

Implementing Protective measures in education and childcare settings for the Primary whole school return from September 2021

This Risk Assessment and Planning document should be carried out with reference to Government guidance and existing Health and Safety Guidance.

The aim of the document is to minimise the potential risks of Covid – 19 and ensure that the health, safety, social and educational needs of children, families and staff are met as far is possible during this next recovery phase.

The following principles underpin all planning and actions:

- Children’s needs are paramount
- Staff physical and emotional well-being must be considered at all stages of planning and implementation
- Ensuring effective infection control
- Ensuring good hygiene by promoting the ‘catch it, bin it, kill it’ approach

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| School: Cherry Orchard Primary School | Assessment Date: 23/8/21 | Assessed by: M. Hill | Approved by Governors : 31/08/21 |
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| | Consider the following steps and recommendations | Existing control measures in place | Additional Controls and actions required | Action by who? | Action by when? | Date action completed |
|--|--|--|---|---------------------|-----------------|-----------------------|
| 1. Planning and Organising | | | | | | |
| Existing Health and Safety compliance and building considerations | <ul style="list-style-type: none"> • Review your current Health and Safety Plans and undertake any existing actions. • Ensure health and safety compliance checks have been undertaken in required timescales. | <ul style="list-style-type: none"> • M Hill reviewed H&S plans and risk assessment folder with RW • Maintained all system checks | <ul style="list-style-type: none"> • School purchased a fogging machine in order to fog rooms if a person becomes unwell as an extra precaution • Whole school high touch points treated with antimicrobial surface coating | MH, RW RW | Ongoing | Ongoing |

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| | <ul style="list-style-type: none"> • Test all water systems, fire alarms, gas supply, kitchen equipment • Deep Cleaning by cleaners | <ul style="list-style-type: none"> • Whole school has been thoroughly cleaned in each holiday (and cleaned daily obviously) | <p>which kills 99.8% of TGEV-Coronavirus within 8 hours. This solution works 24/7 and will last 12 months on high traffic areas.</p> | | | |
| Staff Wellbeing | <ul style="list-style-type: none"> • Availability of supply staff to cover any vacancies or long-term absences • Assess staff expectations and any anxiety and perceived inequalities | <ul style="list-style-type: none"> • Individual risk assessment carried out for staff members identified as high risk before staff are required to work • Employee assist | Continued RA for pregnant staff as required | MH | Ongoing | |
| Review Pupil well-being and Risk assessments | <ul style="list-style-type: none"> • Review the circumstances of pupils-are there any new circumstances that may pose a risk • Assess pupils who may be worried about returning to school or who have been in challenging home circumstances or experienced bereavement during the pandemic (covid19 related or not) | <ul style="list-style-type: none"> • Continue welfare checks for children not in school and record on 'my concern' • Ensure continued targeted support for children in school such as continuation of SALT programs and music therapy | <ul style="list-style-type: none"> • Individual risk support for pupils, shared with families (SENCO) • Continued liaison between home and school to enable pupils to have successful return to school | AW/HM | Ongoing | |
| Curriculum & Transition | <ul style="list-style-type: none"> • Balancing the need for remedial work and "catch up" with the social/emotional needs of the children & young people • Maximising impact of additional adults matched to those identified pupils who need the support most • Managing transition (at all stages) to best support the next stage of learning | <ul style="list-style-type: none"> • 1:1 may be provided to carry out specific actions eg sensory circuit/bucket • Complete referrals to RBG | <p>Virtual coffee mornings, Virtual parents evening and parent workshops</p> <p>Use of twitter to showcase learning in school</p> <p>Parents met following Gov guidelines in exceptional circumstances (Extreme behaviour etc)</p> <p>Liaise with RBG agencies</p> | SLT HM HM AW | Review October ongoing | |

