



Reopening Risk Assessment

Location / Site	Insert location and site where activity taking place
Ferryhill Station Primary School	
Activity / Procedure	Insert name/type of activity or procedure being assessed
Whole school reopening from September 2020 during Coronavirus pandemic.	
Assessment date	Insert date when assessment is being carried out
5/7/2020 – to be updated regularly up to and including September 2020 and then throughout the Autumn term	

Identify people at risk	YES or NO
Employees	YES
Children	YES
Visitors	YES
Contractors	YES

Government guidance states for schools states:

“The prevalence of COVID-19 has decreased (since wider opening on 15th June 2020) and our NHS Test and Trace system is up and running and we are clear about the measures that need to be in place to create safer environments within schools.”

“[the system of controls defined by the government] are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

- A requirement that ill people stay at home
- Robust hand and respiratory hygiene
- Enhanced cleaning arrangements
- Active engagement with NHS Test and Trace
- Formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

Reduce contacts by considering these elements in line with the context of the school:

- Grouping children together
- Avoiding contact between groups
- Arranging classrooms with forward facing desks
- Staff maintaining distance from pupils and other staff as much as possible

Government guidance for parents concerning re-opening of schools states:

“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 well-being”



<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of consideration of preventative measures in the classroom resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Organise children in class-sized bubbles ensuring that there are no more than 30 children in any bubble. Maintain integrity at all times throughout the day, where possible. 2. From Years 2 to 6, arrange desks to be forward facing. Children can sit side by side but not facing one another. Remove excess furniture to increase space if necessary. 3. In Years 2 to 6, as far as possible, children keep to their desks when in the room 4. In Y1, Reception and Nursery, marks on floor to show how many children should be in areas and where they should sit or stand. 5. Continue to reinforce Golden Rules to Keep us Safe and teach these to children who did not attend in the summer term 6. Re-visit and model Golden Rules many times a day and linked to school behaviour system – lots of praise for adherence and sanctions for non-compliance 7. Children isolated if cannot adhere to charter and spoken to re the need for social distancing. Miss breaks and fun activities. Speak to parents. 8. Lessons planned mainly for individual work. Where paired or group work is planned, hygiene measures are considered such as careful hand washing and cleaning of shared equipment as children within the same bubble can now share equipment. 9. Feedback – using Air Serve to mirror work with iPad onto IWB and guided self-assessment not close interaction. Teachers can mark books but with strict handwashing before and after marking. 10. Mark out an area for the teacher – 2m distancing at front of room. Teacher can come out of this area but children must not go into it. 11. Children to use same desk at all times. Desks cleaned often throughout the day. Children have access to hand safe anti-viral wipes to clean equipment / desks when necessary. 12. Staff assigned to bubbles stay with these children throughout the day (and on subsequent days). Consider closing school for half a day to accommodate PPA. Other school days will be extended to compensate for this closure. Childcare provided on early closing day for working parents. 13. Outdoor areas assigned for outdoor learning to bubble groups. 14. Pick up and drop off times staggered. Parents guided to stick to social distancing ground markings. 15. Children or adults displaying symptoms to be isolated until an adult can come for them. If they will tolerate it, they can wear a mask. First Aider to don full PPE – visor / goggles, gloves, mask, apron. Children's temperatures to be taken if they feel unwell using non-contact infrared thermometer. If 37.8+ they will be sent home and isolated for 7 days. Symptoms procedure protocol to be produced in line with government guidance. Display in all classrooms. 16. Coats distanced on pegs. Packed lunches under desks. No other bags brought into school. 			



17. From Years 2 to 6, each child has their own equipment and it is kept in a tray under desks. Children and teachers to wash hands before touching exercise books so that teachers can safely mark them. Children to keep all exercise books in their trays under their desks. Anti-viral wipes to clean equipment.
18. 'Sniffle Stations' in classroom to 'catch it, kill it, bin it'. Include hankies, sanitiser and a swing bin.
19. Children do not always have to maintain social distancing, however, must be encouraged to do so where possible.
20. Visitors to be given social distancing and hygiene handout on arrival. Visitors book to include phone numbers for Test and Trace purposes. Signing in pen to be cleaned after every use. Visitors to hand sanitise after signing in and before entering the main building. Avoid visitors entering classrooms. Social workers etc can meet children in the school hall at a distance of 2 meters apart.
21. Contractors as per visitors. Minimise contractors entering classrooms during the school day, wherever possible.
22. Three people at any one time in the staff room. If staff want to eat lunch together and there are more than 3 people, the large room in Surestart should be used.

