



Coronavirus School Phased Return RISK ASSESSMENT

Location / Organisation / School	Insert details where assessment taking place
Whiteley Primary School	
What is the Activity / Task / Procedure	Insert details of activity/task being assessed
Phased return of pupils due to Coronavirus (replaces the previous 'special provision' risk assessment)	
Who is at Risk	Insert those at risk (eg. staff, children, public)
Staff, pupils, parents, visitors	

Government guidance for schools states:

- The safety of children and staff is our utmost priority.
- The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focussing on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.
- In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces.) A range of approaches and actions should be employed to do this.
- **Early years and primary age children cannot be expected to remain 2 metres apart from each other and staff.** In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out above:
 - avoiding contact with anyone with symptoms
 - frequent hand cleaning and good respiratory hygiene practices
 - regular cleaning of settings
 - minimising contact and mixing
- We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**
- Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimise risks to children, staff and their families.
- Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include: consideration of the pupils' mental health and wellbeing

Hazard	Insert a hazard associated with activity/task
Direct transmission of the virus through contact between children/staff in the classroom	
Control Measures Required	Identify control measure to manage hazard
<ul style="list-style-type: none"> • Reduce the number of children in the classroom to a <i>maximum</i> of 15. • Remove excess furniture to increase space. • YR/1/KS1 special provision groups to be allocated two adults to enable half class to split into two smaller groups, with allocated outside space to reduce numbers in the classroom 	

further.

- Y6/KS2 special provision groups allocated outdoor areas to take the learning outdoors whenever possible.
- Y1 and Y6 and KS2 special provision groups – Children use the same chair and table throughout the day (and subsequent days)
- In YR, and KS1 special provision group, limit number of children joining each activity to two, spaced apart. Tables set out so children don't face one another across a table.
- Y6/KS2 special provision children to remain in their seats when in the classroom with tables set out facing the front.
- Equipment set out at the tables prior to lessons to reduce need for movement around room. Children not to be used to hand out materials or books. Staff to prepare classrooms before children enter.
- Younger children provided with a set space to sit on the floor to reinforce distancing (spaces marked out on carpet or hoops used when they are required to sit as a group to show spacing).
- Class 'coronavirus' charter created for and with the children – specific reference to 'right to feel safe'. Include in agreements on how to line up, use of toilet, moving around the classroom, hand washing.
- Charter re-visited and modelled many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for deliberate non-compliance.
- Lessons planned for individual work (not pairings or group work)
- Feedback – using large whiteboard and interactive screen - not close interaction
- Self-marking undertaken by children (Y6) – verbal feedback at point of instruction for younger pupils. No books to be collected in for marking.
- Designated area/chair for the teacher – tape used on carpet to provide visual reminder to children
- Children stay in the classroom for majority of the day and do not mix with other groups – staggered break-times to avoid mixing.
- Additional adults supporting individual pupils to do so distanced – if in a shared intervention area, tables/chairs to be wiped between use (or pupil to bring own chair) – carried outside where possible.
- Assemblies to be carried out in the class 'bubbles' in own room – no congregations of groups across the year group.
- Staff allocated to a particular class to minimize interaction with different children. Two staff in most classes will enable short term cover for illness without introducing others to the 'bubble'. Supply teachers to be used as last resort – where possible limited to those working solely for our school and used with consistent group rather than moving between groups.
- Staff provided with and regularly reminded about guidance from DfE on social distancing in education settings. Staff to avoid close contact with children where possible (hand holding, hugs etc to be discouraged and alternatives discussed).
- Where personal contact necessary for care, stringent hand washing procedures in place for staff and children, and usual PPE to be available and used. Where a child needs to be assisted for reassurance or safety (hand holding, first aid, Restrictive Physical

Intervention where there are concerns for safety, following our school policy) this can be done by staff but kept brief and strict hygiene before and after followed. Individual risk assessment put in place for any children where this might be a regular occurrence and a decision made (in discussion with parents) about how the risks can be minimised, including shorter time in school.

