



COVID-19 Risk Assessment

Location / Site	Tudhoe Colliery Primary School
Activity / Procedure	School fully open – Autumn/Spring Terms
Assessment date	7/12/20 to be updated throughout the year

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’



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



Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Lack of social distancing using toilets and poor hygiene resulting in direct and indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Allocated toilets for each Bubble and children will only use their Bubble's toilets during the school day (see additional section for Breakfast and Teatime club) 2. Children can use the toilet when they need to - staff will monitor numbers of children in toilets at a time. 3. Pupils taught how to use toilets safely, including urinals. 4. Sanitiser used after toilet use as well as washing hands. 5. Extra signs in toilet re washing hands. 6. Wedges for the external toilet doors if not fire doors. 7. Waiting spaces demarcated in corridors. 8. Toilets cleaned throughout the day. 9. Soap and sanitiser monitored weekly to ensure stocks do not run low. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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



Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Teaching of phonics – cross Bubble teaching and adults – leading to spreading of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><i>DFE Guidance for Full Opening states - Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</i></p> <p><i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</i></p> <ol style="list-style-type: none"> Mixed Bubble phonics groups only set up where educationally children would suffer if groupings remained separate e.g. single Bubble groupings would mean children working in a lower/higher group to that needed, but cross Bubble groupings mean working in a group pitched accurately for their needs. Phonics groups re assessed half-termly, but during the half term, groups will remain fixed. Seating plans kept for contact tracing. Each 'Phonics Bubble' works with the same adult daily. Staff remain 2m socially distanced from all pupils. Pupils not in the staff member's Bubble are located furthest away from the member of staff. Areas to be cleaned down after use. Pupils in different Bubbles are separated and kept 2m apart wherever possible. No mixed pairings/side to side seating of children in different Bubbles. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Children mixing in interventions leading to spreading of virus.			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> Mixed intervention groups only set up where educationally children would suffer if groupings remained separate e.g. RWI Fresh Start where single Bubble groupings could mean children working in a lower/higher group to that needed, but cross Bubble groupings mean working in a group pitched accurately for their needs. RWI Fresh Start reading groups re assessed half-termly, but during the half term, groups will remain fixed. Seating plans kept for contact tracing. Interventions are run by Bubble staff wherever possible (exception would be circumstance covered in point 1) Staff remain 2m socially distanced from all pupils wherever possible. Areas allocated for each Bubble and cleaned down regularly Close interventions e.g. 1:1 phonics kept under 15 minutes to minimise any close contact between staff and children 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Specialist teaching across Bubbles leading to spread of the virus.			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><i>DFE Guidance for Full Opening states -</i> <i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</i></p> <ol style="list-style-type: none"> Specialist teachers used for Spanish, Music and some PE coaching PE coaches to be outside wherever possible Specialist staff to only work across paired year groups rather than going across the whole school e.g. Year 1 & 2, Year 3 & 4, Year 5 & 6 Bubbles will be taught separately – Bubbles will not be combined for teaching Specialist staff will maintain strict 2m distancing 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



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



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

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Student teachers attending school leading to spread of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<p><i>DFE Guidance for Full Opening states -</i> <i>We strongly encourage schools to consider hosting ITT trainees. Demand for teacher training is high this year and, while it is understandable that schools will have prioritised other activity, there is a risk that insufficient training places will be available. ITT trainees have the potential to play a significant role in supporting schools. Schools should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs. Deployment decisions will need to take into account the skills and capacity of the trainees in question.</i></p> <ol style="list-style-type: none"> 1. Training for students on first day – risk assessments etc. 2. Student teachers allocated per year group – no going across different Bubbles 3. Staffroom organised for breaks – social distancing in place 4. Social distancing between student teachers and staff wherever possible 5. Social distancing between student teachers and pupils wherever possible. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE



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

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



Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emotional distress of the children			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Social stories set up for children who require them. 2. Resilience Nurse workshops with each class to support resilience and provide strategies for dealing with emotions. 3. Trainee therapy dog used to calm children, reduce anxiety and provide brain breaks for those who need it. 4. Staff to work closely with Vicki Simpson (SENDCO) to support children who are struggling with the new set up in school. 5. Regular communication with home through Marvellous Me/phone calls to aid parents in supporting their child. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

