

Our Lady of Peace Catholic Primary and Nursery School
Risk Assessment for full re-opening of school September 2020

Who is at Risk?

Pupils, Staff and Pupils' families

The risk assessment will be continually updated and reviewed in line with Government guidance.

This risk assessment is a 'live document' and will be reviewed in line with Local and Government guidance.

How can the hazards cause harm?

Illness, COVID 19 outbreak

This is based on the following essential measures which are then addressed separately below:

a requirement that people who are ill should 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 and wherever possible minimise potential for contamination so far as is reasonably practicable

This is based on the following DFE guidance:

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

Specific Issue	Control Measures	By who and when	Notes
1. Prevention			
People presenting with symptoms	Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend the setting. Action to take in the event of a COVID 19 incident in the school: Follow the PHE South East Health Protection Team flow chart	SLT School Nurse	

<p>Hygiene</p>	<p>Ensure that all children clean their hands before coming into school. All children to wash their hands;</p> <p>Entry to school After break times Before lunch After lunch When they change rooms After P.E./Games lessons Before leaving school Anytime that they visit the toilet or cough/ sneeze into their hands</p> <p>Ensure there is regular and thorough hand cleaning throughout the day and that this is part of the school routine.</p> <p>Ensure that the hand sanitising stations are used appropriately by the children.</p> <p>Staff to ensure that they take responsibility for cleaning their hands and using the hand sanitising stations throughout the day.</p> <p>Classrooms are to be well ventilated. Doors propped open and windows open.</p> <p>Fans are not to be used in school.</p> <p>Hand driers and paper towels are available for staff and pupils to use.</p>	<p>Pupils Staff</p>	
<p>Respiratory hygiene</p>	<p>Continue to highlight the 'catch it, bin it, kill it' approach and ensure that there are enough tissues and bins available in the setting to support pupils and staff to follow this routine.</p>	<p>Pupils Staff</p>	

<p>Enhanced cleaning</p>	<p>Current guidance https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</p> <p>Enhanced cleaning schedule to include: Staff to wipe down classrooms as necessary throughout the day Toilets to be cleaned twice a day and at the end of every day.</p> <p>Children encouraged to clean hands thoroughly after using the toilets – staff are to be aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Children should be allowed to go to the toilet as they would do in a normal school day.</p> <p>Frequently touched surfaces being cleaned more often than normal</p> <p>Cleaning tools available in each teaching area e.g. cloths, gloves, detergent, tissues</p> <p>Waste disposal process in place for potentially contaminated waste. In line with DFE guidance lidded bins have been purchased for across the school and waste will be double bagged.</p> <p>Toys should not be brought to school from home. Sports equipment that is shared between bubbles should be cleaned regularly and before they are shared between bubbles.</p>	<p>Cleaners</p> <p>Site staff</p> <p>Midday supervisors</p> <p>Teachers</p> <p>TAs</p>	
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<p>Minimising contact and social distancing</p>	<p>Year Groups will be kept separate (in ‘bubbles’) and, where possible, appropriate distancing will be in place between individuals who are not in the same bubble.</p> <p>Steps will be taken to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>At OLOP we will keep children within their class bubbles but there will be some overlap between phases e.g. shared toilet areas.</p> <p>Our four wider bubbles will be Reception Years 1 and 2 Years 3 and 4 Years 5 and 6</p> <p>The IT suite will be assigned to different bubbles on different days.</p> <p>We accept that within bubbles children will not be socially distanced. Where circumstances allow adults are to try to distance from children and one another.</p> <p>We will aim to keep designated staff to designated phase bubbles. Teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the timetable and specialist provision but we will minimise the number of interactions or changes wherever possible.</p> <p>In classes tables to be forward facing – children will be seated in rows and face the front of the class.</p>	<p>Teachers</p> <p>Pupils</p> <p>All staff</p>	
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	<p>There will be staggered timings in place for break and lunch for different phases to reduce congestion in the playground and corridors.</p> <p>We will maintain a staggered start and finish to the school day. Pupils and parents can enter the school site between 8.45am and 9.05am when dropping off their children. At the end of the school day the timings are staggered:</p> <table data-bbox="645 432 994 687"> <tr> <td>Reception</td> <td>3.00pm</td> </tr> <tr> <td>Year 1</td> <td>3.05pm</td> </tr> <tr> <td>Year 2</td> <td>3.10pm</td> </tr> <tr> <td>Year 3</td> <td>3.00pm</td> </tr> <tr> <td>Year 4</td> <td>3.05pm</td> </tr> <tr> <td>Years 5</td> <td>3.10pm</td> </tr> <tr> <td>Year 6</td> <td>3.15pm</td> </tr> </table> <p>One – way system in corridors.</p> <p>Desks will be ‘front facing’.</p> <p>Unnecessary items are removed from the classrooms.</p> <p>Posters displayed.</p>	Reception	3.00pm	Year 1	3.05pm	Year 2	3.10pm	Year 3	3.00pm	Year 4	3.05pm	Years 5	3.10pm	Year 6	3.15pm		
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Specialist intervention	<p>Plans for specialist staff providing 1:1 support (e.g. as part of an EHCP)</p> <p>Staff will wash hands before and after working with a pupil.</p> <p>A space will be provided for the intervention to take place and set up with two separate desks placed a suitable distance apart.</p> <p>All equipment needed for the pupil is set up in the space before the start of the session.</p> <p>Staff will go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom).</p> <p>The pupil will follow the staff member (at a distance) to the identified area and returns to class following the intervention in the same way.</p> <p>The intervention is provided at a distance.</p> <p>After the pupil has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil.</p> <p>The members of staff delivering specialist intervention may wear a face visor.</p>		
Visitors	<p>Visitors to the school are by appointment only and may include for example: health care professionals or social care professionals.</p>		

