

Risk Assessment based on Coronavirus (COVID-19): implementing protective measures in education and childcare settings. Published by DfE 28th August 2020

This risk assessment is based on the advice provided to schools on 2nd July 2020. The document aims to cover the full range of recommendations including preparation, communication and implementation. It is based on a RAG so schools can gauge the level of risk in each area. A section for mitigation actions is also present so that schools are also able to use this document as an action plan. The plan has been put into a working document for staff and parents have been informed of the salient points via letters.

Name of School	Assessment completed by	Review Date	Government Guidance Date
Fressingfield CofE Primary	Mark Taylor	13th May 2020	11th May 2020
	Mark Taylor	23rd May 2020	11th May 2020
	Mark Taylor	1st June 2020	11th May 2020
	Mark Taylor	8th June 2020	11th May 2020
	Mark Taylor	25th June 2020	11th May 2020
	Mark Taylor	15th July 2020	2nd July 2020
	Mark Taylor	7th September 2020	28th August 2020
	Mark Taylor	11th October 2020	28th August 2020

Effective infection protection and control

There are important actions that children and young people, their parents and those who work with them can take during the coronavirus outbreak, to help prevent the spread of the virus.

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.

If there was confirmed outbreak (more than 2 cases) the school will follow the local area outbreak guidance for Suffolk <https://www.suffolk.gov.uk/coronavirus-covid-19/suffolks-response/> .

Personal protective equipment (PPE) including face coverings and face masks

Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus.

Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.

The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:

- children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way
- if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn

Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest [local resilience forum](#).

DfE advised steps	Mitigation actions necessary	How effectively can your school meet this recommendation?			Comments
		Barely	Partially	Fully	
<ul style="list-style-type: none"> children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way 	<p>PPE would be needed for staff changing young children if they have soiled themselves. The Covid-19 virus could be present in children's faeces and there is a possible risk of infection to staff. PPE arrived on 30th May.</p>				See return to school procedures for staff.
<ul style="list-style-type: none"> if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn 	<p>Appropriate PPE equipment needs to be purchased before 1st June. PPE arrived on 30th May.</p> <p>All staff issued with PPE pack consisting of gloves, face mask, eye protection and disposable aprons</p>				<p>The school has gloves, disposable aprons, face protection and two types of face protection.</p> <p>See return to school procedures for staff.</p>

Class or group sizes

We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out above:

- avoiding contact with anyone with symptoms
- frequent hand cleaning and good respiratory hygiene practices
- regular cleaning of settings
- minimising contact and mixing

It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, only mix in consistent groups and that group stays away from other people and groups. Public Health England (PHE) is clear that if early years settings, schools and colleges do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.

While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.

For pre-school children in early years settings, the staff to child ratios within [Early Years Foundation Stage](#) (EYFS) continue to apply as set out here, and we recommend using these to group children.

The school will operate with classes of no more than 30 children with one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then supply teachers can be used. Desks should be placed facing forwards.

Implementing Protective Measures

DfE advised steps	Mitigation actions necessary	How effectively can your school meet this recommendation?			Comments
		Barely	Partially	Fully	
<ul style="list-style-type: none"> organise class groups, as described in the 'class or group sizes' section above 	Classes of no more than 30 children will be facilitated.				<p>All classes have class teacher and allocated support staff.</p> <p>See return to school procedures for staff.</p>
<ul style="list-style-type: none"> organise classrooms and other learning environments such as workshops and 					See return to school procedures for staff.

science labs for those groups with desks facing forwards					
<ul style="list-style-type: none"> decide which lessons or activities will be delivered 	The outdoor spaces will be used as much as possible to negate the risk to children and staff. Equipment will be cleaned between use by other groups or quarantined for 72 hours.				See return to school procedures for staff.
<ul style="list-style-type: none"> consider which lessons or classroom activities could take place outdoors 	Weather permitting as many lessons as possible can take place outside. Equipment packs will be provided for all children before 3 rd September.				See return to school procedures for staff.
<ul style="list-style-type: none"> use the timetable and selection of classroom or other learning environment to reduce movement around the school or building 	Each bubble will only use their classroom and allocated outdoor space.				<p>All groups will be given allocated classroom and outdoor space that they will need to stay in for outdoor lessons and break times.</p> <p>See return to school procedures for staff.</p>
<ul style="list-style-type: none"> stagger assembly groups 	Assemblies will take place in classes using online resources.				

