

Covid -19 Risk Assessment Form - plan for reopening September 2020

This Risk Assessment follows DFE guidance and expectations

| Farnborough Primary School | | | |
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| Date of assessment | | | |
| Who is at risk | Staff, pupils, contractors, visitors (Contractors and visitors on site to be kept to a minimum and only for essential work) | | |
| This risk assessment needs to be completed by the Headteacher, with input from staff members as needed. | | | |
| Risk and NEST Expectation | Plan for mitigation/way to meet expectation | Risk Before mitigation L, M, H | Risk After mitigation L, M, H |
| Prevention: | | | |
| Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school | <p>Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days and ensuring anyone developing symptoms during the school day is sent home.</p> <p>If anyone in the school 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 (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'.</p> <p>They must self-isolate for at least 10 days and should arrange to have a test. If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10 day isolation period from the day they develop symptoms.</p> <p>Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> | H | M |
| Clean hands thoroughly more often than usual | <p>Pupils clean their hands regularly, when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Soap and running water, hand sanitiser and skin friendly skin cleaning wipes can be used.</p> <p>Posters on the importance of hygiene will be on display around the school.</p> <p>Pupils will be taught about the importance of thorough hand washing and how this should be done.</p> | H | M |

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| <p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> | <p>Ensure that there have enough tissues and bins available in the school to support pupils and staff to follow this routine. For pupils who find it hard to manage good respiratory hygiene an individual risk assessment should be put in place. Posters on good respiratory signage will be clearly displayed around the school. Children will be taught good respiratory hygiene and reminded about this as needed.</p> | <p>H</p> | <p>M</p> |
| <p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach COVID-19: cleaning of non-healthcare settings guidance. This guidance will be updated by the end of the Summer Term.</p> | <p>The cleaning schedule ensures cleaning is generally enhanced - with rotas to ensure expectations are met.</p> | <p>H</p> | <p>M</p> |
| | <p>More frequent cleaning of rooms and shared areas that are used by different groups</p> | <p>H</p> | <p>M</p> |
| | <p>Frequently touched surfaces being cleaned more often than normal. Toilets will need to be cleaned regularly and pupils will be encouraged to clean their hands thoroughly after using the toilet.</p> | <p>H</p> | <p>M</p> |
| <p>Minimise contact between individuals and maintain social distancing wherever possible Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> | <p>Keep groups separate (in 'bubbles') and maintaining distance between individuals. It is acceptable for younger children (Nursery, EYFS and Y1) not to distance within their group. Signage around the school will promote social distancing.</p> | <p>H</p> | <p>M</p> |
| | <p>Use of consistent groups to reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.</p> | <p>H</p> | <p>M</p> |
| | <p>If class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, year group sized 'bubbles' can be implemented.</p> | <p>H</p> | <p>M</p> |
| | <p>Keep children in their class groups for most of the classroom time, allowing mixing into wider groups for specialist teaching, wraparound care and play time if needed. If mixing in wider groups is needed, consider use of outside areas and minimising contact. When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> | <p>H</p> | <p>M</p> |
| | <p>For intervention, small group focus teaching the following will be followed:</p> <ul style="list-style-type: none"> • Staff wash hands before and after working with pupils • A space is identified for the intervention to take place and set up with separate desks placed a suitable distance apart | <p>H</p> | <p>L</p> |

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| | <ul style="list-style-type: none"> All equipment needed for the child is set up in the space before the start of the session The intervention is provided at a distance 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. | | |
| | Teachers and other staff who need to operate across different classes and year groups should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. | | |
| Working within a class bubble. | Reduce the amount of time there is face to face to contact to lower the risk of transmission | H | L |
| | Adults working within the class to remain 2m apart as far as is possible | H | L |
| | Minimise time spent within 1 metre of anyone within the class | H | M |
| | For pupils who have complex needs or who need close contact care and individual risk assessment will be completed. | H | M |
| | Pupils to be taught, as far as is possible, to maintain distance and not touch peers or staff. | H | M |
| | Seat pupils side by side and facing forwards, rather than face to face or side on. For younger children in nursery, EYFS or Y1, consider space to move around for less formal seating with less furniture. | H | M |
| | Remove all unnecessary furniture if there is a space to place this. | H | M |
| | For individual and very frequently used equipment, such as pencils and pens, staff and pupils will have their own items that are not shared. Each pupil will have their own zip folder of equipment that is kept in school. | H | L |
| | Classroom based resources, such as books and games, used and shared within the bubble will be cleaned regularly. | H | M |
| Measures across the school | No assemblies or collective worship with more than one group. | H | L |
| | Movement around the school site kept to a minimum. | H | M |
| | Signage will be clear around the school to keep social distancing in place. | | |