<p>Parents</p>	<p>Parents should phone or email the school. Parents are not permitted in the school building unless requested. Families are asked to send one adult to collect children wherever possible.</p> <p>Scooters and bikes are not permitted on the school site.</p> <p>Parents are to follow the one-way system as directed by the school and adhere to the staggered entry and exit times in relation to the school day.</p>	<p>Front office</p> <p>Parents</p> <p>Visitors</p>	
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<p>Resources</p>	<p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment will be cleaned each day.</p> <p>Children can bring bags into school but we will continue to ask them to limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats and books.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</p> <p>Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources.</p>	<p>Teachers</p> <p>TAs</p>	
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<p>Use of PPE</p>	<p>Staff at OLOP do not require PPE and it will only be needed in a very small number of cases, including:</p> <p>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</p> <p>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</p> <p>When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn.</p> <p>Pregnant women may wear a face shield if they choose to.</p> <p>BAME members of staff who are transferring between bubbles may wear a face shield if they choose to.</p> <p>The use of face shields should not impede the ability to understand teaching.</p> <p>All staff to read the latest WHO guidance on face coverings and the statement from the UK Medical Officers and make their own professional decisions about wearing masks when transmission is high in the area/ community spaces/ when distancing of 1 metre cannot be guaranteed.</p> <p><u>Government guidance states that:</u> If an individual arrives at school wearing a face covering, they are asked to remove the covering safely upon entering the premises and put it in a plastic bag so that it can be taken home. They are asked to wash their hands immediately after doing so.</p>	<p>Nurse Nursery staff</p>	
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2. School Operations			
Attendance	<p>Attendance is mandatory again from the beginning of the autumn term. The usual rules on attendance apply, including:</p> <ul style="list-style-type: none"> - parents' duty to secure that their child attends regularly at their education setting where the child is a registered pupil at school and they are of compulsory school age - settings' responsibilities to record attendance and follow up absence - the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>School will provide remote education for any pupils shielding. This will be done through the school Padlet or hardcopies.</p> <p>We will work with individual families as appropriate to support children coming back to school who are anxious about the return.</p>	Attendance officer	

Well-being	<p>There is a range of support and resources available for staff and pupils and it will always be our aim to offer support and/or signpost appropriately.</p> <p>Teachers will have a focus on well-being with their classes on their return to school with a focus on:</p> <ul style="list-style-type: none"> - supporting the rebuilding of friendships and social engagement - addressing and equipping pupils to respond to issues linked to coronavirus (COVID-19) - supporting pupils with approaches for improving their physical and mental wellbeing <p>TAs will all have input from the school ELSA to enable them to use some of the resources more widely and with more pupils if needed</p> <p>We will draw on external support where necessary and possible.</p>	<p>PSHE lead</p> <p>ELSA</p> <p>SEND</p> <p>SLT</p>	<p>https://www.gov.uk/guidance/teaching-about-mental-wellbeing</p>
Volunteers	<p>Initially, we will not have volunteers in school whilst we establish our renewed way of working but at an appropriate time volunteers may be used to support the work of the setting.</p> <p>We will continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of Keeping children safe in education.</p> <p>There will be no mixing of volunteers across classes and they should remain 2 metres from pupils and staff where possible.</p>	<p>Students</p>	<p>https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p>
Safeguarding	<p>Our policy will be amended in Sep 2020 to reflect new statutory guidance.</p>	<p>SLT</p> <p>Safeguarding lead</p>	

