

CLP Full Reopening Risk Assessment v3.0

Risk assessment to prepare for re-opening March 2021			
School name: Oakdale Junior School			
Measure	How it is applied at this school – commentary of arrangements in place etc	Confirm measure addressed	Residual RAG rating; Red, Amber or Green?
Planning and organising			
Ensure that all health and safety compliance checks have been undertaken before opening	All normal H and S checks have continued throughout lockdown. Cleaning stations have been set up in each classroom. First aid kits are available for each class. Handsam guides/checks. BCP checks. KCSIE September 2020 training and adoption. Handsam mental health and well-being training 'Nip it in the bud' for all staff.	x	
Face coverings/visors/face masks	All staff asked to ensure they have a face covering available to hand at all times; should they find themselves in a situation where they cannot readily socially distance from other adults, they should be ready to put on their face mask until they can distance once more. All staff have been provided with a clear visor and surgical masks are available for those staff that require one. All staff asked to wear a face covering on entering and leaving the site. All staff to wear full PPE should they need to support a COVID case.	x	
Organise class groups	Pupils remain in their own class groups. (Maximum 'bubble' is the same year group. Wherever possible, cover supervisors/PPA cover staff remain in the same year group bubble. Where interventions take place, groups should be from the same classes in the same year groups use the same spaces and seats.	x	
Organise classrooms and other learning environments, maintaining space between seats and desks where possible	Classrooms located and identified. Tables and chairs organized so maximum possible space between each pupil/desk/chair. Pupils sit next to each other, not facing each other. Desks are all front facing.	x	
Refresh the timetable: <ul style="list-style-type: none"> decide which lessons or activities will be delivered consider which lessons or classroom activities could take place outdoors use the timetable and selection of classroom or other learning environment to reduce movement around the school or building 	Timetable reviewed. Long, medium and short term plans reviewed. PE outdoors. Bubbles remain in agreed bubble space. Recovery plan implemented. (Barry Carpenter - Mental health professor, nationally expected approach). Oak Academy Curriculum Specialist rooms used : ICT suite risk assessment completed. Cleaned between each group.	x	
Collective worship planned by co-ordinator.	Collective worship in classrooms. No singing until further notice. Google meet collective worship led by different staff.	x	
Stagger break times (including lunch), so that all pupils are not moving around the school at the same time	Packed lunch/not hot school meals to facilitate social distancing and avoidance of mixing bubbles. Each class group has a designated break time and location so groups will not mix at break times. Each class group has a designated lunch time and location so groups will not mix at lunch times. Break/lunch location for each class group is in close proximity to its classroom to minimise movement around school.	x	

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Stagger drop-off and collection times	Drop off / collect times are staggered with drop off times at 8:45, 8:55, 9:05 and 9.15 , and collect times at 14:55, 15:05, 15:15 and 15:25. Further social distancing is achieved by using multiple locations for drop off / collection e.g. Main Gate, Well Lane etc.	x	
Plan parents' drop-off and pick-up protocols that minimise adult to adult contact	Staggered drop off/collect times and multiple locations (see above). Main car park is closed. One way pedestrian system in operation in school car park areas to facilitate effective and safe social distancing for parents/carers/others.	x	
Consider how play equipment is used ensuring it is appropriately cleaned between groups of pupils using it, and that multiple groups do not use it simultaneously	No play equipment. Pupils have their own play equipment - e.g. skipping rope. Not to be shared. Any equipment used is cleaned/left for at least 72 hours. Equipment in year group sets.	x	
Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere	Where possible, excess furniture/clutter removed from classrooms. Clear surfaces, window sills, cupboards etc. Easy to wipe down.	x	
Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)	Soft furnishings and soft toys removed from classrooms.	x	
Communications			
Tell pupils, young people, parents, carers or any visitors not to enter if they are displaying any symptoms of coronavirus	Letter sent to parents/carers.	x	
Tell parents that if their child needs to be accompanied to school, only one parent should attend	Letter sent to parents/carers.	x	
Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)	Letter sent to parents/carers.	x	
Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)	Letter sent to parents/carers.	x	
Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful	Email to staff/LGB Staff meeting times. x 2	x	
Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers	Ongoing. All contractors needed for the opening of school have been contacted	x	
Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this	Cleaners are aware of school reopening. Cleaning schedule updated and in place. Completed by the School Operations Manager and caretaker.	x	
When open			
Ensure that pupils and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days	Pupils in class groups. No mixing of class groups.	x	

