



## COVID-19 RE-OPENING Risk Assessment

<b>Location / Site</b>	Tudhoe Colliery Primary School
<b>Activity / Procedure</b>	September opening
<b>Assessment date</b>	24/8/20 – to be updated regularly until re-opening

**Government guidance for schools states:**

‘We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

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

How contacts are reduced will depend on the school’s circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible’



<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the classroom resulting in direct transmission of the virus.</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Year group Bubbles set up – children not to mix with those from other Bubbles.</li> <li>2. Desks set up in rows within each classroom with all children facing the front of the class.</li> <li>3. Designated areas for the Bubble staff to teach from – 2m distancing.</li> <li>4. Staff to maintain social distancing with children and other adults as much as possible.</li> <li>5. Remove excess furniture to increase space if space to do so.</li> <li>6. Children keep to their desks when in the room and keep the same desk throughout their time in school wherever possible.</li> <li>7. All resources children need will be placed on their desk at the start of the day to eliminate the need for them to move around the classroom and for adults to move around the classroom.</li> <li>8. Children isolated if cannot adhere to social distancing and spoken to re the need for social distancing – Office Meeting room supervised by JS/AB.</li> <li>9. Lessons planned for individual work (not pairings or group work).</li> <li>10. Feedback – using large whiteboards and interactive whiteboard, not close interaction.</li> <li>11. Marking policy reviewed with staff.</li> <li>12. Staff to monitor work from behind children – no face to face interaction, no bending down to eye level.</li> <li>13. Staff are assigned to a year group Bubble and stay with these children throughout the day and on subsequent days.</li> <li>14. Minimise items transferred between school and home – e.g. only reading books, packed lunches and water bottles.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>



<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Allocated toilets for each bubble and children will only use their Bubble's toilets</li> <li>2. Boy/Girl toilets reinstated to help speed up toilet process now numbers are higher.</li> <li>3. Pupils taught how to use toilets safely, including urinals.</li> <li>4. Sanitiser used after toilet use as well as washing hands.</li> <li>5. Extra signs in toilet re washing hands.</li> <li>6. Wedges for the external toilet doors if not fire doors.</li> <li>7. Waiting spaces demarcated in corridors.</li> <li>8. Scheduled toilet breaks, supervised by staff.</li> <li>9. Toilets cleaned throughout the day.</li> <li>10. Soap and sanitiser monitored weekly to ensure stocks do not run low.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing waiting to enter or leave school, resulting in direct transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Clear procedures for entering and leaving school, including timings, shared with parents.</li> <li>2. One way system for parents on the school site on a morning</li> <li>3. Allocated gate for parents to arrive and leave from when collecting children.</li> <li>4. Parents advised to use one way system outside of school when dropping off children.</li> <li>5. Only one parent permitted to come onto the school premises to collect their child.</li> <li>6. Parents encouraged to stay in cars, where possible until pick up time.</li> <li>7. Year 4, 5 and 6 permitted to leave by themselves (with parental permission).</li> <li>8. Instructions shared re social distancing between families.</li> <li>9. Signage for parents and children displayed outside the school.</li> <li>10. HT and DHT to be on duty to supervise.</li> <li>11. Staggered drop off and pick up times for different year groups and separate entrances for each Bubble.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>



<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing during playtimes and lunchtimes resulting in direct transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Allocated play area for each Bubble for lunchtimes and playtimes.</li> <li>2. External doors to classroom used to minimise corridor usage.</li> <li>3. Staggered playtimes.</li> <li>4. Members of staff (from Bubble) supervising playtime.</li> <li>5. Reduced playtime equipment – hard surfaces that can be easily cleaned only.</li> <li>6. Games discussed which encourage social distancing – football passing, catch etc.</li> <li>7. Staff supervision throughout – actively encouraging and insisting on social distancing.</li> <li>8. Children practise talking 2 metres apart – modelled by staff.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing when eating lunch resulting in direct transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Staggered lunchtimes.</li> <li>2. Only two Bubbles at a time to eat lunch in the hall. Bubbles will be sat separately.</li> <li>3. Children will sit facing the same direction – no face to face contact.</li> <li>4. Staff will maintain social distancing from children wherever possible.</li> <li>5. Alternate sides of tables used by each Bubble with tables cleaned by staff between sittings.</li> <li>6. Dinner staff on rota and allocated year groups to minimise mixing.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>