Catering	<p>Catering will resume.</p> <p>We will encourage children to eat outside as much as possible or in their classrooms.</p> <p>Lunchtimes will be staggered to ensure that year groups do not cross over.</p> <p>Staff to bring their own lunches in a cool bag.</p> <p>Staff will bring their own mugs, provision for making drinks.</p>	<p>Lunchtime manager</p> <p>Taylor Shaw</p>	
Educational Visits	<p>We have made the decision not to undertake educational visits in the autumn term.</p>	<p>Trip leader</p>	
Breakfast and Afterschool Clubs	<p>These clubs will run from September, ensuring that year group bubbles are maintained. The children will be placed into year group bubbles and will be assigned to different parts of the hall. One member of staff will be assigned to a specific bubble.</p>	<p>ASC Manager</p> <p>LS</p>	
Staff – break and lunchtime	<p>Staff to ensure that they maintain social distancing during break and lunchtimes. Lunch can be eaten outside if the weather permits or in class rooms. Use of the staff room should be minimal. The staff room will remain open to adults however strict social distancing must be in place. It is important for your own well being that you see colleagues but please do not contravene social distancing measures otherwise multiple groups could be at risk of infection should anyone present with symptoms.</p>		

Specific Issue	Control Measures	By who and when	Notes
3. Curriculum, behaviour and pastoral support			

<p>Curriculum</p>	<p>We will teach an ambitious and broad curriculum in all subjects from the start of the autumn term. The objectives which were not taught in the summer term will be woven into a broad and balanced cross curricular programme.</p> <p>Curriculum planning will be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (e.g. quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work)</p> <p>We will continue to use the Padlet to support remote learning by</p> <ul style="list-style-type: none"> - Teaching skills to pupils - Using it to set homework tasks - Supporting children who cannot attend school <p>For pupils in key stages 1 and 2, we will prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the wider curriculum so that our children are encouraged to read widely, and develop their knowledge and vocabulary. Our curriculum will remain broad, so that the majority of pupils are taught a full range of subjects over the year, including:</p> <p>sciences</p> <p>humanities</p> <p>the arts</p> <p>physical education</p> <p>religious education</p> <p>relationship, health and sex education</p>	<p>SLT</p> <p>Phase leaders</p> <p>Teachers</p> <p>TAs</p>	
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EYFS	<p>Teachers will assess and address gaps in language, early reading and mathematics, particularly ensuring phonics knowledge and extending the vocabulary of our pupils.</p>	<p>EY Lead Nursery</p>	<p>We will follow this guidance as needed https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2/early-years-foundation-stage-coronavirus-disapplications</p>
Physical activity	<p>Pupils will be kept in their class groups.</p> <p>Each year group will have their own PE equipment. Sports equipment will be thoroughly cleaned between each use by different bubbles or left for 48hrs to decontaminate.</p> <p>Contact sports will be avoided.</p> <p>Outdoor sports will be prioritised where possible, and the hall used where it is not, maximising distancing between pupils and paying close attention to cleaning and hygiene.</p> <p>We will continue to encourage the Daily Mile and seek to make breaktimes as active as possible for children.</p> <p>We will work with a sports coach following appropriate guidance.</p>	<p>Teachers TAs Coaches Pupils</p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</p>

Behaviour	<p>Work closely with parents where children are not able to follow behaviour guidelines to look at the most effective ways to support them</p> <p>Staff to continue to remind pupils about Ready / Respectful / Safe with a focus on what 'safe' looks like</p> <p>We will work with those pupils who may struggle to engage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p>	<p>All staff</p> <p>SLT</p>	
Specific Issue	Control Measures	By who and when	Notes
3. Assessment and accountability			
Assessment	<p>Statutory primary assessments will take place in summer 2021. This includes:</p> <p>Phonics screening check Key stage 1 tests and teacher assessment Year 4 multiplication tables check Key stage 2 tests and teacher assessment</p> <p>Requirements for the phonics screening check in year 2 following the cancellation of the 2020 assessment will take place during the academic year 2020 – 2021.</p>	<p>All staff</p> <p>SLT</p>	

Specific Issue	Control Measures	By who and when	Notes
4. Contingency planning for outbreaks			
Contingency planning for outbreaks	<p>For individuals or groups of self-isolating pupils, remote education plans should be in place.</p> <p>Consider how to continue to improve the quality of our existing home learning offer and have a strong contingency plan in place for remote education provision.</p>	<p>SLT</p> <p>Teachers</p> <p>End of Sep 2020</p>	

<p>Home learning</p>	<p>DFE expectations</p> <ul style="list-style-type: none"> - use a curriculum sequence that allows access to high quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations - give access to high quality remote education resources - select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access <p>When teaching pupils remotely, we expect settings to:</p> <ul style="list-style-type: none"> - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects - teach a planned and well sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject - provide frequent, clear explanations of new content, delivered by a teacher in the setting or via high quality curriculum resources or videos - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations more to ensure pupils' understanding - plan a programme that is of equivalent length to the core teaching pupils would receive in their setting and would ideally include daily contact with teachers 	<p>SLT</p> <p>Teachers</p>	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/</p> <p>Oak Academy resources</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources#special-educational-needs-and-disabilities-send</p>
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