



## Reopening of School: Covid-19 Risk Assessment

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| <b>Location / Site</b>       | St Thomas' Catholic Primary School  |
| <b>Activity / Procedure</b>  | Re-opening of school: September 2020  |
| <b>Assessment date</b>       | 09.07.2020  |
| <b>Review date</b>           | 10.09.2020 (as required and weekly - displayed on school website copy in office and staff room) |
| <b>Last review</b>           | August 2020, 9 <sup>th</sup> November 2020  |
| <b>Responsible Person(s)</b> | All staff have responsibility to ensure this risk assessment is followed and applied.           |

**All staff will need to sign to show they have read, understood and are able to apply this risk assessment.**

### COVID-19 Risk Assessment Signature Section & Key

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| Trust: KCSP  |  |
| Authorised By: Chris Wright  | Signature: _____ Dated: _____  |
| Communicated: on website, through staff training and email. Available at reception.  |  |
| Reviewed: Weekly – recorded on adaptations working document sheet  |  |
| Reviewed By: Geraldine Leahy   |  |
| <b>Hazard:</b> <u>Contraction of Coronavirus COVID-19</u>  |  |
| <ul style="list-style-type: none"> <li>• Coronavirus disease 2019 (COVID-19) is an infectious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). It has since spread globally, resulting in an ongoing pandemic. As of 12 May 2020, more than 4.17 million cases had been reported across 187 countries and territories, resulting in more than 286,000 deaths. More than 1.45 million people have recovered.</li> <li>• Common symptoms include fever, cough, fatigue, shortness of breath, and loss of smell and taste. While the majority of cases result in mild symptoms, some progress to acute respiratory distress syndrome (ARDS), multi-organ failure, septic shock and blood clots. The time from exposure to onset of symptoms is typically around five days but may range from two to fourteen days.</li> <li>• The virus is primarily spread between people during close contact most often via small droplets produced by coughing, sneezing and talking.</li> <li>• The droplets usually fall to the ground or onto surfaces rather than travelling through air over long distances. Less commonly, people may become infected by touching a contaminated surface and then touching their face.</li> <li>• It is most contagious during the first three days after the onset of symptoms, although spread may be possible before symptoms appear, or from people who do not show symptoms.</li> </ul> |  |
| <b>Who might be harmed:</b><br>Employees, contractors or visitors.<br>Employees and their family members who are in the vulnerable categories.   | <b>How might people be harmed</b><br>Inhalation of coronavirus in small droplets expelled from the nose or mouth of persons coughing, sneezing, breathing who are shedding the COVID-19 virus and contact with surfaces contaminated with the COVID 19 virus and transfer to the body through touching eyes, nose and mouth.<br>Transmission could result in possible infection, mild, moderate or serious illness and potential death through respiratory failure and /or associated complications. |
| <b>Assessed Risk:</b> Risk is a combination of the likelihood of occurrence and severity of injury or illness arising from the hazard. We have used a risk matrix as a tool to help us categorise the level of risk where any factor of 15 or above is categorised as high risk and any factors 8 to 12 is medium risk and anything below 7 is considered low risk. There is a balance of likelihood of transmission balanced with severity of illness arising.  |  |
| Principles of this Risk Assessment: Identify the risk and categorise – Mitigate with control measures and re-rate risk with measures in place.   |  |

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| Risk of covid 19 in the environment through lack of cleaning | 3 | 5 | 15 | Cleaning schedules daily. Before school SM will clean all door handles. After school 2 x cleaners every day. Staff have access to cleaning kits for individual working areas. Children and staff to wash hands on entry to school and regularly throughout the day. Follow procedures in contingency plans for outbreak document. Enhanced cleaning for busy areas, especially door handles and wash basins. Bins emptied daily.  | 2 | 5 | 10 |
| Risk of spreading virus due to poor hygiene.                 | 4 | 4 | 16 | All staff to have an overview of COSHH training<br>All staff to follow government guidance on cleaning in non-healthcare settings: <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a><br>Hand sanitiser dispenser along corridors<br>Hand sanitiser order in large quantities<br>Extra soap dispensers and re-fills in each classroom<br>Children hand wash or hand sanitiser on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze | 3 | 3 | 9  |