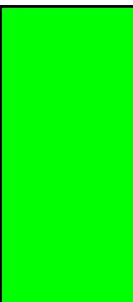
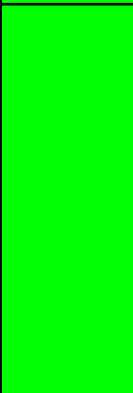
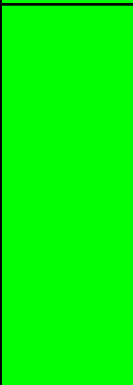
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<p>Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days</p>	<p>Staffing plans allocate the same adults to classes/groups. As far as possible these will remain fixed.</p>	<p>x</p>	
<p>Ensure that wherever possible pupils use the same classroom or area throughout the day, with a thorough cleaning of the rooms at the end of the day. You may want to consider seating students at the same desk each day if they attend on consecutive days</p>	<p>Each group is allocated a fixed classroom. Each pupil will be allocated a set desk and chair.</p>	<p>x</p>	
<p>Follow the COVID-19: cleaning of non-healthcare settings guidance</p>	<p>Caretaker, School operations manager and cleaners trained and cleaning schedule taking the guidance into account.</p>	<p>x</p>	
<p>Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p>	<p>Each classroom/learning space/office/foyer has ample handwashing facilities - sink, running water, soap. Hand sanitiser is available in all rooms as a backup to handwashing, but not instead of, if required.</p>	<p>x</p>	
<p>Clean surfaces that pupils and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal – Version 2 e.g. implement surface cleaning by adults periodically during the day e.g. after classroom breaks.</p>	<p>Cleaning facilities available in every classroom for regular cleaning. Daytime cleaning of high uses areas around the school such as doors etc scheduled more frequently. Cleaning products available in every adult WC. All day cleaner/all staff.</p>	<p>x</p>	
<p>Ensure that all adults and pupils:</p> <ul style="list-style-type: none"> ● Frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning ● Wash hands after going to the toilet ● Clean their hands on arrival at the setting, 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 pupils and young people who have trouble cleaning their hands independently ● Consider how to encourage young pupils to learn and practise these habits through games, songs and repetition ● Ensure that bins for tissues are emptied throughout the day 	<p>All staff trained using the DfE checklist for school leaders to support full opening: behaviour and attendance.</p> <ol style="list-style-type: none"> 1. plan, 2. communicate, 3. be consistent, 4. support, 5. monitor and improve. <p>Letter sent to parents/carers.</p> <p>Signage to reinforce hand washing and good hygiene. Catch it, bin it, kill it! posters around the school and in every classroom.</p> <p>Pupils wash hands using the toilet facilities and on return to the classroom wash hands at the sink with soap and water.</p> <p>Teachers will further explain and reinforce / remind pupils Elbow signage.</p> <p>TAs available.</p> <p>Cleaner and caretaker to empty throughout the day.</p>	<p>x</p>	