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Bubble groups timetabled toilet time hourly. No more than 2 children in the toilet at any one time. 2 metre queuing marks on floor outside toilets. 2. Allocated toilets for different groups of children 3. Hand washing supervised. 4. Extra Signs in toilet re washing hands 5. Wedges for the toilet external toilet doors if not fire doors. 6. Extra soap ordered to ensure we do not run out 7. Extra cleaning of toilets throughout the day, including touch points such as flushers, doors and taps. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing waiting to enter classroom in morning resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Different drop off and pick up points for each bubble group with staggered start and finish times. 2. Morning drop off: Y2-6 main gates, bubble leader to supervise children waiting at a social distance and then walking through the car park to the middle door and then to wash hands and enter the classroom. Nursery, Reception and Y1 parents to wait in car park on social distancing ground markings and send children to staff supervising EYFS gate. Children to wash hands upon entering the building. 3. EYFS pick up reverse of drop off. Y1 to Y6 parents to wait in designated area of yard at staggered times and stand on marked crosses. 4. Parents reminded to be prompt. Late children to go to main office. 5. Advise parent no yard talks to teachers available. Contact the school office for messages and to book chats over the phone. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Playtime staggered so that bubbles do not mix in the playground. Any outdoor equipment can be assigned to bubbles and rotated, with disinfection between rotations. Outdoor area divided so that each bubble does not have to use the area another bubble has just vacated. Where bubbles need to be out at the same time, they should stick to specific parts of the school yard and not interact. 2. Park / climbing equipment on daily rota and disinfected at the end of every day. 3. Children to wash hands before and after play 4. Teacher to lead playground games where no contact is present. 5. Any equipment used for organised activities must be wiped with anti-viral wipes or sprayed with disinfectant. 6. Children closely supervised and reminded to maintain distance. (Be creative! Help them to develop new games adhering to new rules.) 			



Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing when eating lunch resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Reception, Year 1 and Year 2 eat in their classrooms. Y3 to Y6 eat in the dining hall maintaining the same seats and remaining apart from each other. No queuing, food to be delivered to children's tables. Other staff to support LS. 2. Reception to Y2 meals to be brought to their classroom by lunchtime supervisor; one allocated to each classroom. Teacher and children to wipe tables and wash hands in preparation. LS to supervise eating, clearing, wiping tables and hand sanitising. 3. Meals to be delivered in foil trays and disposed of to avoid contamination. 4. Cutlery to have dish of soapy water for after use. 5. LS to supervise staggered outdoor play. KS2 to be supported by other staff. 6. Children to wash hands on return. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Contact of shared resources resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Resources can be shared in classroom bubbles, but must not be used by others outside of the bubble unless it has been thoroughly cleaned or isolated for 72 hours. 2. Y2 to y6 children to have a tray with school supplied equipment. This can be cleaned with anti-viral wipes. Encourage Y2 to Y6 children to do this for themselves. Reception and y1 staff will manage equipment and maintaining hygiene. 3. Stick rigidly to handwashing / sanitising timetable. 4. When a child completes a reading book, it is to be left for 72 hours before being returned to the shelf. 5. Computers to be arranged so that children can maintain distance. Keyboards to be wiped using anti-viral wipes after every use. Children to also sanitise hands. 6. Teachers can mark books but children must wash / sanitise hands at the beginning 			



and end of every lesson and teachers must wash / sanitise hands before and after marking.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress of the children			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Time will be spent reflecting on and sharing experiences since we were all last together, as well as gaining a baseline assessment of children's attainment. 2. Y1 children to remain in EYFS unit for some or all of the autumn term. 3. Time spent on ensuring children are happy with and have a good understanding of the new normal within school. 4. Circle Time activities to help children to come to terms with the changes and upheaval they have experienced and setting into the new normal way of living in our world and our school. 5. Refer to EWEL guidance if support needed. 6. Use all the tools at the school's disposal to support children in coping with changes, e.g. Gem Powers, PSHE or emotional wellbeing intervention materials 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress of the staff – including anxiety			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Share risk assessment and discuss through Teams meeting or staff briefing sessions 2. Share clear guidance and action planning with staff through Teams meetings. 3. Maintain good communication through email, phone and WhatsApp 4. SLT to have 1 – 1 discussions to talk through any anxieties. 5. Provide PPE for those who this would support with anxiety (although this should not be used to the detriment of children's emotional wellbeing). 6. SLT to check in with every member of staff every day. 7. Regular Teams meetings or socially distanced staff meetings. 			