Hazard	Insert a hazard associated with activity/task
Direct transmission of the virus through contact between children/staff in other areas of the school building including toilets	
Control Measures Required	Identify control measure to manage hazard
<ul style="list-style-type: none"> • No shared areas to be used by the year group ‘bubbles’ – children use their own classroom and outside areas only (exception to this is year group designated area for interventions for TAs to support individuals for pastoral/academic support – distancing used, and tables etc. wiped after individual use.) • KS2 special provision pupils use gym for morning exercise (Joe Wicks) – spaced at 2 m intervals. • Y6 toilets – cubicles labelled one per class. One boy and one girl per class bubble allowed to go at any one time. KS2 special provision to use Y3 toilets. Agree instructions with children concerning going and returning to toilet (stay on left side of the corridor if someone else is coming the other way, avoid sink immediately next to someone, one person through door at a time). Only one boy/girl from each special provision group to use toilets at any one time. • YR toilets – 2 per classroom – boys/girls. Y1 toilets – only one child per class bubble permitted to go at any one time. KS1 special provision to use Y2 toilets. Staff supervision for younger pupils at break/lunchtimes to ensure social distancing and hygiene rules are adhered to. • Staff toilets – middle cubicle to be locked in ladies. • Separate staff break out areas to be provided for different year groups to avoid over-crowding in the staff room. • Office area – access for admin staff only – other staff request items over front desk. Only 3 office staff to work in this area at any one time. • Corridors kept free of children due to distinct areas for each year group – only key worker provision will be moving through the centre of the school. Keep left one-way system for staff. • Staff allocated to a year group ‘bubble’ – minimal interaction between staff from different ‘bubbles’ and social distancing used whenever possible. Special provision staff to be in a separate staff ‘bubble’. • Communication between staff groups to use remote methods when possible – Zoom/Teams meetings, staff WhatsApp message groups, written briefings. Direct meetings in school only to be carried out with one staff ‘bubble’ at a time, and in a space large enough to socially distance (e.g. YR team may meet to plan but must be socially distanced.) • Minor first aid to be dealt with by staff in child’s bubble (wipes, plasters, cold 	

compresses available close to each year group ‘bubble’). Paediatric first aiders based in YR and in special provision – only more serious first aid brought to the office. Office staff to follow strict hygiene procedures before and after dealing with a child, and chair used in first aid room wiped after use.

- Year groups allocated spaces for outdoor learning – year group staff to organise rota. Teacher WhatsApp group used to book time in other shared outdoor areas such as the large woodland for outdoor learning (more than one bubble can use this at once – allocate boundary to groups).

Hazard	Insert a hazard associated with activity/task
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Direct transmission of the virus through contact between children during break/lunch times.

Control Measures Required	Identify control measure to manage hazard
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- Staggered playtimes and allocated play areas so that year group/key worker bubbles have separate play areas, and class bubbles are not in the same area at the same time.
- Mon/Tues/Thurs/Fri – all children to eat lunch in the classroom (or in a designated picnic area outside). School lunches to be picnic bags only – delivered to classrooms.
- Wednesday – key worker special provision to have hot lunches in gym – tables set up in large squares, children spaced 2m apart for eating.
- Staggered lunchtimes for bubbles. Half hour spent in classroom, half hour in designated outside space.
- Reduced playtime equipment, using plastic class ‘bubble’ based equipment which can be easily cleaned daily – children to wash hands before and after eating, prior to use of equipment.
- Adventure playgrounds designated to one class ‘bubble’ on Mondays and Thursdays (72 hours between use) – rota for one class each week.
- Staff provided with a list of games to teach/share with the children which don’t involve contact – discussed and modelled with children.
- Staff supervision throughout – actively encouraging social distancing and facilitating children in distanced games where necessary.

Hazard	Insert a hazard associated with activity/task
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Direct transmission of the virus through contact between parents/staff on the school grounds.

Control Measures Required	Identify control measure to manage hazard
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- Signs on every gate and around grounds reminding parents and children about the 2m distancing.
- One way systems in place from each gate: office gate ‘Keep left’; main gate and boardwalk ‘keep right’. Signs and arrows to reinforce.
- Steps to AWP – ‘up’ only. Slope to AWP 2 way – ‘keep right’.
- Staggered drop off and pick up times for different groups, and allocated entrances – (office gate – key worker provision and YR; main gate/boardwalk – Y1/Y6). Y6 and key worker provision children to arrive between 8.30-8.45am so that children are in school

and parents departed before YR/1 start to arrive from 8.55am. Y6 and key worker provision children to leave at 3.15pm. YR/1 children collected by 3pm.