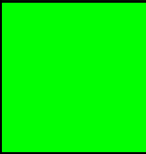


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<p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</p>	<p>Windows opened in the mornings. To stay open all day. If cold to be slightly open and ventilate rooms at break/lunch times. External doors remain open whenever possible. No fire doors to be wedged open.</p>	<p>x</p>	
<p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</p>	<p>Door wedges to be used in the designated rooms. Only doors that are not fire doors.</p>	<p>x</p>	
<p>Get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed</p>	<p>Purchased. Ample in storage.</p>	<p>x</p>	
<p>There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting</p>	<p>Letter to staff and parents/carers.</p>	<p>x</p>	
<p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> ● Accessing rooms directly from outside where possible ● Considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors ● Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time ● Staggering lunch breaks - pupils and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, pupils should be brought their lunch in their classrooms ● Ensuring that toilets do not become crowded by limiting the number of pupils or young people who use the toilet facilities at one time ● Noting that some pupils and young people will need additional support to follow these measures 	<p>Access from the outside.</p> <p>One way signage throughout the building and site.</p> <p>Walk on the left hand side, single file only/ 2 metres apart.</p>	<p>x</p>	
	<p>Staggered breaks.</p> <p>Staggered lunch times for pupils and staff.</p> <p>One pupil at a time in the toilets.</p> <p>Individual support provided where necessary.</p>	<p>x</p>	

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<p>Use outside space:</p> <ul style="list-style-type: none"> • For exercise and breaks • For outdoor education, where possible, as this can limit transmission and more easily allow for distance between pupils and staff • Although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of pupils, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings 	<p>All breaks to be taken outside, weather permitting.</p> <p>Outside equipment to be wiped down with anti-bacterial spray at the end of each session.</p>	<p>x</p>	
<p>For shared rooms:</p> <ul style="list-style-type: none"> • Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance • Stagger the use of staff rooms and offices to limit occupancy 	<p>No shared areas to be used.</p> <p>7 staff rooms established. One for each bubble.</p> <p>Toilets designated to named staff from the same bubble - labelled on toilet doors</p> <p>Cleaning products/anti bac spray/cloths etc within each toilet cubicle. Pink cloth - toilet/Yellow cloth- taps/handles</p> <p>Extra rooms allocated as extra staff rooms with kitchen facilities.. Staff allocated to staff rooms to keep numbers spread between them. Maximum of x 2 staff at a time in the kitchen. Maintain social distancing. (Main staffroom, food tech room, Mobile 1, Mobile 2, learning resource centre, upstairs SEN base, and conference room. All will have a fridge/toaster/microwave spaced seating and tables.)</p>	<p>x</p>	
<p>Reduce the use of shared resources:</p> <ul style="list-style-type: none"> • By limiting the amount of shared resources that are taken home and limit exchange of take-home resources between pupils, young people and staff • By seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently • Although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same pupils or young people in one day, or properly cleaned between cohorts 	<p>Clean reading books on return to school. Antibac spray on a cloth. Leave in a box for three days before they go back to the library book boxes.</p> <p>Use separate stationary packs. Do not share pencils etc.</p> <p>All practical equipment must be cleaned afterwards. Not shared at all.</p> <p>Establish a 'Drop box' for the return of school equipment/post. e.g. forgotten PE kit. This box will be outside the school building on a table.</p>	<p>x</p>	
<p>V2 Additions Below</p>			

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<p>Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations.</p>	<p>Updated and circulated to staff. Sent to parents with return to school letters - and request to go through with pupils. Staff go through new expectations with pupils on the first day in school and regular reminders. No change to uniform expectations. easy to wash and wear.</p>	<p>x</p>	
<p>Agree ongoing approach for learning offer for vulnerable pupils and children of critical workers who are in school but not in the returning year groups.</p>	<p>SLT agreed. Guidance from DfE/Handsam etc.</p>	<p>x</p>	
<p>Agree ongoing learning offer for eligible pupils who cannot attend school, as well as offer for those that continue to be out of school.</p>	<p>SLT agreed. Home Learning/reintegration programme.</p>	<p>x</p>	
<p>Plan the school level response should someone fall ill on site (in line with relevant government guidance). Ensure you have the relevant Personal Protective Equipment (PPE).</p>	<p>All relevant PPE in school.</p>	<p>x</p>	