"> • If Child A has coronavirus symptoms then they should be sent home, and their household should follow the guidance on self-isolation. That would include the sibling. • Child A’s sibling’s bubble does not need to self-isolate unless Child A’s sibling develops symptoms and then tests positive. • If Child A receives a negative test, both Child A and the sibling can return to school. <p>Parents/carers will be informed if a member of the bubble has tested positive for Covid-19.</p> <p>In the case of a member of staff:</p> <ul style="list-style-type: none"> • The staff member will be sent home immediately and get tested. The bubble will remain open while waiting for results if there is an available staff member. If negative, the staff member can return immediately. <p>We ensure we understand the government guidance of the test and trace scheme and how to proceed and how to contact our local Public Health England Health Protection Team, especially if somebody tests positive.</p>			
<p>2..2 Plans for enforced isolation</p>			
<p>In the event that a child/family has to self-isolate or the school is closed for isolation purposes, home-learning will be put in place.</p> <p>A home-learning protocol will be shared with parents/Carers.</p>			

	In the case of whole school and bubble closure, home school learning will include: Daily Google Classroom learning, independent learning tasks and phone calls.			
3. SOCIAL DISTANCING/ MINIMISING CONTACT MEASURES: This will be done through year group bubbles				
3.1 Clarity over guidance				
H	<p>Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow, that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.</p> <p>Children old enough should also be supported to maintain distance and not touch staff and their peers where possible</p> <p>It will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>We have made small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and include moving unnecessary furniture out of classrooms to make more space.</p> <p>Revised guidance briefed to all staff prior to reopening and includes: ○ Infection control</p>			M
H				
H				
H				
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H				
3.2 Management of Beginning and End of the Day				
H	Staggered start and finish for each year group		Staggered times communicated to parents	L
H	Parents have been asked to wear masks when arriving at the school gates/if entering the school grounds			
H	Premises manager to manage flow using 2m social distancing markers. Parents to arrive at main Clissold road entrance and leave their child at the gate to enter the school building (KS2). Parents and children should			

	<p>maintain social distancing at all times (and should be requested to leave immediately). SLT in playground to manage flow. Children to remain in Year group hubs at all times.</p>			
M	<p>All children are dropped at beginning of day. All children use sanitizer at entry. All KS2 children go through first side door entrance and up the stairs. KS1/EYFS/Nursery will be dropped off at their classroom doors. Teachers/members of staff will meet and welcome pupils.</p>			
H	<p>Late comers will be encouraged to be on time if arriving late. Children may be asked to come back/stand to the side until all year groups have entered.</p>			
H	<p>Parents need to be told to arrive on time and leave promptly.</p>			
M	<p>All KS2 children collected from playground. KS1/EYFS/Nursery parents repeat protocol for beginning of day to access school at end of day</p>			
L	<p>No scooters/ bikes to be brought in, no possessions from home.</p>			

3.3 Movement around the school

M	<p>Staff to access building via staffroom or main entrance. Use of stickers on floor to help scaffold children moving around school. Use of year 6 staircase to only go up, year 3 staircase to only come down. Staff to model correct use at all times.</p>			L
M	<p>Office not to be used except for office staff.</p>			
M	<p>Hall: Stickered to be used as additional walkway.</p>			
M	<p>All doors left open at all times to minimise touching of handles [fire safety: adults briefed to remember to close doors in the event of the fire bell sounding on their check through the school. Premises manager and fire marshal if on site to check].</p>			

M	Fire procedure will remain unchanged. If an alarm sounds, children will exit the school following standard fire safety procedure in a safe and orderly manner. Once at fire assembly point, social distancing can resume. Terry to do a fire drill.			
3.4 Access to Office/ Foyer				
M	No children sent to office for messages. Dinner registers to be completed and passed onto Maxine. Staff login via staffroom or reception area.			L
M	After 7.15am until 4.30pm, the offices are closed to all adults and children, only office staff will be allowed in. All office staff to have work stations at least 2m apart.			
M				
3.5 Lunchtimes				
M	All pupils will be having a school lunch.			M
M	Staggered lunch times and play times have been organised.			
M	Children eat in their classroom as per rota. Midday assistants and teaching assistants will supervise during the hour lunchbreak. Children to access the play areas as per below.			
M	In the classrooms, children will have individual containers of food and individually wrapped cutlery.			
3.6 Playtimes				

M	Playgrounds: - Bubbles will play in allocated area. Classes are to be picked up on time. A playtime for EYFS and KS1 children in the afternoon.			
M	Signs and cones around the playground to remind children of expectations. Structure play where possible.			

