

Education – Corona Virus (Covid 19) Risk Assessment / Wider Opening of School Plan

Issue / concern	Government guidance to increase the numbers of pupils in school with effect from 1 st June 2020, specifically Nursery, F2, Y1 and Y6 Government guidance to increase the numbers of vulnerable and SEND pupils in all year groups
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Considerations to mitigate risks	Further Action required to mitigate risks
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1. Health and Safety of Staff

(a) Mental health and well-being

- what is in place to ensure that staff have opportunities for self-referral to mental health support.
- What is in place to provide opportunities for confidential conversations/counselling sessions

(b) Shielding staff

- How will you ensure these staff are kept up to date with developments in school so they don't feel isolated.
- What are your expectations of them regarding working from home.

(c) Staff living with someone who is shielding

- If they can't be separate from the person isolating what are your expectations?

(d) Staff who have to self isolate

- If a member of staff develops symptoms
 - (a) what will be your actions to ensure safety of that member of staff and other staff who may have been in contact.
 - (b) How will you organise testing for that member of staff?
 - (c) What are your arrangements if a child shows symptoms (or siblings) e.g. send home to isolate.
 - (d) What will be your actions to inform parents/carers
 - (e) What will be your actions to make changes to the arrangements in school.

-Education Support Partnership. Free telephone counselling available

-Support from Rotherham EPS for staff who may need it.

-Staff directed to Action for Happiness for support

-Staff WhatsApp group

-Whole school emails

-Staff who are working from home will be given clear guidance of what we expect them to complete as per daily and weekly duties

-weekly staff meeting for Teacher's to evaluate and address issues that arise.

-Staff will be expected to work from home and will be given clear guidance of what we expect them to complete as per daily and weekly duties

If a member of staff shows symptoms:

-Isolate member of staff and send them home immediately.

-clean any areas where the member of staff has been

-Inform staff members in the 'bubble' that a member of their team has got symptoms.

-Ask the member of staff to arrange for a test.

-If negative, the member of staff can return to work.

-If positive, the member of staff stays off work for 7 days and all their bubble self-isolates for 14 days.

If a child shows symptoms:

-Isolate child with 1 member of staff member (in full PPE) and inform parents to collect immediately.

-Inform staff members in the 'bubble' that a child member of their team has got symptoms.

-Ask the parent to arrange for a test for their child.

-If negative, the child can return to school.

-If positive, the child stays off work for 7 days and all their bubble self-isolates for 14 days.

<p>How are you going to collate the above information and keep this up to date?</p> <p>Are you intending to facilitate temperature checks for staff?</p> <p>What are your recommendations for wearing of face masks by adults and children. How will this message be delivered to parents and children. What if some children have masks and some don't?</p>	<p>Information will be collected by School Admin and monitored by Senior Leadership Team.</p> <p>At present no temperature checks for staff – we will review this is we need to pending future DFE guidance.</p> <p>DFE guidance states that face masks are only required when waiting with a child, who is showing symptoms, to go home. However, if staff or children request to wear in school, we will not say no. We will respect their views on this.</p>
<p>2.Preparing to welcome children into school</p> <p>(a) Parents/Carers How will you collect information from parents/carers about the following e.g. on line survey, telephone survey etc:</p> <ul style="list-style-type: none"> - Any shielding parents/carers - Any vulnerable parents/carers - Addressing any parent/carer concerns regarding return to school <p>(b) How are you determining how many children you can welcome initially? See below for consideration around this question.</p> <p>(c) How are you preparing the site? See below for consideration around this question.</p>	<p>-All families to be telephoned. Phone calls to be split between class teachers and their TAs. i.e. Y6 teacher to phone Y6 families etc</p> <p>-Families will be ask questions re shielding and vulnerabilities and talk about any concerns.</p> <p>-Planning meeting with heads of Ferham, Meadow View and Brinsworth Howarth</p> <p>-Planning meeting with CEO of JMAT</p> <p>-Use of guidance from DFE, Rosis and JMAT</p> <p>-Talking to families to see how many parents want to come into school initially.</p> <p>-Ordering of essential materials such as PPE and cleaning equipment – see DFE Guidance Implementing protective measures in education and childcare settings</p> <p>-Liaising with Engie re site safety</p> <p>-SLT planning and organisation to consider signs around school</p>
<p><u>3.Entering and Leaving the Site</u></p> <p>How will you ensure a safe arrival and exit for children, staff and parents?</p>	<p>-At Meadow View we only have 1 external gate. We will spray arrows onto the ground to establish a one way system around school. Parents will walk down the path and back up the drive which will be closed to cars. (1 gate closed and 1 open to allow parents to walk out but not cars to enter).</p>