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|  |   |   |    | <p>Washing hands posters replaced in all washing areas</p> <p>Reminders how to wash hands properly – videos and posters</p> <p>Procedure agreed for children to wash hands so thorough hand washing</p> <p>Hand dyers in staff toilets have been turned off to reduce spread of the virus.</p>  |   |   |   |
| Risk of infection due to lack of cleaning                            | 4 | 5 | 20 | <p>All surfaces, handles, toilets and shared equipment will be cleaned each day using sterilising materials</p> <p>PPE (aprons, masks as appropriate) will be worn by all cleaning staff</p> <p>Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission</p> <p>Expectations of cleaning from cleaning company to be shared with staff</p> <p>Staff toilets cleaned throughout the day after use.</p> <p>Displays to be designed to engage children but not encourage touching.</p> <p>Decorations should be above the children's heads.</p> <p>Children's toilets to be deep cleaned each evening by cleaning company.</p> | 3 | 3 | 9 |
| Risk of infection/injury due to site management not being maintained | 2 | 2 | 4  | <p>Review arrangements for all building-related systems but in particular:</p> <ul style="list-style-type: none"> <li>hot and cold water systems</li> </ul>   | 2 | 1 | 2 |

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|   |   |   |    | <ul style="list-style-type: none"> <li>gas safety</li> <li>fire safety</li> <li>kitchen equipment</li> <li>security including access control and intruder alarm systems</li> <li>ventilation</li> </ul> Ref: <a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</a> |   |   |   |
| Managing maintenance contractors & deliveries | 5 | 3 | 15 | Normal health & safety measures are still in place.<br>By appointment only – speak to Site Manager/office prior to arrival so they have relevant information.<br>Out of hours where possible.<br>Remind them of our rules & inspect their covid 19 risk assessments.<br>Limit site access & movement<br>Book when children are not on site if appropriate.<br>Deliveries to phone ahead where possible to be advised on time & procedures.<br>Deliver externally<br>Site Manager or office staff to bring inside if more than one person needed.   | 1 | 3 | 3 |

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|   |   |   |    | Where more than one person needed, reduce people used to reduce risk of transmission – use the same person regularly.   |   |   |   |
| Movement around the building – including contractors & parents          | 5 | 3 | 15 | Different entrances to be used to enhance stagger.<br>Children to enter school directly upon arrival and wash hands immediately. Senior staff to supervise school entry and class staff to supervise hand washing.<br>One way system around school where possible.<br>Non fire doors to be hooked back at all times.<br>Parents are not allowed on site – by essential appointment only.<br>Contractors booked only so movements can be managed.<br>Contractors to share covid 19 risk assessments. | 3 | 2 | 6 |
| Distressed children entering school setting without parents to support. | 3 | 5 | 15 | Parents notified of expectations to leave children at the gate to the car park. Parents to wear mask at entry and exit points.<br>A member of staff will be at the gate to collect the children for each class.<br>Staff will wear masks at entry and exit points.  | 3 | 3 | 9 |
| Emotional distress of the children                                      | 4 | 4 | 16 | Children to have class teacher and any available SEND/1:1 support (if possible) in the first instance<br>2 metre social distancing provision available for children who are distressed  | 3 | 3 | 9 |

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|   |   |   |    | Planned return to school lessons based on acknowledging current situation and the impact on children and their families<br>Cohort profiles complete and shared with new teacher indicating where support might be needed<br>Children with EHCP have own risk assessment<br>Parents/Teacher transition information shared   |   |   |   |
| Risk of virus spreading to the community due to parents congregating at drop off and pick up points | 5 | 5 | 25 | Any children arriving at school with face masks to throw them into bin which will be 'double bagged' and disposed of.<br>Implement a one way system at the main entrance at pick up time.<br>Children to be collected at designated place.<br>Children to be dropped at entrance to car park and parents immediately leave this area.<br>Only one parent to bring their child to school.<br>No parents to access the school building and will keep communication going through telephone and/or email. | 3 | 3 | 9 |
| Risk of spreading virus due to close contact with children – 1:1 and restraint                      | 4 | 4 | 16 | Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way staff and other children are put at risk<br>Children to only be restrained where at risk of harming themselves or others.  | 1 | 3 | 3 |
| Lack of personal hygiene in young children  | 3 | 5 | 15 | Children will be reminded each day about the need for personal hygiene using age appropriate resources.  | 2 | 3 | 6 |