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| Use of the toilets to be actively managed to prevent overcrowding – especially at lunchtime. | H | M |
| Staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups) | H | L |
| Use of outside areas to be timetabled and zoned if necessary. | H | L |
| Use of a shortened lunch time to support staggering during lunch and at the start and end of the day. | H | L |
| The NEST Behaviour Policy addendum will support behaviour expectations in school. | H | L |
| Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. | H | M |
| Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. | H | M |
| Outdoor playground equipment should be more frequently cleaned and between groups, if used. | H | L |
| Ventilation in school to be a priority – windows and doors to be open when possible and safe to do so. Air conditioning can be used. If using a centralised ventilation system that removes and circulates air to different rooms, it is recommended that recirculation is turned off and a fresh air supply used. | H | L – during sept, as it gets colder M |
| Use of planned routes and movement times limits contact between groups in school. | | |
| During PE lessons sports equipment will be thoroughly cleaned between each use by different groups, and contact sports avoided. Outdoor sports will be prioritised. If PE is completed indoor maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene will be a priority. | H | L |
| Where sports coaches are used, arrangements will operate within their wider protective measures set out in this Risk Assessment. | H | M |
| If pupils are playing instruments or singing, they should: | H | L – as not |

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| | <ul style="list-style-type: none"> • Do so in small groups of no more than 15, with physical distancing • Play outside wherever possible • Be positioned back-to-back or side-to-side • Avoiding sharing of instruments • Have good ventilation. | | happening in Autumn Term |
| | All water fountains will remain turned off. | H | L |
| Measures for arriving at and leaving school | Staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. This should not reduce the amount of overall teaching time. | H | M |
| | Remind parents and carers that gathering at the school gates is not advisable. | H | M |
| | Reduce need for parents and carers to come into the school – create an appointment system. | | |
| | <p>There is a process for removing face coverings when pupils and staff use them when arriving at school and this is clearly communicated.</p> <ul style="list-style-type: none"> - All must not to touch the front of their face covering during use or when removing them. - They must wash their hands immediately on arrival after removing the mask. - Temporary face coverings must be disposed of in a covered bin. - Reusable face coverings must be placed in a plastic bag which can be taken home. - Guidance on safe working in education, childcare and children's social care provides more advice. | H | M |
| | <p>There will be a limit on the amount of equipment pupils bring into school each day, to essentials such as lunch boxes, hats, coats, books, and mobile phones (for Y6 pupils)</p> <p>PE kit should be kept in school or pupils come school in PE kit of PE days.</p> | H | L |
| | Books taken to and from school should be kept with the pupil or when exchanged wiped over or left for 48 hours. | H | L |
| Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing | H | L | |

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| | them to jointly deliver a broad and balanced curriculum for the child | | |
| Use of public transport | Knowledge of staff and pupils who use public transport will allow consideration of the feasibility of a staggered start and finish time to reduce travel at peak times. | H | L |
| | Encourage walking and or cycling to school to avoid use of public transport. | H | L |
| | Staff and families using public transport will be referred to the safer travel guidance for passengers . | H | L |
| Visitors to the school site – In the Autumn Term only essential contractors to deal with urgent works. | Supply teachers, peripatetic teachers and/or other temporary staff will ensure they minimise contact and maintain as much distance as possible from other staff. These expectations will be communicated upon arrival at school. | H | L |
| | Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual but will minimise contact and maintain as much distance as is possible. These expectations will be communicated upon arrival at school. | H | M |
| | Where visits, from contractors, can happen outside of school hours, they should. | H | M |
| | Site guidance on physical distancing and hygiene is explained to visitors on or before arrival. | H | M |
| | A record will be kept of all visitors – including contact details | H | M |
| | Schools should engage with their local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff. | H | M |
| Staff, parents and carers who are anxious about returning | Those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus, including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes should discuss their concerns with the school and if necessary, an individual risk assessment should be considered. Advice for those who are clinically-vulnerable, including pregnant women Information about the extra mental health support for pupils and teachers is available. | H | H |