<p>(a) Number of gates to open or close. How will these be staffed to safeguard very young children? How will this differ from your normal practice?</p> <p>(b) How will you control the flow to ensure the entrance is not compromised by too many people at the same time, how will you ensure social distancing? Will you:</p> <ul style="list-style-type: none"> - stagger arrival and departure times, how will these be organised and staffed? - manage parents on the school site and outside gates? - create a one-way system? <p>How will you ensure there is effective communication about these systems so they are adhered to.</p>	<p>-We will have staggered starts and end of day times to reduce number of parents and families around the external perimeter of the school.</p> <p>-Staff members will be on gates to monitor parents and promote non-congregating of parent.</p> <p>-We will have 15 yellow spots on the ground near the entrance for parents to wait for the teacher.</p> <p>-A member of SLT will be outside to ensure the one way flow.</p>
<p><u>4. Moving in and around school</u></p> <p>There will be a need to minimise the movement around school for everyone's safety. Consider:</p> <ul style="list-style-type: none"> - Routes into and out of each classroom or space being used. - Travel on corridors e.g. single file, one way, markings on the floor - Staggering of entry and exit times for breaks and lunch. - Trips to the toilets and for regular hand washing 	<p>-'Bubbles' will be created of up to 15 children and 2/3 members of staff.</p> <p>-Bubbles will not cross at any point of the day.</p> <p>-Bubbles will stay in their classroom area all day and have a designated area to play and learn outdoors. These areas will be defined with tape so they are clearly visible to all.</p> <p>-Lunches will be brought to the classroom door by the kitchen staff.</p> <p>-Staggered breaks and lunch for staff to ensure that only 1 bubble has access to the staff room at any point.</p> <p>-Each bubble will be allocated toilet blocks.</p> <p>F1 – F1 toilets F2 – F2 toilets Y1 – Infants Girls toilets will be used as unisex toilets Y6 – Junior toilets V/K – Disabled toilet for girls and the infant boys toilets for boys</p> <p>If a child needs to use the toilet during a learning session, staff will escort to ensure that they do not enter any other area or come into contact with another bubble.</p> <p>-All the above measures will reduce the amount of movement needed around school.</p> <p>-coats are kept in classrooms to avoid children going into the corridor.</p>
<p><u>5. Classrooms</u></p>	