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



Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of spreading virus due to close contact with children – 1:1 and restraint resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Risk Assessment completed for individual children if necessary. 2. Policies amended to allow school to take special measures with regard to behaviour issues that may result in spreading of the virus. 3. Masks available if needed. 4. If children have a toilet accident that they are unable to clean up independently, parents will be contacted to take the child home. 5. Disposable aprons available. 6. Gloves available if needed. 7. Visors also ordered - if needed. 8. Reduced timetable / exclusion / inclusion considered if necessary if children are acting in a way that means staff are put at risk. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Risk of spreading virus due to poor hygiene resulting in indirect transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Parents advised that children should wash hands before coming to school. 2. Hand sanitiser dispenser in every classroom and at all entry/exit points. 3. Hand sanitiser order in large quantities. 4. Extra soap dispensers and re-fills at each wash area. 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. 6. Washing hands posters placed in all washing areas. 7. Catch it, bin it, kill it posters around school 8. Lidded bins within each classroom. 9. Reminders how to wash hands properly – videos and posters. 10. Procedure agreed for children to wash hands resulting in thorough hand washing. 11. Number of children in toilets minimised to promote social distancing. 			
Remaining level of risk		Consider level of risk following use of control measures	



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

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



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

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

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Emergency situation e.g. fire and evacuating building			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	



<ul style="list-style-type: none"> • All staff briefed in new emergency procedures. • All areas have designated fire exit. • 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. • 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. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Mixing of Bubbles/lack of social distancing at Breakfast and Teatime Club resulting in direct transmission of the virus			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures		List your control measures required to reduce risk – add appropriate detail about the type and location of controls	
<ol style="list-style-type: none"> 1. Bubbles sit together – no mixing of children from different Bubbles. 2. Parents advised of changes so children can be prepared. 3. No free movement – children will be working on activities at tables e.g. reading/watching a film. 4. Staff will maintain social distancing wherever possible. 5. No sharing of resources between children. 6. Children sit facing the front – furniture organised to facilitate this. 7. Tables will be signposted so children know where they need to be. 8. Additional furniture removed to create more space if needed 9. Children will use the Year 3 and 4 Bubble toilets for Breakfast and Teatime Club and the toilets will be cleaned down after each group has used them. 10. Children will be grouped by Bubble to use the toilets – children from different Bubbles will not use the toilets at the same time. 11. Social distancing markers in place outside the hall for children waiting for Breakfast Club and for parents collecting from Teatime Club 12. Children will keep bags and coats at their tables to minimise the opportunities for mixing in corridors. 			
Remaining level of risk		Consider level of risk following use of control measures	
HIGH	MEDIUM	LOW	NEGLIGIBLE

Identify hazard		Record the hazard that could cause harm or injury – add appropriate detail about the type and location of hazards	
Direct transmission of the virus in Reception.			
Existing level of risk		Consider current level of risk	
HIGH	MEDIUM	LOW	NEGLIGIBLE



Control measures	List your control measures required to reduce risk – add appropriate detail about the type and location of controls		
<p>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.</p> <ol style="list-style-type: none"> 1. Outside areas to be utilised as much as possible. 2. Remove excess furniture to increase space. 3. Numbers allocated for different areas. 4. Some resources that would be difficult to clean have been removed. 5. Other resources e.g. balls, pencils, plastic bricks will be cleaned down during the day. 6. Other difficult to clean resources will be quarantined for 72 hours. 7. Remove some chairs from areas if appropriate, such as the craft area to put a distance between children. 8. Increased cleaning of all areas through the day. 9. Staff are assigned to these children and stay with these children throughout the day and on subsequent days. 10. Children will not mix with other groups. 11. Minimise items transferred between school and home – only water bottles, packed lunches and reading books initially. 12. Staff to maintain 2m distancing wherever possible. 13. Where staff need to break 2m distancing, they will avoid face to face contact and not get down to eye level with the children. 			
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		7/12/20

Risk assessment reviews	Reviewed monthly
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