| Start and end of day | <ul style="list-style-type: none"> stagger drop-off and collection times | <p>Nursery to enter by nursery gate.</p> <p>Rec to enter ball court with their parents and then children taken to class by staff and parents to stay in ball court</p> <p>KS1 to use main playground gate- parents drop at the gates</p> <p>KS2 to use car park gate and enter classrooms through the back doors- parents drop at the gates</p> | <p>Teachers on the gates and support staff line up the classes in the playground</p> <table border="1" data-bbox="1301 248 1758 579"> <thead> <tr> <th>Class</th> <th>Gate</th> <th>Arrival time (Soft Start)</th> <th>Departure time</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>Ball Court</td> <td>8:45-9:00</td> <td>3:10</td> </tr> <tr> <td>Year 1</td> <td>Main Playground</td> <td>8:45-9:00</td> <td>3:10</td> </tr> <tr> <td>Year 2</td> <td>Main Playground</td> <td>8:45-9:00</td> <td>3:15</td> </tr> <tr> <td>Year 3</td> <td>Main Playground</td> <td>8:45-9:00</td> <td>3:20</td> </tr> <tr> <td>Year 4</td> <td>Car Park Gate</td> <td>8:45-9:00</td> <td>3:10</td> </tr> <tr> <td>Year 5</td> <td>Car Park Gate</td> <td>8:45-9:00</td> <td>3:15</td> </tr> <tr> <td>Year 6</td> <td>Car Park Gate</td> <td>8:45-9:00</td> <td>3:20</td> </tr> </tbody> </table> | Class | Gate | Arrival time (Soft Start) | Departure time | Reception | Ball Court | 8:45-9:00 | 3:10 | Year 1 | Main Playground | 8:45-9:00 | 3:10 | Year 2 | Main Playground | 8:45-9:00 | 3:15 | Year 3 | Main Playground | 8:45-9:00 | 3:20 | Year 4 | Car Park Gate | 8:45-9:00 | 3:10 | Year 5 | Car Park Gate | 8:45-9:00 | 3:15 | Year 6 | Car Park Gate | 8:45-9:00 | 3:20 | | | |
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2. Communicating your plans and supporting individuals

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| Children, parents and carers | <ul style="list-style-type: none"> tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment) | <ul style="list-style-type: none"> Send letter/text/email to ensure all families receive this message Parents to phone or email the school office | <p>Any child or member of staff who is displaying symptoms must have a test and the school be informed as soon as they have had the results. Nany member of staff in contact with that person who has not had both vaccinations must isolate for 10 days</p> <p>1st day calling for attendance & spreadsheet kept centrally of absence with COVID related symptoms</p> <p>Staff are permitted wear face coverings in all communal areas (except for when seated in staffroom)</p> | <p>HM</p> <p>MH</p> | <p>Ongoing</p> <p>ongoing</p> <p>Ongoing</p> | |
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3. Daily Arrangements when open

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| Cleaning and Hygiene | <ul style="list-style-type: none"> ensure that all adults and children: | | | | | |
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| | <ul style="list-style-type: none"> ➤ wash their hands with soap and water for 20 seconds and dry thoroughly. ➤ clean their hands before and after eating, and after sneezing or coughing ➤ are encouraged not to touch their mouth, eyes and nose ➤ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • ensure that help is available for children and young people who have trouble cleaning their hands independently • consider how to encourage young children to learn and practise these habits through games, songs and repetition • where possible, all spaces should be well ventilated using natural ventilation | <ul style="list-style-type: none"> • Sink and soap in every classroom & hand sanitiser in every room (wall mounted outside the room) | | Premises/all staff | ongoing | |
| 4. Individual care if anyone becomes unwell | | | | | | |
| Confirmed case of coronavirus in a setting | <ul style="list-style-type: none"> • If anyone becomes unwell with a new, continuous cough or a high temperature in an education or childcare setting, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. • If a child is awaiting collection, they should be moved, if possible, to a room where they | | <ul style="list-style-type: none"> • Follow this guidance and build into staff expectations • Child to go under the shelter in front playground with a | MH All staff | done | |

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| | <p>can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <ul style="list-style-type: none"> • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. • PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). • In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. | <ul style="list-style-type: none"> • Masks and gloves available on site (PPE kits in every class and staff area which include eyewear, aprons, masks and gloves in sealed boxes which will be sanitised and refilled once used) | <p>member of staff who has watched video on how to use PPE</p> <ul style="list-style-type: none"> • Expectations for parents to include that they MUST be able to collect their child IMMEDIATELY if symptoms are shown and they MUST go for testing • Training on the application and removal/disposal of PPE (Donning and doffing guidance in the individual PPE kits) • Every class room has own PPE kit in a sealed box-once used it will be sanitised and refilled with new PPE • If any member of staff or pupil tests positive, they must self isolate for 10 days. If the test is negative, all can return to school | MH | | |
| PPE | <ul style="list-style-type: none"> • Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way | <ul style="list-style-type: none"> • Masks and gloves available as needed-PPE boxes in every class and staff area | PPE in every classroom | AW/R W | done | |

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| | <ul style="list-style-type: none"> if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. | <ul style="list-style-type: none"> When tending to children's intimate care, regular practice suffices (disposable gloves and aprons) See above | | | | |
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