3.7 Classrooms

H	All classrooms to be well ventilated at all times. All windows and doors to remain open at all times.			L
H	All class tables to be facing the front Y1 to Y6			
H	Children with very low levels of home-learning engagement will sit closest to the front			
L	All soft toys and non-essential items that are not washable or wipe-able to be removed			
M	Each year group bubble base to use own resources, not share			
H	Year groups stay together with their bubble staff			
H	Children WILL NOT bring in own pencil case but will be provided a plastic wallet with essentials by the school (including pencils, colouring pencils, whiteboard pen, handwriting pen (KS2), ruler, scissors and glue stick) which stays on their work space (no sharing). This equipment should be kept at school at all times.			
M	Ensure all areas have PPE, cleaning sprays and paper cloths ready out of reach of children			
M	Check washing up liquid and bowls are available in each classroom to wash resources once used			
M	Water – all children to have own water bottle kept on the table			
M	Reading books – if children return school books, these must be placed in a box and cleaned; if children want new books, the teacher needs to select one and place it on the child's desk when spacing allows			

<p>M</p> <p>M</p> <p>H</p> <p>H</p>	<p>Resources are very limited in classroom as priority must be on health and safety. But as long as the resources can be cleaned after use, the class teacher can carefully introduce a resource.</p> <p>Children should wear shoes/trainers that are appropriate for exercise. Shoelaces should only be worn if the child can independently do them up (adults will not be able to assist)</p> <p>Marking to be added to floor to help scaffold social distancing in corridors.</p> <p>IPads and laptops to be wiped down after use by staff.</p> <p>Ventilation – open windows, external door and open internal doors to assist with creating a throughput of air natural ventilation.</p>			
3.8 SEND interventions				
<p>H</p>	<p>Staff wash hands before and after working with a pupil</p> <p>A space is identified for the intervention to take place, and set up with two separate desks placed a suitable distance apart</p> <p>All equipment needed for the child is set up in the space before the start of the session</p> <p>Staff go to the child’s classroom, standing at the entrance to collect the pupil (not entering the classroom)</p> <p>The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way</p> <p>The intervention is provided at a distance</p> <p>The adult and child can use a different available space to complete tasks.</p>			<p>M</p>

	<p>After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil</p> <p>The school plans for staff providing specialist interventions to work across a given year group and (if necessary) only one other year group, to reduce potential contacts.</p> <p>Group interventions will be in small groups from one class only.</p>			
3.9 Staffroom				
M	To be used only to make tea/ coffee using a specific mug or cup. [No shared cups/ crockery/ fabric resources]			L
M	Staffroom has been organised so all staff can sit at a safe social distance from other staff members.			
M	Staggered break times and lunchtimes throughout the day for all staff.			
H	Ventilation – open windows, external door and open internal doors to assist with creating a throughput of air natural ventilation.			
3.10 Library (when school returns)				
L	Initially closed. Rota will be put in place in first half term and a cleaning protocol will be added			L
3.11 Assemblies (when school returns)				
L	Star of the Week assemblies will be held in the classrooms.			L
3.12 Physical and Music Activities (when school returns)				
M	Children will carry out P.E. and music lessons within their class group bubble.			L
M	All equipment used will be thoroughly cleaned after each session and cannot be shared.			

- contact sports avoided.

4. STAFF

4.1 Who can attend?

H	<p>Only staff who are healthy, not exhibiting symptoms and do not need to self-isolate themselves can attend school</p> <p>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Staff need to contact SLT if they have an individual concern relating specifically to their situation.</p> <p>NOTE: Individual risk assessments for vulnerable/ extremely vulnerable and BAME members of staff can be completed. Access form here</p> <p>Arrangements to ensure staff classified as Extremely Vulnerable are Shielding at Home:</p> <p>Extremely Clinically Vulnerable</p> <p>There is a group of staff who are defined, also on medical grounds, as clinically extremely vulnerable to coronavirus – that is, people with specific serious health conditions. Over this period, we are advising the clinically extremely vulnerable to work from home.</p> <ul style="list-style-type: none">● Vulnerability risk assessments to be completed for all School staff● Identification of minimal permissible staffing levels to support opening of the school <p>If staff have any worries or concerns at any point they can speak to a member of SLT.</p>			
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4.2 Visitors

H	Only essential visitors [deliveries non-contact/ food deliveries and contractors are aware of access protocol].			
M	No visitor permitted in the office or in the school building. Staff can meet visitor outside. Visitor must wear a face covering if visiting the school site.			