- ‘Window’ of time for drop offs and pick-ups to minimize numbers of parents on site at any one time and to avoid need to congregate – parents reminded to stagger arrivals and to use areas in Gull Coppice to wait if they can see a number of people arriving at once.
- Y1 children dropped at gate to Y1 outdoor classroom – one member of staff to meet and greet here, other in the classroom to supervise arrival. Y1 pick ups – 3 class lines set up (2m distance) for parent to wait. Staff member at the gate to call forward no more than 2 parents per class to collect from the classroom doors.
- Markers used to indicate 2 metre distances on fences
- KS2 children to be dropped at gate to walk in. Younger children to be brought by only one parent at a time.
- No buggies near classroom doors. Younger siblings left at home where possible – must be carried/on reins/held by the hand at all times if parent has to bring them.
- Communication issued to parents so they are aware of our social distancing requirements whilst on the school site and the protocols for dropping/collecting children. Parents asked to disperse quickly and not to gather at or near the school gates.
- Staff on duty at entrances to reinforce requirements for distancing and to observe how control measures are working so that risk assessment can be reviewed regularly and changes made as appropriate. Additional staff on duty for first week to help establish routines.
- Parents asked to email/phone with enquiries for teachers/office. Table outside office (rear gym door) for urgent office enquiries in the morning (e.g. handing over medicines).
- Time slots given to parents for collection of home learning packs etc. from the school office to avoid designated drop off/pick-up times. Deliveries in to school left on table outside front door. Items for parents passed out through office window.
- Parents discouraged from extended conversations with staff at drop off/pick ups. Teachers to arrange for a phone call/email if they need to inform parents of an incident during the day.
- Individual approach taken with childminders who may be collecting children from more than one class – left until last, collecting from one designated point.

Hazard	Insert a hazard associated with activity/task
Indirect transmission of the virus through contact with shared surfaces	
Control Measures Required	Identify control measure to manage hazard
<ul style="list-style-type: none"> • Staff and children to have designated work space, chair and equipment where feasible. Where not feasible (YR/KS1 special provision), more regular cleaning of hard surfaces/equipment between use by different children/staff. • Children given their own stationery on their first day in a zippy wallet. YR – kept in pigeon holes when not in use. Y1/6 – kept at table space. • Resources in the classroom to be kept to the bare minimum. All other resources to be removed from the classroom and stored elsewhere. • Minimise practical resources; any required should be easily cleaned. Classroom tubs set up 	

for play equipment so that no resources are shared across the year group. Daily cleaning of regularly used items. Occasional use items labelled in tubs for rotation with at least 72 hrs between uses.

- Interactive screen to only be used by the class teacher. Where two adults may need access, the screen pen should be used and wiped between uses.
- Removal of soft furnishings that cannot be easily cleaned. Teachers to replace wheelie chairs in classroom with a plastic chair – distinct from children’s chairs and labelled as adult chair.
- Resources in daily use cleaned each night and left to dry.
- Follow thorough cleaning protocol – daily cleaning of tables, chairs, door handles, switches and other regularly used surfaces, as well as regular classroom cleaning; lunchtime clean of tables, taps and toilets; table top cleaning between use by different children; deeper clean between groups on Weds/Fri evening.
- Cleaning staff to wear recommended PPE for their role and to follow cleaning protocol at all times. Additional cleaning hours provided if necessary to maintain the cleaning protocol (review after week 1 of phased return).
- Lessons planned so resources are individual and not shared.
- Resources on tables ready for lesson and not distributed within the lesson
- Plastic packets (zippy bags) used for individual resources e.g. whiteboards and pens, Numicon etc.
- Children to wash hands / use hand gel before lessons and between each lesson, and before/after use of any equipment.
- Adventure play grounds allocated to one class bubble per week – only used on Mondays and Thursdays to allow 72 hrs between. Hands washed prior to use and after.
- Protocol agreed for borrowing books – books dropped in a returns box – set aside for 72hrs before returning. YR/1 – children given two books to take home for the week. Y6 – class teacher to email librarian with book requests which are delivered to classrooms.
- Admin staff to have designated phone, work station, chair, computer etc. Cleaning wipes available next to any shared use equipment (photocopiers, phones etc.)
- Staff to use own lidded mug and wash up own crockery etc. Staff to collect drinks for themselves.
- Parents reminded not to lean on gates/fences etc. when on school grounds.

Hazard	Insert a hazard associated with activity/task
Poor personal hygiene resulting in increased risk of direct/indirect transmission of the virus	
Control Measures Required	Identify control measure to manage hazard
<ul style="list-style-type: none"> • Regular handwashing of all staff and children throughout day – children taught and reminded how to wash their hands for at least 20 seconds (on arrival, between lessons, before/after lunch, after play times, before/after using equipment, after sneezing/coughing etc.). • Extra soap dispensers and re-fills in each classroom, and hand gel available at all entrances. • All classrooms to have a small lidded bin for tissues. Highlight the slogan: “Catch it, bin it, kill it” with children and staff. Children reminded to use elbow to cough/sneeze into if no 	