<ul style="list-style-type: none"> - There will be a need to ensure as much social distancing as possible. (The answers to these questions will help you to determine how you can roll out increasing numbers in the identified year groups) <p>Consider:</p> <ul style="list-style-type: none"> - How many children can safely be taught in a classroom space with 2m gap between tables? - How many classroom spaces can you safely use given the requirements for moving around corridors and toilet accessibility? - How will you organise the classrooms to ensure as little need for movement around the classroom as possible (will this be one way?) - How will you facilitate regular cleaning routines for surfaces? - How will you facilitate regular hygiene sessions e.g. hand washing? <p>Numbers of children – consider</p> <ul style="list-style-type: none"> - What is your initial judgement on a safe number of children to invite back into school? <p>Government guidelines state that schools should start with the youngest e.g. nursery, then F2, then Y1. Consider how this message will be portrayed to parents when some children are invited in and some not.</p> <p><i>We want to ensure consistency across Rotherham for schools and parents and would suggest that you use a pupil's date of birth, inviting children into school youngest first. This will ensure that all parents, irrespective of school attended will get the same message.</i></p>	<ul style="list-style-type: none"> -Classrooms furniture will be repositioned to ensure that desks are as far apart as possible. -Children in Y1 and Y6 (plus vulnerable and key worker children in years 1 to 6) will be expected to stay at the same desk throughout the day. Staff to talk to children about 2 metre rule and maintain this as much as possible. -Children in F1 and F2 will be put into smaller groups and the group will remain with their allocated adult 2m away from any other group. -Children in Y1-Y6 will have their own equipment on their desk. -Lunch will be brought to the classrooms -A member of staff in each bubble will be expected to regularly wipe all desks, door handles and taps in the classroom hourly. -Children and staff will be expected to wash hands on arrival, mid morning, break, before lunch, after lunch and mid afternoon. Staff to ensure that hand washing is done correctly. <p>-Safe number of children has been determined by the number of adults available to work and the number of children that families have requested to return.</p> <p>F1: Capacity 15 (7 have requested to return) F2: Capacity 15 (13 have requested to return) Y1: Capacity 15 but desks will be closer together (6 have requested to return) Y6: Capacity 15 (14 have requested to return) KW and V: Capacity 15 (9 are currently accessing this)</p>
<p><u>6.Toilets</u></p> <p>Consider:</p> <ul style="list-style-type: none"> - Will you need additional cleaning time to make these more regular (how regular do they need to 	<ul style="list-style-type: none"> -Different set of toilets will be allocated to different 'bubbles'. Y6 to use Junior toilets Y1 to use infant toilets F2 to use F2 toilets in EYFS F1 to sue F1 toilets in EYFS

<p>be and will this need reviewing as you gradually increase the number of pupils in school?)</p> <ul style="list-style-type: none"> - How many toilet facilities do you have? How many of these can be safely used? - How will you organise use and will this be supervised? - How will you ensure used paper towels are disposed of regularly and not left in waste baskets? <p>-</p>	<p>Vulnerable/Keyworker children to use disabled toilet.</p> <ul style="list-style-type: none"> -Toilets will be cleaned at lunchtime and at the end of the staff. -We have purchased antibacterial wipes for staff toilets so staff can wipe toilet seat after personal use. There will also be disinfectant spray in adult toilets to wipe taps after personal use. Staff toilets will be cleaned twice daily by Engie staff. -During teaching and learning time, should a child request the use of the toilet, the child will be supervised to the toilet to ensure that they do not go anywhere else in school.
<p><u>7.Lunchtimes</u></p> <p>There will be a need to minimise the number of children gathered in one location.</p> <ul style="list-style-type: none"> - Hot meals or sandwiches? This may need a discussion with your provider. - Can this take place outside if weather permits? - How will you organise the indoor eating space for collection of food? - How will the environment be kept cleaned between groups? 	<ul style="list-style-type: none"> -For this initial period and due to the low numbers, hot lunches will be ordered each morning and given to the school cook as soon as possible. -F1 and F2 will have their hot meals brought by trolley to the classroom door at 11.45. -Y1, V/K & Y6 will have their hot meals brought by trolley to the classroom door at 12.00. -Children will eat in the classroom and then plates and cutlery will be placed on the trolley. -Children will play in their designated areas. -The 3 staff members in their bubble will ensure that each adult gets a break over the lunchtime period
<p><u>8.Outside Playtimes</u></p> <p>There will be a need to minimise the number of children gathered together. How will you organise this?</p> <ul style="list-style-type: none"> - Can the outdoor space be divided safely? - How will activities be organised? - How will you timetable the space if needed? 	<ul style="list-style-type: none"> -The playground will be zones for each 'bubble'. Staff will supervise the children outside to ensure they stay within their zoned area. - each zone of each bubble is at least 2m away from any other bubble. -'Bubbles' are overstaffed to ensure supervision and adult breaks by rota. -F1 and F2 will not go out at the same time -Y1, V/K 7 Y6 will not go out at the same time – these breaks will be staggered.
<p><u>9.First Aid</u></p> <p>There will be a need to minimise direct contact with children.</p> <ul style="list-style-type: none"> - Will you provide PPE? 	<ul style="list-style-type: none"> -Refer to the model first aid risk assessment. -Staff will deal with low level first aid with gloves and masks if the adult needs to get close, e.g. wipe a grazed knee etc.