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| Pupils with complex health needs | Pupils no longer required to shield but who generally remain under the care of a specialist health professional should discuss their care with their health professional before returning to school. Advice from the Royal College of Paediatrics and Child Health: COVID-19 - 'shielding' guidance for children and young people. | H | H |
| Training for staff and communication to families | Training on Health and Safety and this Risk Assessment to be completed for all staff prior to opening in September. This Risk Assessment and pertinent information to be shared with families. | H | M |
| Mental health and wellbeing affected through isolation or anxiety about coronavirus | Have regular keeping in touch meetings and discussions with staff and pupils. Communicate to staff and pupils about how to raise concerns or who to go to so they can talk things through. Involve staff in completing risk assessments so they can help identify potential problems and identify solutions. Keep staff, families and children updated on what is happening so they feel involved and reassured. | H | M |
| Educational visits | During the Autumn Term, as a minimum, there will be no educational visits completed. | H | L |
| Wrap around care and before and after school clubs | During the Autumn Term, schools will open wrap around care when the risk assessment follows DfE guidance. Before and after on-site school clubs will not start in September, parents and carers will be advised to consider minimising the number of out of school clubs their child attends and to check the risk planning for the club. | H | M |
| Attendance at school and access to education | Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, schools should be able to immediately offer access to remote education. Schools should monitor engagement with this activity. | H | L |
| | Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised. | H | L |
| Use of PPE | | | |
| PPE to be used if child becomes unwell with Covid-19 type symptoms or is vomiting or has diarrhoea | More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance. | H | L |
| Personal or intimate carer for children with SEND. | Where a child already has routine intimate care needs PPE should continue to be | | |

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| | used. safe working in education, childcare and children's social care | | |
| Disposable PPE to be used only once and securely disposed of following use in a plastic bin bag | | | |
| Staff delivering first aid to be aware of safe use of and disposal of PPE | | | |
| First Aid/ill child | | | |
| Only qualified first aiders to deliver first aid | | | |
| All first aid to be administered with gloves | | | |
| Identify a room that sick pupils can be kept in until parents come to collect them, ideally with: A door you can close A window you can open for ventilation A separate bathroom they can use (either attached to the room or nearby) | Ensure that the first aid room is thoroughly cleaned with normal cleaning products when a child who is unwell leaves. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. | H | M |
| Staff need to wash their hands thoroughly for 20 seconds with soap and running or use hand sanitiser after contact with an ill child | | | |
| A face shield should be used if there is any risk of a splash to the face from coughing spitting or vomiting | | | |
| Members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves. | If the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace, the staff member will need to self-isolate | H | M |
| The area around the person with symptoms must be cleaned with normal | See the COVID-19: cleaning of non-healthcare settings guidance | | |

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| household bleach after they have left to reduce the risk of passing the infection on to other people. | | | |
| Response to any infection | | | |
| Engage with the NHS Test and Trace process | Tests can be booked online through the NHS testing and tracing for coronavirus website , or ordered by telephone via NHS 119. | H | M |
| | Essential workers, which includes anyone involved in education or childcare, have priority access to testing. | H | M |
| | Schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. | H | M |
| | Parents, carers and staff will be asked to inform the school immediately of the results of a test. | H | M |
| | If someone tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ They must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. | H | M |
| | When the school becomes aware that someone who has attended has tested positive for coronavirus (COVID-19) they will contact the London Coronavirus Response Cell. | H | M |
| | The London Coronavirus Response Cell team will contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace | H | M |
| | The London Coronavirus Response Cell team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. | | |

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| | <p>Based on the advice from the London Coronavirus Response Cell team, the school will send home those who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>All those who have been in close contact with the person who tested positive will need to remain in isolation for 14 days even if they have a negative test.</p> | H | M |
| | <p>The school will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups.</p> | H | M |
| | <p>A template letter will be provided to schools, on the advice of the London Coronavirus Response Cell, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> | H | M |
| | <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms.</p> | H | M |
| | <p>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which | H H | M M |

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| | could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ | | |
| Contain any outbreak by following local health protection team advice | If the school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, there may be an outbreak, and the school will work with the London Coronavirus Response Cell on additional action. | H | H |
| Further guidance is available on testing and tracing for coronavirus (COVID-19) . | | | |
| Alternate Provision | | | |
| Children with complex needs returning to school. | Assess risks and put in place proportionate control measures through an individual risk assessment completed in consultation with parents and carers and the child if appropriate and referencing the control measures in this risk assessment. | H | M |
| | Consider the use of smaller groupings to minimise risk. | H | M |
| Use of dedicated school transport | <p>The approach to dedicated transport will align as far as possible with the principles underpinning the system of controls set out in this document. The following will be included in the pupil’s individual risk assessment in discussion with the provider.</p> <ul style="list-style-type: none"> • How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school • Use of hand sanitiser upon boarding and/or disembarking • Additional cleaning of vehicles • Organised queuing and boarding where possible • Distancing within vehicles wherever possible | H | L |
| NAME OF THE ASSESSOR Please Print: Angela James – September 2020 | | | |
| SIGNATURE OF THE ASSESSOR: - | | | |
| POSITION OF RESPONSIBLE PERSON: - Head Teacher | | | |

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Date of planned review: This plan should be reviewed weekly, with updated versions published on the school website.

Schools should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice