

SAINT FELIX SCHOOL - Risk Assessment for Phased Re-Opening

As at 12th June 2020

The COVID-19 outbreak is dynamic, changing daily, if not hourly, and there are now many agencies providing information almost to the point of information overload. This risk assessment provides advice and guidance in identifying, assessing and describing methods of controlling risks. It aims to prompt the thought and decision-making processes but with the normal caveat: that it is only as good as for the minute it is published.

The RA is dynamic and will be updated whenever advice, circumstances, or any of the assessed risk factors are seen to have changed. Government advice states that “every setting should carry out a risk assessment before opening. The assessment should directly address risks associated with coronavirus (COVID-19), so that sensible measures can be put in place to control those risks for children and staff. All employers have a duty to consult employees on health and safety, and they are best placed to understand the risks in individual settings.”

References:

- A. HSE – Working safely during the coronavirus outbreak, a short guide (<https://www.hse.gov.uk/news/assets/docs/working-safely-guide.pdf>)
- B. DfE – Managing school premises during the coronavirus outbreak, updated dated 18th May 2020 (<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>)
- C. PHE – Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19, updated 5th June 2020 (<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>)
- D. BEIS – Working safely during COVID-19, dated 11th May 2020 (<https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19>)
- E. Cabinet office – Staying alert and safe (Social Distancing), updated 10th June 2020. (<https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people>)
- F. DfE – COVID-19, implementing protective measures in education and childcare settings, updated 1st June 2020 (<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>)
- G. HSE – RIDDOR reporting of COVID-19. (https://www.hse.gov.uk/news/riddor-reporting-coronavirus.htm?utm_source=govdelivery&utm_medium=email&utm_campaign=coronavirus&utm_term=more-2&utm_content=digest-13-may-20)
- H. DfE – Safe working in education, childcare and children’s social care settings, including use of PPE, dated 14th May 2020. (<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>)
- I. DfE – Planning guide for primary schools, updated 4th June 2020 (<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#preparing-the-site>)
- J. PHE – COVID-19, cleaning in non-healthcare settings, updated 15th. May 2020 (<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>)
- K. DfE – Supporting vulnerable children and young people during the COVID-19 outbreak, updated 15th May 2020. (<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people#attendance-expectations-and-encouraging-attendance>).
- L. DfE – actions for schools during the COVID-19 outbreak, updated 3rd June 2020. (<https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>)
- M. DfE – planning guide for early years and childcare settings, dated 24th May 2020. (<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings>)

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Overall

	RISK FACTOR	CONTROL PROCEDURE	OVERSIGHT RESPONSIBILITY
1	Government advice is regularly accessed, assessed and applied	<ul style="list-style-type: none"> DfE update bulletins HSE weekly updates Public Health England websites NHS websites 	SLT
2	Communications	<ul style="list-style-type: none"> Updates, as required, sent to parents/pupils/staff Sharing with, explaining to and staff sign RA when returning to work RA to be gone through and very carefully discussed with all children returning to school by class teachers Staff feedback to be assessed and if required included in RA 	SLT Heads of Department Class teacher
3	Pupil numbers	<p>As per government guidance, restricted number of Year groups to return:</p> <ul style="list-style-type: none"> Pre-Prep: Reception, Year1, Year 2 and Year 12 will be permitted to return to school Nursery will not reopen and Year 6 will receive live teaching from home Note pupils will be supervised whilst conducting remote learning if in school Not all parents are expected to take up the offer 	SLT
4	Vulnerable children	<p>There is an expectation that vulnerable pupils of all year groups will attend, where it is safe and appropriate for them do so.</p> <p>Vulnerable pupils in this context include those who:</p> <ul style="list-style-type: none"> are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child have an education, health and care (EHC) plan and it is determined, following a risk assessment, carried out with educational providers and parents, that their needs can be as safely or more safely met in school have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision 	SLT incl DSL/SENCO
5	Control of access for visitors to school	<ul style="list-style-type: none"> Drop off and pick up procedures in place and parents <u>do not</u> enter buildings Visitors to site kept to an absolute minimum Trade visitors and deliveries pre-booked and unloading areas pre-agreed 	All All Estates Manager
6	Cases of COVID increase	<ul style="list-style-type: none"> Contingency plans formulated for closure if directed by authorities 	SLT
7	Pupil registration	<ul style="list-style-type: none"> Daily reporting to DfE coordinated by PA Physical registrations for those educated onsite Pre-Prep, Prep and Senior School report stats throughout the day to PA 	PA Heads of Department
8	Safeguarding and SEN	<ul style="list-style-type: none"> DSL/SENCO easily contactable and contact information published 	DSL & SENCO

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	RISK FACTOR	CONTROL PROCEDURE	OVERSIGHT RESPONSIBILITY
		<ul style="list-style-type: none"> Agree safeguarding provision required to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers 	
9	Behaviour Policy	<ul style="list-style-type: none"> 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 	SLT
10	Hygiene and Social Distancing (SD) rules	<ul style="list-style-type: none"> Staff and pupils reminded and checked to ensure they are complying with hygiene and SD rules as per government guidance 	Heads of Department
11	Hygiene	<p>Cleaning of surfaces to prevent virus transmission</p> <ul style="list-style-type: none"> Sufficient supplies of hygiene products Regular cleaning regime in place <ul style="list-style-type: none"> Increased frequency of cleaning door handles, keypads, bannisters, table tops, play equipment, toys and electronic devices More frequent and more thorough cleaning of all surfaces Cleaning of all surfaces before school as usual Cleaning of critical surfaces at lunchtime and during breaks Signs and posters to increase awareness of good handwashing technique Provide regular reminders on avoiding touching your face and to cough/sneeze into your arm A cleaner on call throughout school day, cleaners in after school to clean all used areas – cleaning rota to be developed 	Bursar
12	Regulatory Compliance and H&S	<ul style="list-style-type: none"> Compliance checks completed before re-opening - heating, gas, electrical (fixed wiring, emergency lighting and PAT), legionella, fire safety systems, pest control, school vehicles H&S issues reported Planned termly fire drills will be postponed All staff will be advised on any changes to fire evacuation procedures Teachers to remind pupils of nearest and secondary fire exits on a regular basis particularly if students are taught in unfamiliar buildings 	Estates Manager
13	RIDDOR	<p>RIDDOR report (The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013) must be made when:</p> <ul style="list-style-type: none"> an unintended incident at work has led to someone's possible or actual exposure to coronavirus. This must be reported as a dangerous occurrence a worker has been diagnosed as having COVID 19 and there is reasonable evidence that it was caused by exposure at work. This must be reported as a case of disease a worker dies as a result of occupational exposure to coronavirus 	Bursar

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Staff

	RISK FACTOR	CONTROL PROCEDURE	OVERSIGHT RESPONSIBILITY
14	Sufficient staff	<ul style="list-style-type: none"> Audit staff to ascertain who will be available from 1st June Sufficient staff, and no more, on site Identifying those who can work from home – if they can, they should; <ul style="list-style-type: none"> Clinically vulnerable staff to stay at home (shielding) Staff self-isolating to stay at home Keep in regular contact with staff working from home, making sure they feel still part of the workforce; At work, guidance on social distancing and hygiene (handwashing with soap and water often, for at least 20 seconds) should be followed 	SLT
15	Staff travel	<ul style="list-style-type: none"> Staff use their own transport, walk or cycle to work to maintain SD Staggered arrival and departure times so SD can be maintained by not having to use the same entrance/exit at the same time Staff wash their hands - on arrival and before departure Read the Coronavirus (COVID-19): safer travel guidance for passengers 	SLT
16	Staff sickness	<ul style="list-style-type: none"> Sickness management rules to be re-stated and the “don’t come to work if you are ill” policy understood 	SLT/AC
17	Work location	<ul style="list-style-type: none"> Staff remain in set communities (bubble), don’t mix with other communities and don’t move around the site Classrooms and other areas well ventilated during the day Work area fully secured at cease work each day Signage displayed to remind staff and pupils about SD and hygiene rules Staff in offices should not work face to face Staff provided with cleaning products <ul style="list-style-type: none"> Identify objects and surfaces that are touched regularly and decide how frequently to clean them Hand sanitiser, if available, at entrance and exits Set clear guidance and control measures for use of toilets and changing areas Try to reduce possible contact between different groups of children, and between adults, it may be helpful for corridors to be used on a one-way basis at any given time Drop off and pick up routines established, queuing system established if required – parents should not congregate and should take child to school entrance and return immediately to car. Regime to be adjusted as required. 	SLT
18	Staff rooms	<ul style="list-style-type: none"> Staffrooms to have only one adult at a time and only to be used to collect/return refreshment and to check notices and pigeonholes Move chairs and tables 2m apart 	Heads of Department

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19	Classroom	<ul style="list-style-type: none"> • Not to be used for socialising • Maximum of 16 pupils per year group in early year settings • For EYFS space management - providers must meet the following indoor space requirements: <ul style="list-style-type: none"> • Children under 2 years need 3.5 m² per child • 2 year olds need 2.5 m² per child • Children aged 3 to 5 years need 2.3 m² per child • Groups to be taught and supervised by same teacher and TA throughout day • EYFS ratios to be met • Well ventilated classroom • Use outside spaces where and when possible for lessons, meetings and breaks if weather permits <ul style="list-style-type: none"> • for exercise and breaks – play areas to be zoned • for outdoor education, where possible, as this can limit transmission and more easily allow for SD between children and staff • outdoor equipment should not be used unless the school is able to ensure that it is appropriately cleaned between groups of pupils using it, and that multiple groups do not use it simultaneously • Set out rules for play • Remove unnecessary items that are hard to clean • Stagger break times, loo breaks, drop off and pick up times • Ensure that any corridors or circulation routes used have a limited number of pupils using them at any time • Lunch eaten in classroom or outside • Pupils to have their own equipment, drinks containers, pencil cases etc. accessed by themselves from their own bags. No provision of drinks vessels by school – unless buy throw away drinks and containers • External access to classrooms to be used where possible • Internal access to classrooms to be organised so that contact is reduced with other groups in school • No gatherings by entrances to school or in car park • No adults, other than school staff, to enter any school building • Timetable refreshed to minimise movement of groups around school and to make use of outdoor areas for learning where possible • Doors to be propped open, where safe to do so – doors to be closed in the event of fire and at the end of the day • Minimise risk of transmission by identifying shared resources and, either putting in place cleaning measures or suspending activity • Reduce the use of shared resources: 	Heads of Department

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		<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 children, 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 children or young people in one day, or properly cleaned between cohorts 	
20	Cleaning	<p>Science of risk understood</p> <ul style="list-style-type: none"> • ensure that help is available for pupils 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 • where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units • prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation 	Teachers
21	Principles for staff	<ul style="list-style-type: none"> • Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your manager), and access a test as soon as possible • Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered • Use the 'catch it, bin it, kill it' approach • Avoid touching your mouth, nose and eyes • Clean frequently touched surfaces often using standard products, such as detergents and bleach • Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important) • Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary • Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters • Prevent your class from sharing equipment and resources (like stationery) • Keep your classroom door and windows open if possible for air flow • Limit the number of children from your class using the toilet at any one time 	Heads of Department

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	<ul style="list-style-type: none"> Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms Make sure you've read the school's updated behaviour policy and know what role in it you're being asked to take
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Pupils

	RISK FACTOR	CONTROL PROCEDURE	OVERSIGHT RESPONSIBILITY
22	Who?	<ul style="list-style-type: none"> Only pupils in the eligible years (reception, year 1) plus vulnerable children and children of critical workers should come into school from the week commencing 1 June. RA to be updated if/when the government allow other year groups to join physical education 	SLT
23	Travel to school	<ul style="list-style-type: none"> Parents and pupils should be encouraged to walk or cycle where possible, and avoid public transport at peak times Refer to guidance on safe travel, particularly on public transport - Coronavirus (COVID-19): safer travel guidance for passengers School buses will not run until September at the earliest 	Heads of Department
24	Hand cleaning	<p>Poor hand cleaning could result in indirect virus transmission</p> <p><i>Ensure good hand cleaning by:</i></p> <ul style="list-style-type: none"> Train children to wash hands and use AHS (Alcohol Hand Sanitiser) Hand washing for 20 seconds using running water and soap Handwashing when entering school, before and after break, before lunch, after lunch break and before going home Hand cleaning after sneezing/coughing Where impractical/impossible, ensure AHS are available and used AHS in all classrooms and all general spaces 	Heads of Department
25	Respiratory hygiene	<p>Unsatisfactory respiratory hygiene could lead to direct virus transmission</p> <p><i>Ensure good respiratory hygiene by:</i></p> <ul style="list-style-type: none"> Tissues in all rooms Bins emptied regularly during day Training of children to 'catch it, kill it, bin it' – notices to be displayed 	Heads of Department
26	Social distancing	<p>Unsatisfactory social distancing could lead to direct virus transmission</p> <p><i>Ensure good social distancing by:</i></p> <ul style="list-style-type: none"> General measures established to keep children and staff 2M apart where possible Classroom furniture re-arranged to maximise social distancing 	Heads of Department
27	Food	<ul style="list-style-type: none"> A packed lunch will be provided each day for each child and delivered to the classroom 	Heads of Department
28	Uniform	<ul style="list-style-type: none"> Uniform that cannot be machine washed should be avoided There is no need for anything other than normal personal hygiene and washing of clothes following a day in a school 	Heads of Department