tissues.	
<ul style="list-style-type: none"> Washing hands posters replaced in all washing areas – regular use of online resources to reinforce need for hand washing and how to do it carefully (songs, rhymes etc.) 	
Hazard	Insert a hazard associated with activity/task
Visitors to the school increasing contacts for staff/children	
Control Measures Required	Identify control measure to manage hazard
<ul style="list-style-type: none"> Where ever possible, meetings to be held virtually with outside agencies/parents using Zoom/Teams or via the phone. Where meetings/visitors are essential (including outside agencies such as school nurse, social worker, primary behaviour support), visitors to be briefed on social distancing requirements; held in room away from staff/children in school (e.g. Y5 classroom) where 2m distance can be maintained and can be well ventilated. Hand gel to be used on arrival. Plastic chairs used for individuals. Visitors asked to bring own refreshments/water bottle, or provided with cup to help themselves. Site team to be informed of any rooms used that must be added to cleaning regime that day. Where observations of children are essential, these to be carried out outside whenever possible, with visiting professional at a distance from all children. Contractors to the school (e.g. hygiene bins, essential maintenance etc) to follow strict hygiene protocols and briefed on requirements in school. Kept away from areas with children. Visiting teacher (for example, sport partnership PE teacher) only permitted to work outside with children – leading groups in non-contact activities, maintaining social distancing at all times. 	
Hazard	Insert a hazard associated with activity/task
Risk of illness of vulnerable children and family members through direct and indirect transmission of the virus	
Control Measures Required	Identify control measure to manage hazard
<ul style="list-style-type: none"> Government guidance regarding attendance of vulnerable groups shared with parents Ask parents to identify children who are extremely vulnerable (received shielding letter) or who are living with someone who is in this category – these children should not attend school. Ask parents to identify children who are clinically vulnerable – parents should seek medical advice concerning the children returning to school (at this time, school to advise that these children are kept at home as unable to guarantee social distancing at all times in the school environment due to age of children). Children living with someone who is clinically vulnerable can attend school – parents will be given the choice at this time. 	
Hazard	Insert a hazard associated with activity/task
Emotional distress of the children	

Control Measures Required	Identify control measure to manage hazard
<ul style="list-style-type: none"> • Children to have their own class teacher and/or other known staff within their ‘bubble’. • Small numbers of children (maximum of 15 – YR/1 split into two smaller groups) to support their emotional and social needs • Daily PSHE activities and discussions to provide an outlet for worries, and to support children in coping with the changes • Reduced time in school to ensure transition is successful from home to school (2 days per week initially) and mornings only option where necessary. • ELSA to provide advice and activities to class/year group TAs to enable them to support individuals where necessary • Children who may have difficulty transitioning into classroom asked to be dropped off at end of arrival ‘window’ so that a member of staff can go outside with child and parent (socially distant) to engage them in an activity and encourage the individual into the classroom when there are fewer people around. • Parents signposted to resources for mental health through Parentmail and the school website 	
Hazard	Insert a hazard associated with activity/task
Emotional distress of staff – including anxiety	
Control Measures Required	Identify control measure to manage hazard
<ul style="list-style-type: none"> • Inclusion of staff in planning process of school reopening – opportunities provided for input into hazard identification and control measures • All documents shared on whole staff WhatsApp group and members of SLT collate comments, questions and concerns. • Individual staff members spoken to in person or on phone to discuss their involvement in the initial phased return. HT virtual ‘open door’ policy (phone / email / WhatsApp) to enable staff to discuss concerns. • Phased return facilitated for staff who have been working from home (including drop ins to familiarise themselves with the new school routines) if required to manage anxiety. Change of role considered initially for those who are highly anxious to support them in returning. • Risk assessments reviewed daily for first week, and then after week one on a weekly basis • Designated “staff areas” for different groups of staff • Planned time for planning and preparation within the week for those who are teaching • Identify staff working from home to oversee the home-learning in YR/1/6 so that those teaching can focus on class ‘bubbles’. • Provide week off key worker provision rota prior to phased return for all YR/1/6 teachers to enable planning and re-organisation of the classrooms. • Signposting to resources for adult mental health – Employee Support Line; EP and CAMHS resources on school website etc. 	

With these control measures the risk is:	Adequately controlled to minimize risk
Assessor/Manager's comments	Insert additional information as required
	<ul style="list-style-type: none"> Discussed and agreed initially by full governing body 20.5.20
Name of Assessor/Manager	Lesley Pennington
Signature of Assessor	
Date of Assessment	May 2020

This risk assessment will be under continuous review – daily during first 2 weeks of phased return, and then at least weekly.

Review date	Reviewed by	Reviewer signature	Remarks