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|   |   |   |    | <p>Children will be reminded to 'catch it, kill it, bin it' when coughing &amp; sneezing.</p> <p>For younger children who struggle to wipe their nose, support can be given if deemed necessary &amp; staff will wear PPE to do this.</p> <p>All children's tables to have a box of tissues on them.</p> <p>Children will be reminded to place used tissues in the bin.</p> <p>Children will be supervised to ensure that their hands are cleaned and dried properly.</p> <p>All classroom sinks to have anti-bacterial soap.</p> <p>If children's clothing becomes contaminated due to poor personal hygiene then it will be removed &amp; double bagged to go home.</p> |   |   |   |
| <p>Lack of social distancing in classrooms resulting in direct transmission of the virus.</p> <p>(Consider current level of risk in the wider community as outlined by PHE)</p> | 4 | 4 | 16 | <p>Staff will be mindful of the close contact guidelines used by Public Health England when working alongside children and adults:</p> <ul style="list-style-type: none"> <li>* Within 2m for an extended period of 15 minutes</li> <li>* Within 1m for extended period of 5 mins</li> <li>* Skin to skin contact of 1 minute or more</li> </ul> <p>KS2 children to keep to their desk when in the room.</p> <p>Class charter to be created for &amp; with the children on first day of term.</p> <p>Charter revisited and modelled many times a day &amp; linked to school behaviour plan – lots of praise for adherence.</p>  | 3 | 3 | 9 |

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|  |   |   | 15 | <p>Lessons planned for individual and paired work (no group work)<br/>           Children have their own desk &amp; chair where they sit each &amp; every day.<br/>           Children will have a designated outdoor space.<br/>           Maintain air flow in the classroom by opening doors &amp; windows.<br/>           All desks to be facing towards the front of the room where possible.</p> |   |   |   |
| Mixing of class bubbles at Breakfast Club and After School Club                    | 3 | 5 | 15 | Children will eat and do activities on tables that reflect their class bubbles. When outdoors they will play with children from their class bubble on the bottom playground as they are able to socially distance safely.  | 3 | 3 | 9 |
| Lack of social distancing using toilets and poor hygiene.                          | 4 | 3 | 12 | <p>Only one child to go to the toilet at a time.<br/>           Allocated toilets for different groups of children.<br/>           Extra signs in the toilet for hand washing.<br/>           Extra soap and paper towels ordered to ensure continuity of supply.<br/>           Extra toilet facilities have been provided for KS2.</p>   | 2 | 3 | 6 |
| Children having toileting accidents & needing assistance with their personal care. | 3 | 3 | 9  | <p>Children will be reminded to use the toilets throughout the day.<br/>           If a child has an accident staff will disinfect the area.<br/>           Staff will encourage children to take off any soiled clothing – supporting only when necessary.<br/>           Staff will wear gloves and will wash their hands immediately.</p>   | 3 | 2 | 6 |



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|   |   |   |    | Soiled clothing to be double bagged and placed in the child's school bag to be taken home & cleaned.<br>Child will wash their hands, under supervision.   |   |   |   |
| Lack of social distancing during playtimes & lunchtimes | 3 | 3 | 12 | Classes to have separate play area accessed via different entry & exit points.<br>Reduced playtime equipment.<br>Staff supervision throughout.  | 2 | 2 | 4 |
| Lack of social distancing when eating lunch             | 4 | 5 | 20 | Children to eat in the hall at staggered times.<br>Tables to be arranged for classes.<br>Only two class groups in the hall at a time.<br>Tables and equipment will be cleaned between each sitting.   | 3 | 3 | 9 |
| Snack time & water bottles                              | 3 | 5 | 15 | Children will be supervised to wash their hands before snack.<br>All children to bring a snack into school in a washable, plastic container.<br>Snack boxes to be kept in children's trays.<br>Snacks to be eaten outside.<br>All water bottles to be labelled and will be left on child's desk.<br>EYFS & KSI water bottles will be stored by sink.<br>All water bottles and snack boxes to be taken home at the end of each day to be washed. | 2 | 4 | 8 |