8. Timetabled break away from bubble group with appropriate social distancing measures in place. Move meal times to a larger room if staff want to eat together for support purposes.

Remaining level of risk	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. Agree individual risk assessments for any children with identified needs. 2. PPE available if close contact is needed including visors, gloves, masks and aprons. 3. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way that puts staff at risk 4. If a vulnerable child is clearly in a poor frame of mind, consider contacting parents to negotiate a reduced day that day. 5. 1:1 support able to take unsettled children out of the classroom to the sensory room if required. All equipment wiped with anti-viral wipes after use. 			
Remaining level of risk	Consider level of risk following use of control measures		
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus			
Existing level of risk	Consider current level of risk		
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> 1. Hand gel dispenser in of all classrooms 2. Soap dispensers in toilets checked daily. 3. Hand washing timetable in place and strictly adhered to. 4. Catch it, Kill it, Bin it posters used to promote this. Bins with lids used to contain germs from used hankies. Children to sanitise hands after using a hankie, coughing or sneezing. 			



5. Hand washing on entering building every morning, after every break and after PE or outdoor learning, and at the beginning of every new lesson when after changing exercise books.
6. No touching face to be part of the Golden Rules and constantly promoted. Posters to remind children. Long hair to be tied back so it does not irritate faces.
7. Washing hands posters replaced in all washing areas
8. Reminders how to wash hands properly – videos and posters and staff modelling thorough and for 20 seconds

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of infection due to lack of cleaning resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. All surfaces, handles, toilets and shared equipment will be cleaned each day using disinfectant 2. PPE will be worn by all cleaning staff 3. Minimise use of soft furnishings and soft toys, especially in line with guidance for EYFS (see Gill) 4. Toilets and touch surfaces in toilet blocks cleaned at lunch time 5. When cleaning up bodily spills, wear double gloves, a facemask, goggles or visor and double bag any paper towels used. Use identified mops and then wash at 60 degrees. (how do we do this without a washing machine?) 6. Disinfectant and cloths in every classroom as well as anti-viral wipes to clean equipment and surfaces at key points during the day. Especially before and after eating. 7. Cleaning to follow County guidelines on infection control, including use of products that are known to kill viruses. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	



HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
1. Those who are clinically vulnerable or are living with someone who is clinically vulnerable can return to school. 2. This group should rigorously comply with all social distancing and hygiene guidelines as far as possible and should not be the member of staff who deals with anyone who is displaying symptoms.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of cases of virus in school becoming an outbreak through lack of engagement with NHS Test and Trace system.			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
1. Ensure all staff and parents have Test and Trace guidance from the government. 2. Develop and share Swift Action guidance. Keep copies in the school office, staffroom and classrooms. 3. Keep a list of all staff and children in every bubble with contact details. 4. Ensure visitor guidance includes instructions on contacting school if they subsequently develop symptoms or test positive for Coronavirus. 5. Keep details of all visitors and contractors telephone numbers and records of when, where and who they visited.			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing in the corridors resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	



1. Careful timetable will mean that only children belonging to the same bubble will be in corridors at any one time.
2. Children to be trained and reminded to walk in corridors at an appropriate social distance.
3. Children to be trained and supervised in not touching any surfaces when walking down corridor. Surfaces to be kept clear to minimise touch temptation.
4. Sticking strictly to the timetable will eliminate children meeting in hall.
5. If outdoor learning required, use WhatsApp to contact other bubbles to warn that movement outside of timetable is happening. Check other bubbles' allotted movement times.

Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

OVERALL level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Assessor's comments		Insert comments relevant to findings as appropriate	
<p>We cannot completely eliminate the risk of spreading Coronavirus. Careful and strict adherence to measures outlined above will reduce the risk of transmission. They must be strictly applied and monitored and no complacency must be allowed over the passing of time.</p>			

Assessed By:	Signature	Date
Joanne Sones		

Risk assessment reviews	Date	Name	Review Notes