<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Lack of social distancing in the corridors resulting in direct transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children staying in their classroom, at their desks or outside in designated space.</li> <li>2. See toilet procedures.</li> <li>3. Messages to office/ HT via email/Skype call/mobile phones.</li> <li>4. Use of outside doors to move to outside play areas.</li> <li>5. If moving class around the school – 2 metres between children (movement around school to be avoided wherever possible in the first instance).</li> <li>6. No need to use corridors apart from toilets, moving to/from dinner hall and entering/leaving school.</li> <li>7. Children collected for/from Breakfast and Teatime Club and remain with their Bubbles in the corridors.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Contact of shared resources resulting in indirect transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Zip bags with general resources e.g. stationery, whiteboard, rubber, crayons etc to be allocated per child and not shared between children.</li> <li>2. Tubs of resources for individuals if needed – maths cubes etc.</li> <li>3. Resources washed each night and left to dry if not same person using them the next day.</li> <li>4. Tables, door handles and other surfaces cleaned with anti-bacterial cleaner every night (and throughout the day).</li> <li>5. Lessons planned so resources are individual and not shared – or on white board.</li> <li>6. Resources on tables ready for the start of the day and not distributed within the lesson.</li> <li>7. Plastic packets (zippy) bags used for individual resources.</li> <li>8. Children encouraged to wash hands/use hand sanitiser before, during and after each lesson.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>



<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Emotional distress of the children</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Children all aware of new staff – transition booklets sent out in summer term.</li> <li>2. Social stories set up for children who require them.</li> <li>3. Child friendly information to be sent out prior to going back to help support children with the transition into school and so they know what to expect.</li> <li>4. Focus of first week around supporting children with routines and establishing how they feel emotionally about being back in school – focus on PSHCE and Philosophy lessons to encourage talk and share feelings.</li> <li>5. Staff to work closely with Vicki Simpson (SENDCO) to support children who are struggling with the new set up in school.</li> <li>6. Regular communication with home through Marvellous Me/phone calls to aid parents in supporting their child.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Emotional distress of the staff – including anxiety</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Inclusion in risk assessment process – input into hazard identification and control measures.</li> <li>2. Staff training on PD day to go through risk assessments and new procedures.</li> <li>3. Sharing of support helplines.</li> <li>4. HT and DHT on site and available every day for staff to share concerns with.</li> <li>5. Risk assessments reviewed after week one and as appropriate after that.</li> <li>6. Staggered breaks and lunchtimes allow use of staffroom for different groups of staff.</li> <li>7. Planned time for planning and preparation within the week.</li> <li>8. Adapted marking system to ensure effective but not time consuming.</li> <li>9. Timetables set up to help staff workload – less lessons per day for staff to plan for.</li> <li>10. Use of outside area at the end of the school day for staff to talk to each other (with social distancing in place).</li> <li>11. Extremely vulnerable staff now no longer shielding – back in school but social distancing in place.</li> <li>12. Vulnerable staff back in school with social distancing in place.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	



HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE
<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	MEDIUM	LOW	NEGLIGIBLE
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Risk Assessment completed for individual children if necessary.</li> <li>2. Policies amended to allow school to take special measures with regard to behaviour issues that may result in spreading of the virus.</li> <li>3. Masks available if needed.</li> <li>4. If children have a toilet accident that they are unable to clean up independently, parents will be contacted to take the child home.</li> <li>5. Disposable aprons available.</li> <li>6. Gloves available if needed.</li> <li>7. Visors also ordered - if needed.</li> <li>8. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way that means staff are put at risk. Note the Government guidance states “Wearing face coverings or face masks is not recommended”</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	MEDIUM	LOW	NEGLIGIBLE
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Parents advised that children should wash hands before coming to school.</li> <li>2. Hand sanitiser dispenser in every classroom and at all entry/ exit points.</li> <li>3. Hand sanitiser order in large quantities.</li> <li>4. Extra soap dispensers and re-fills at each wash area.</li> <li>5. Children sanitise on entry to school, before break, after break, before lunch, after lunch, leaving school, using the toilet and any time they cough or sneeze.</li> <li>6. Washing hands posters placed in all washing areas.</li> <li>7. Catch it, bin it, kill it posters around school</li> <li>8. Lidded bins within each classroom.</li> <li>9. Reminders how to wash hands properly – videos and posters.</li> </ol>			



10. Procedure agreed for children to wash hands resulting in thorough hand washing. 11. Number of children in toilets minimised to promote social distancing.			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE
<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of infection due to lack of cleaning resulting in indirect transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	MEDIUM	LOW	NEGLIGIBLE
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. All clutter taken out of classrooms to enable easy cleaning of all surfaces.</li> <li>2. All surfaces, handles, toilets and shared equipment will be cleaned each day using disinfecting fluid.</li> <li>3. PPE will be worn by all cleaning staff.</li> <li>4. Some resources will be rotated and left to de-contaminate for 3 or 4 days after cleaning to reduce the risk of indirect transmission.</li> <li>5. Soft furnishings and soft/cloth toys will be removed from use in classrooms.</li> <li>6. Reduction of movement around classrooms and around the school.</li> <li>7. Cleaning wipes available throughout the day in each teaching area.</li> <li>8. Toilets cleaned throughout the day.</li> <li>9. Weekly review of key cleaning items to ensure sufficient stock.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	
HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE

<b>Identify hazard</b>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Risk of illness of vulnerable staff and family members through direct and indirect transmission of the virus</b>			
<b>Existing level of risk</b>		Consider current level of risk	
<b>HIGH</b>	MEDIUM	LOW	NEGLIGIBLE
<b>Control measures</b>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Issuing of all relevant risk assessments to staff concerning returning to work – and allow them to comment and contribute.</li> <li>2. Separate risk assessment for staff who are clinically vulnerable.</li> <li>3. Staff who are clinically vulnerable, or clinically extremely vulnerable, can return to work from 1<sup>st</sup> August, following social distancing guidelines.</li> </ol>			
<b>Remaining level of risk</b>		Consider level of risk following use of control measures	





HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE
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<b><u>Identify hazard</u></b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
<b>Risk of illness of vulnerable children and family members through direct and indirect transmission of the virus</b>			
<b>Existing level of risk</b>	Consider current level of risk		
<b>HIGH</b>	MEDIUM	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. Shielding pauses on 1<sup>st</sup> August – previously shielding children can return to school</li> <li>2. In the event of local cases rises, guidance from PHE will be followed</li> <li>3. Remote learning plan in place for children who are unable to attend school</li> </ol>			
<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE

<b><u>Identify hazard</u></b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
<b>Risk of spreading virus due to close contact with children – providing First Aid</b>			
<b>Existing level of risk</b>	Consider current level of risk		
<b>HIGH</b>	MEDIUM	LOW	NEGLIGIBLE
<b><u>Control measures</u></b>	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<ol style="list-style-type: none"> <li>1. Staff member to wash hands and use disposable gloves before breaking 2m distance.</li> <li>2. Staff can use face masks if they feel it necessary.</li> <li>3. Provide First Aid following usual first aid protocols (new First Aid area may need to be established).</li> <li>4. Follow normal procedures for dealing with waste.</li> <li>5. Remove and dispose of gloves.</li> <li>6. Wherever possible, medication not to be given during the school day – only emergency medication where possible.</li> </ol>			
<b>Remaining level of risk</b>	Consider level of risk following use of control measures		
HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE

<b><u>Identify hazard</u></b>	Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards		
<b>Emergency situation e.g. fire and evacuating building</b>			
<b>Existing level of risk</b>	Consider current level of risk		



<b>HIGH</b>	<b>MEDIUM</b>	<b>LOW</b>	<b>NEGLIGIBLE</b>
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ul style="list-style-type: none"> <li>• All staff briefed in new emergency procedures.</li> <li>• All areas have designated fire exit.</li> <li>• Staff to evacuate children from the building in the usual way; priority given to getting children out of the building quickly, while reminding about staying 2m apart wherever possible.</li> <li>• Field used as additional Fire Safety Point in order for less crowding on the MUGA area and to minimise 'bottleneck' points of entry and exit.</li> </ul>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Mixing of Bubbles/lack of social distancing at Breakfast and Teatime Club resulting in direct transmission of the virus</b>			
Existing level of risk		Consider current level of risk	
<b>HIGH</b>	<b>MEDIUM</b>	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> <li>1. Bubbles sit together – no mixing of children from different Bubbles.</li> <li>2. Parents advised of changes so children can be prepared.</li> <li>3. No free movement – children will be working on activities at tables e.g. reading/watching a film.</li> <li>4. Staff will maintain social distancing wherever possible.</li> <li>5. No sharing of resources between children.</li> <li>6. Children sit facing the front – furniture organised to facilitate this.</li> <li>7. Tables will be signposted so children know where they need to be.</li> <li>8. Additional furniture removed to create more space if needed</li> <li>9. Children will use the usual toilets for their Bubble – children will go to the toilet a Bubble at a time supervised by staff</li> <li>10. Social distancing markers in place outside the hall for children waiting for Breakfast Club and for parents collecting from Teatime Club</li> <li>11. Children will keep bags and coats at their tables to minimise the opportunities for mixing in corridors.</li> </ol>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	<b>MEDIUM</b>	LOW	NEGLIGIBLE

<u>Identify hazard</u>		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
<b>Direct transmission of the virus in Reception.</b>			
Existing level of risk		Consider current level of risk	



HIGH	MEDIUM	LOW	NEGLIGIBLE
<u>Control measures</u>		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p style="text-align: center;"><b>WE HAVE TO ACCEPT THAT CHILDREN OF THIS AGE WILL NOT ADHERE TO SOCIAL DISTANCING BETWEEN THEMSELVES OR ADULTS. INSTEAD, THE FOCUS WILL BE ON THE MEASURES OUTLINED BY THE GOVERNMENT AND GIVEN ABOVE.</b></p> <ol style="list-style-type: none"> <li>1. Outside areas to be utilised as much as possible.</li> <li>2. Remove excess furniture to increase space.</li> <li>3. Numbers allocated for different areas.</li> <li>4. Children have own zip wallet pack/tray of essential items (e.g. pencil, whiteboard, whiteboard pen, rubber, playdough, counters etc.)</li> <li>5. Some resources that would be difficult to clean have been removed.</li> <li>6. Other resources e.g. balls, pencils, plastic bricks will be cleaned down during the day.</li> <li>7. Other difficult to clean resources will be quarantined for 72 hours.</li> <li>8. Remove some chairs from areas if appropriate, such as the craft area to put a distance between children.</li> <li>9. Increased cleaning of all areas through the day.</li> <li>10. Staff are assigned to these children and stay with these children throughout the day and on subsequent days.</li> <li>11. Children will not mix with other groups.</li> <li>12. Minimise items transferred between school and home – only water bottles, packed lunches and reading books initially.</li> <li>13. Children to be supervised going to the toilet – no child will go to the toilets unsupervised.</li> <li>14. Staff to maintain 2m distancing wherever possible.</li> <li>15. Where staff need to break 2m distancing, they will avoid face to face contact and not get down to eye level with the children.</li> </ol>			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Name of managers	Signature of manager	Date
Jim Smith Allison Boustead		24/8/20

Risk assessment reviews	Reviewed daily within the first instance
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