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| Lack of social distancing in the corridors | 4 | 3 | 12 | <p>Children stay in their classrooms and access outside directly through classroom door where possible.</p> <p>One child going to the toilet at one time.</p> <p>Agree instructions with children concerning going &amp; return to the toilet.</p> <p>Messages to office via class phones.</p> <p>One way system around school.</p> <p>When moving class around school one adult at the front and one at the back (where possible).</p>  | 2 | 2 | 4  |
| Contact of shared resources                | 5 | 3 | 15 | <p>Children to keep all necessary stationery in their tray below their desk.</p> <p>Lessons planned so that resources are individual and not shared.</p> <p>Resources on tables ready for lesson and not distributed within the lesson.</p> <p>Hand sanitiser available in all classrooms.</p> <p>Plastic packets (zip lock bags) of maths resources for individuals (maths cubes etc)</p> <p>Children can choose a book to take home but this needs to be placed in an isolation box on return for 2 days.</p> <p>In EYFS &amp; KSI children will take home a book in a zip lock bag.</p> <p>Teachers should not take children's books or other resources home.</p> | 5 | 2 | 10 |

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| Children placing toys & resources in their mouths.  | 4 | 5 | 20 | Children will be reminded at the start of each session about not putting things in their mouths or touching their faces.<br>In EYFS & KSI resources will be shared but regularly cleaned after use. Any resource with small parts will be put away.<br>KSI & KS2 children will have their own set of stationery to be kept in their own tray.<br>Resources have been removed from the classroom that cannot be easily cleaned.<br>Resources such as blocks will be cleaned between different children using these.<br>Reduced number of children in the different learning areas so they do not become overcrowded. | 2 | 2 | 4 |
| Cleaning & use of outdoor equipment in the Early Years and KSI area.                        | 3 | 3 | 9  | Children to wash hands before and after using sand & water.<br>Other resources which are not easily cleaned will be removed.<br>EYFS children will be outside as much as possible.  | 2 | 2 | 4 |
| Person Displaying Symptoms (as currently outlined by PHE) & relevant to first aid situation | 1 | 5 | 5  | The Headteacher's office will remain as the isolation room as it has ventilation and quick access to the school exit<br>Parents will be informed immediately<br>Adult supervising the child will wear full PPE (apron, mask, visor) and must dispose of PPE safely and wash hands   | 1 | 5 | 5 |

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|   |   |   |   | <p>If the toilet is needed, this will be the disabled toilet. This will need immediate cleaning after the child has used it and before anyone else uses it</p> <p>On collection, parents will be reminded about seeking a test and isolation period. Test information leaflet will be provided to parents</p> <p>Parents will be asked to inform school of results of test</p> <p>School will use the flow chart (see below) and will consult PHE regarding advice on next steps for school and bubbles in line with new guidance.</p> |   |   |   |
| Emotional distress of the staff – including anxiety             | 2 | 3 | 6 | <p>Inclusion in risk assessment process – input into hazard identification and control measures.</p> <p>Sharing of support helplines – HCC and others</p> <p>At least one SLT member of staff on site everyday for staff to share concerns with</p> <p>Risk assessments reviewed after day one, then weekly – this is flexible</p> <p>The <a href="#">Education Support Partnership</a> free and confidential helpline is available 24/7 to everyone working in education and is available UK wide on 08000 562 561</p>                | 2 | 2 | 4 |
| Management of communication, anxiety of staff and Mental Health | 2 | 3 | 6 | <p>Communicate all emails to staff including ones going to parents regarding arrangements</p> <p>Share risk assessments with all staff</p> <p>Behaviour policy allowing enforcement if rules not followed.</p>   | 2 | 2 | 4 |

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|  |   |   |    | Weekly teams meeting to enable staff to air views and any concerns.  |   |   |   |
| Meetings – Staff meetings<br>– Common Area Meeting<br>Risk – Including offices | 3 | 4 | 12 | Meetings socially distanced – use technology instead where possible<br>e.g. Teams<br>Avoid in person meetings where appropriate<br>No shared resource in meetings<br>Seating and rooms changed to enhance social distancing<br>No shared staff lunches<br>Office staff work in consistent groups to reduce multiple household risk.<br>Staff not to enter office area – use the screened corridor.<br>Staff to eat their lunch alone (not to use staff room) | 2 | 3 | 6 |
| Risk of illness of vulnerable staff and family members                         | 3 | 2 | 6  | Staff will remain in one class where possible.<br>Staff will alert SLT to any concerns they might have.<br>Vulnerable staff (and children )identified  | 2 | 2 | 4 |