<ul style="list-style-type: none"> - Will you provide masks and gloves? - How will used resources be disposed of? 	<p>-Should a child be showing symptoms of coronavirus, refer to section 1 of this risk assessment and member of staff to wear PPE.</p> <p>-Each bubble will have at least 2 sets of PPE equipment and this will be replenished when used.</p> <p>-Each bubble will have gloves and masks to administer first aid.</p> <p>-First Aid resources when used will be double bags in medical Yellow bags.</p>
<p>1. <u>DfE guidance</u></p> <p>Children and parents</p> <p>Identify likely numbers of pupils returning and agree required staffing resource and approach and liaise with your local authority on your plans.</p>	<ul style="list-style-type: none"> • Capacity of school: F2-Y6 210 + F1 • Number of pupils expected back under current government instruction for relevant year groups: <p>F1 – 7 F2 – 13 Y1 – 6 V&K Y2 to Y5 - 9 Y6 – 14 Therefore: 49</p> <ul style="list-style-type: none"> • Total number of staff / pupils that can be safely accommodated in a classroom: <p>Our classrooms are different sizes in Y6 we can accommodate 15 children with the desks 2m apart plus 3 adults.</p> <p>In Y2-5 V&KW we can accommodate 12 with the desks spaced but not 2m apart plus 3 adults.</p> <p>In Y1 we can accommodate 10 children but the desks will be spaced but not 2m apart plus 3 adults.</p> <p>F2 will not be seated at desks but will be in small groups within the classrooms each with an adult. The groups will remain 2m apart we can accommodate 15 plus 3 adults.</p> <p>In F1 we can accommodate 15 in the morning and 10 in an afternoon plus 3 adults.</p>

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).

Plan to resume taking attendance registers and continuing to complete the online educational setting status form to provide daily updates on how many children and staff are in school.

Plan how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend).

Agree what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other

- Total number of staff / pupils that can safely be accommodated in school at one time

82 in classrooms plus 2 SLT and 2 admin

- Is there scope to work with neighbouring school(s) eg implications for infant schools / can Junior school support etc:

Not required

- Cleaning arrangements:

-We are a PFI school and we have arranged to have recess clean prior to 1st June 2020.

-We have purchased extra cleaning materials for 'bubbles' to have cleaning equipment to regularly wipe surfaces and door handles.

-Cleaning equipment purchased for staff toilets to sanitise after each use.

- Welfare arrangements eg toilet / breaks / lunch:

-Due to the nature of the site, we are able to allocate separate toilets for each bubble, breaks will be staggered. Lunch will also be staggered and brought to the bubbles to avoid mixing in one area.

- Communication with parents:

-Prior to 1st June, a letter will be sent to all parents outlining how the school we operate and function from 1st June. This is outline parent expectations at the beginning and end of day and how the school and what to do should their child or a member of their household develop or show symptoms.

-From 1st June 2020 the school registers will be completed by teachers and the V/K bubble will have a paper register as this will be a mixed group.

agencies and engage with partners who will help to provide that support, for example, local authorities.

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. Check for revised protocols from your local authority and update safeguarding policy if necessary.

Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations.

Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals.

Agree whether breakfast clubs, lunch clubs and after-school clubs can operate (in line with the implementing protective measures in education and childcare settings guidance), and under what terms.

Staff (teachers, support staff and non-teaching staff)

Decide content and timing of staff communication(s) including if bringing staff in in advance of pupils returning is necessary.

Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).

-Alongside the returning year groups there will be initially a V/K group consisting of children from Y2 to Y5. As numbers rise, this will be broken into 2 groups to form a Y2/3 bubble and Y4/5 bubble.