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Medical

	RISK FACTOR	CONTROL PROCEDURE	OVERSIGHT RESPONSIBILITY
29	PPE	The References states that it is not recommended for staff to wear fluid-resistant surgical face masks, gloves and aprons unless they are carrying out activities that would usually require the use of personal protective equipment (PPE) or if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs supervision until they can return home.	AC
30	First aid	At least one person with paediatric first aid training available at work during school opening hours	AC
31	Communication	<p>Potential for infected people to spread coronavirus if people don't know the rules</p> <ul style="list-style-type: none"> • Tell pupils, parents, carers or any visitors, such as suppliers, not to come to school if they are displaying any symptoms of coronavirus (they should follow the COVID-19: guidance for households with possible coronavirus infection) • Tell parents that if their child needs picking up, only one parent should attend • Tell parents 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) • 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) • Ensure pupils are aware of recommendations on transport to and from school (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers • Parents should talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times) 	SLT
32	Children and adults developing symptoms while in school	<p>Children or adults developing symptoms leads to direct and indirect virus transmission.</p> <p>Anyone who is displaying coronavirus symptoms, or has displayed symptoms in the previous 7 days, or lives with someone who has displayed symptoms in the previous 14 days, should not attend school unless they have tested negative for coronavirus.</p> <p>The main symptoms of coronavirus are:</p> <ul style="list-style-type: none"> • a high temperature • a new, continuous cough • a loss of, or change to, your sense of smell or taste <p>Anyone who begins to display coronavirus symptoms while in the setting should be sent home immediately and follow government guidelines on what to do if you or someone in your household develops symptoms. If a child is</p>	AC

	<p>waiting to be collected, they should be separated from their group and isolated with one member of staff if this is possible.</p> <p>A facemask should be worn if a distance of 2 metres cannot be maintained from a child who is symptomatic and awaiting collection and if contact is necessary, then gloves, an apron and a facemask should be worn. If a risk assessment determines there is a risk of splashing to the eyes, for example from coughing or spitting, then eye protection should also be worn. Settings should ensure they are prepared to respond in line with the guidance on protective measures in education and childcare settings and guidance on using PPE in education, childcare and children’s social care settings.</p> <p>Once the child or member of staff has left the setting, staff should follow Cleaning of non-healthcare settings to ensure areas they have been in are disinfected and any PPE and other waste is disposed of safely.</p> <p>All staff and children who are attending a childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.</p> <p>Where the child or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. If the child or staff member tests positive, the rest of their immediate group within their setting should be sent home and advised to self-isolate for 14 days.</p> <p>The other household members of those advised to self-isolate do not need to self-isolate unless the child or staff member they live with subsequently develops symptoms.</p> <p>As part of the national test and trace programme, if other cases are detected within the setting, Public Health England’s local health protection teams will conduct a rapid investigation and will advise settings on the most appropriate action to take. In some cases a larger group may be asked to self-isolate at home as a precautionary measure. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.</p> <p>If a child is awaiting collection, they should be moved, if possible, to the separate room where they 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> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>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.</p>	
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		<p><i>Reduce risk of direct/indirect transmission by:</i></p> <ul style="list-style-type: none"> • Gloves, apron and face mask to be worn if contact with sick child necessary • Eye protection to be used if risk of splashing present e.g. coughing, vomiting, spitting • Children with symptoms to be kept in separate room behind closed door under supervision, parents contacted and child released to parent outside entrance • Room should be cleaned using normal household disinfectant • In an emergency, call 999 • Supervising member of staff does not need to go home unless they develop symptoms (then test available) or child tests positive. • Temperatures of children and staff entering school will not be taken routinely 	
33	Adults and children with symptoms	<p>Children or adult with symptoms leading to direct and indirect virus transmission</p> <p><i>Reduce risk of direct/indirect transmission by:</i></p> <ul style="list-style-type: none"> • Obtain confirmation from staff and parents that no-one in their household has tested positive or shown symptoms of COVID-19 • Obtain information from staff and parents if anyone in their household is in a vulnerable category • Regular reminders to update school of any medical changes • Ensure no children and/or adults with symptoms comes into school • Temperature checking equipment available and used 	AC
34	Clinically extremely vulnerable children and staff	<p>Very high risk of severe illness</p> <p><i>Reduce this risk significantly by:</i></p> <ul style="list-style-type: none"> • Identifying any pupil or staff who are clinically extremely vulnerable and who will have been written to by the NHS • Advising identified individuals to rigorously follow shielding advice to keep safe including not coming into school to work/learn • Ensuring identified individuals are supported in working/learning from home • Children and staff who live with someone who is clinically vulnerable (as defined by the Government) should attend school only if 2M social distancing possible; this may not be possible due to our very young and older primary age children not having capacity to adhere to instructions on social distancing. In this case, individuals should be supported to work/learn from home. 	AC
35	Emergency services	<ul style="list-style-type: none"> • If emergency services are called well understood procedures, RV and cleared routes in and out, in place 	All