4.3 Staffing

M	This RA and all NHS and Gov.uk guidance to be followed at all times regarding isolation, distancing and hygiene.			M
M	A clear timetable or rota will be put in place for the term.			
M	Staffing numbers required for entire eligible cohort have been determined including support staff such as facilities, IT, midday and office/admin staff.			
M	Approach to staff absence reporting and recording in place.			
M	Risk assessments in place for those staff who were previously working from home due to shielding, (clinically vulnerable and/or living with someone in these groups), and appropriate arrangements for mitigating risk are identified.			
M	Plans to respond to increased sickness levels are in place.			
M	Cover arrangements determined (including leaders and safeguarding designated leads) – on a weekly rather than daily basis to minimise contacts.			
H	School councillors, EP, REU, music specialist teachers, SALT and any other specialist teachers are required to stay 2-metres from staff and children.			

4.4 Staff training

M	RA/ PPE/ Home learning training given in September INSET day [2nd September]. Further information provided to staff in January 2021 and regular weekly updates. Revised guidance briefed to all staff prior to reopening and includes: o Infection control			
M	Regular fortnightly meetings to reflect and evaluate practice will be in place.			
M	Twice weekly briefings to continue via email.			
4.5 DSL/ First aid/ SLT				
H	A DSL and First Aider will be onsite at all times.		Where possible	
M	A member of SLT will be onsite at all times		Yes	
4.6 Staff living with vulnerable adults or who are vulnerable themselves, pregnant or co morbid [with Dr certificate]				
H	Staff living with vulnerable adults are expected on site and staff vulnerable themselves can continue to work from home if individual RA allows [point system].			
4.7 Transport to school				
L	Teachers, school chef and office staff are to park in main building carpark and support staff to park in Daniel House.			
L	Walking and cycling encouraged. Cycle rack free for staff bikes.			
M	If staff rely on public transport, they need to discuss their individual circumstance with SLT to form an individual travel plan			
4.8 Catering Staff				

L	FSM provision to remain in place			
M	<p>All catering staff to be briefed on expectations for lunch:</p> <ul style="list-style-type: none"> - All hot meals - Rota of service - No other members of staff to enter the kitchen unless wearing PPE - Expectations of social distancing and cleanliness in the kitchen as per RA and Accent guidelines. 			
4.9 In the event of staff shortage				
L	The school will only use supply if absolutely necessary but will in the first instance look creatively and safely at a solution [including the use of SLT to cover].			L
4.10 Mental and physical staff wellbeing				
H	Testing information for all staff to be shared widely, placed on briefing notes and signage in staff room.			
L	To aid staff communication, briefing notes to continue			
M	Staff workload expectations (including for leaders) need to be fair and manageable as do measures to check on staff wellbeing (also including for leaders).			
L	<p>SLT to regularly check in on staff workload and how they are coping. Compassion and understanding will underline this approach.</p> <p>Education Support: https://www.educationsupport.org.uk/ Tel: 08000 562 561</p>			

5. Safeguarding/ Pupil Wellbeing

5.1 Identification of Vulnerable Children

M	Consideration given to any child who may need support with their return to school and consultation has been undertaken with the family and other agencies involved.			L
M	Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.			
M	Updated Safeguarding Policy in place.			
M	Where appropriate, work with other agencies, such as social care, has been undertaken to support vulnerable child to return to school			
M	Opportunities for staff to informally chat to all returning children about their experience of lock down and paperwork completed to give a clear baseline. This should be followed up in a check in basis or children should be referred to DSLs and logged on CPOMS if there are concerns raised.			
M	Agree what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers.			
M	Assess possible support available for vulnerable and/or disadvantaged children and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support, for example, local authorities.			
M	Pastoral and SEND support is deployed wherever possible to support prioritised pupils.			

5.2 Bereavement

M	Establish what wider support services are available through LA to secure services for additional support and early help where possible.			
5.3 Behaviour Policy				
M	The current behaviour policy might need to be adapted but staff will use their professional judgement in the initial period of reopening as they determine the children's emotional baseline.			
6. CHILDREN AND PARENTS				
6.1 Communication with Parents				
H	Plan content and timing of communications to parents and pupils (including discussing attendance expectations and other specific things that parents should do to help prepare returning pupils, for example, arrangements for drop-off/collection [see above]).			L
H	Website: continue to place key information/ letters on website, email and text parents to alert them.			
6.2 Attendance				
M	Year 1 to 6 key worker and vulnerable children will start on Wednesday 6 th January 2021, attending full-time			
M	EYFS will start on Wednesday 6 th January 2021, initially part time, then full time.			
H	Year groups will be kept separate			
H	Parents can report absences on Study Bugs			
H	Attendance is no longer optional from September 2020			

6.3 Parent Wellbeing and Support

L School councillors will be available for children and parents working individually

L Anna Freud National Centre for Children and Families: Supporting Staff Wellbeing:

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-in-schools/>

L Mentally Healthy Schools:

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/>

Mind:

<https://www.mind.org.uk/>