-Senco to work with Headteacher to ensure that vulnerable and disadvantaged who are in school are provided with the learning that they need. Those still working at home to ensure that they can access the learning and we can make adaptations if necessary.

-Refer to JMAT Safeguarding Policy addendum.

-Daily PSHE sessions will be delivered to ensure that children feel safe.

-Behaviour policy will be updated with an addendum to include new safety procedures that children must adhere to.

-Staff will set clear expectations of behaviour and rules and routines to follow.

-Refer to section 7 of this risk assessment for further information

-Vouchers will continue for those children not on site

-No clubs will be running initially. This will be reviewed at a later date.

Identify staff who can't return to school at this point (for example, those who are extremely clinically vulnerable or those who are clinically vulnerable or living with someone who is extremely clinically vulnerable and stringent social distancing cannot be adhered to on site) and how they can work from home (for example, supporting remote education).

Agree any flexible working arrangements needed to support any changes to your usual patterns (for example, staggered start/end times).

Agree staff workload expectations (including for leaders).

Decide what staff training (either delivered remotely or in school) is needed to implement any changes the school plans to make (for example, risk management, curriculum, behaviour, safeguarding).

Put in place measures to check on staff wellbeing (including for leaders).

Protective measures and hygiene

Read the guidance on [implementing protective measures in education and childcare settings](#) and agree how this will be implemented in your school, including agreeing on any necessary updated health and safety policy and risk assessments.

Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas). Agree how safety measures and messages will be implemented and displayed around school.

-Staff zoom meeting w/c 18th May to discuss proposals.
-Some staff to go into school to set school up for 1st June during w/c 18th May.

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- **Pick up / drop off arrangements:**
-Children will be dropped off in a morning at the front of school on specific spot. Staff will escort the child from the bubble to the classroom.

Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.

Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment).

Plan the school level response should someone fall ill on site (in line with relevant government guidance).

Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.

Pupil wellbeing

Plan likely mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support) and discuss with your local authority what wider support services are available. Work with your local authority to secure services for additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.

Learning

-Bubbles will have staggered times to ensure that the number of parents around the school external site are kept at a minimum.
-At the end of the day children will be allocated 1 gate to leave the school site by. Again times to be staggered to reduce footfall around the external school site.

- **One way systems in place:**

-One way system will be in place. Down the path and up the drive. To enable this to happen the drive gates will have one open and one closed to enable parents to walk out but not cars to enter.

- **Signage / markings:**

-Signage will be around school to remind children and staff to wash their hands.

-Gates will have signage so parents know where to drop off and pick up.

-Cleaning materials made available for each bubble including hand washing materials.

-See section 1 for further information

-ordered and 2 sets available for each bubble

Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.

Work with your local authority or trust (and where applicable NHS Clinical Commissioning Group) and families to identify what provision can be reasonably provided for in line with education, health and care (EHC) plans.

Agree ongoing learning offer for eligible pupils who can't attend school, as well as offer for those that continue to be out of school.

Agree ongoing approach for learning offer for vulnerable children and children of critical workers who are in school but not in the returning year groups.

Other considerations

Work with other school based-provision as necessary (for example, nursery, SEN unit) to ensure policies are aligned where they need to be.

Agree approach to any scheduled or ongoing building works.

Plan arrangements with your suppliers and check they are following appropriate social distancing and hygiene measures (for example, food suppliers, grounds maintenance, transport providers), including when in school.

-Daily PSHE session and support for those children who need it.
-Referrals if needed.

-In 'bubbles', teachers will revisit prior learning from Autumn term and Spring 1 to ensure that children have retained this. Teachers will then establish next steps from this.
-V/K bubble will use planning from teachers' home learning to ensure that they are doing the same as their peers. The teacher will address any misconceptions and give feedback to the children's regular class teacher.

-Online learning to continue by teachers who are working from home. Teachers who are working from home will focus on the home learning whilst those in school will focus on the children in school.
-See above.

Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach.