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		Barely	Partially	Fully	
<ul style="list-style-type: none"> stagger break times (including lunch), so that all children are not moving around the school at the same time 	Mid-day supervision will be extended to cover the staggered lunchtimes. Bubbles have been allocated toilets.				See return to school procedures for staff.
<ul style="list-style-type: none"> stagger drop-off and collection times 	The school will be open for drop off from 8.30am, when the bus arrives, until 8.50am. Each bubble will have their own entry and exit point to the building. There will be one-way systems created around the playground and outside the school to aid distancing and to avoid congestion.				<p>This requires the full co-operation of parents to be successful and how long the entry and exiting takes will not be known until we start back.</p> <p>See return to school procedures for staff.</p>
<ul style="list-style-type: none"> plan parents' drop-off and pick-up protocols that minimise adult to adult contact 	Parents of children in Year 1 and upwards will drop their child at the gate. EYFS parents will drop off at the side gate near the EYFS area to aid distancing and to avoid congestion at the gate. Only one parent is to bring their child to school.				<p>This requires the full co-operation of parents to be successful.</p> <p>See return to school procedures for staff.</p>
<ul style="list-style-type: none"> consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing 	Children coming in from the field to go to toilets will be monitored to ensure they don't mix with children from other groups.				See return to school procedures for staff.

<ul style="list-style-type: none"> consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously 	<p>The play equipment will be allocated to a group daily and cleaned at the end of the day.</p> <p>Each class will have their own play equipment box.</p>				<p>This has been discussed with the caretaker and cleaning contractor.</p> <p>See return to school procedures for staff.</p>
<ul style="list-style-type: none"> remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere 	<p>The PE changing rooms are being used for storage of equipment not needed in classrooms.</p>				<p>See return to school procedures for staff.</p>
<ul style="list-style-type: none"> remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) 	<p>The PE changing rooms are being for storage of equipment not needed in classrooms. Storage units will be closed off to children.</p>				<p>Cleaning bags are being purchased to aid cleaning at the end of each day.</p>
<ul style="list-style-type: none"> consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible (guidance will shortly be published on safe travel) 	<p>Parents will be advised to bring their children to school. Discussions have taken place with the LA and bus company. A provisional plan has been discussed with the transport provider. The LA have a plan which they have discussed with the transport provider. Parents have been provided with a link to the LA school transport website so they get the latest information. Staff taking children out to the bus will make sure the children sit in class or family groups.</p>				<p>See return to school procedures for staff.</p>

Communicating your plans

DfE advised steps	Mitigating actions necessary	How effectively can your school meet this recommendation?			Comments
		Barely	Partially	Fully	
<ul style="list-style-type: none"> tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) 	This will be made clear to parents before any child enters the premises for the first time. The children's temperatures will be taken upon entry to the school.				
<ul style="list-style-type: none"> tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend 	This has been shared with parents (see school opening letter).				See school opening letter.
<ul style="list-style-type: none"> tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) 	This has been shared with parents (see school opening letter).				See school opening letter.
<ul style="list-style-type: none"> 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) 	This has been shared with parents (see school opening letter).				See school opening letter.
<ul style="list-style-type: none"> also think about engaging parents and children in education resources such as e-bug and PHE schools resources 					See school opening letter.

DfE advised steps	Mitigating actions necessary	How effectively can your school meet this recommendation?			Comments
		Barely	Partially	Fully	
<ul style="list-style-type: none"> ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). 	<p>Parents have been advised to bring their children to school. Discussions have taken place with the LA and bus company as to who needs transport. A provisional plan has been discussed with the transport provider and the LA have provided them with the risk assessment and procedures. There should be adequate parking at the present time to avoid parents getting too close to one another.</p>				Parents are to inform school transport if they require the use of buses etc.
<ul style="list-style-type: none"> talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful 	<p>There have been meetings with staff online on 13th, 14th May and face to face on 19th May, 8th July, 15th July and 1st September to talk through procedures. Social distancing was adhered to. Following the meetings a set of procedures was issued to all staff (see return procedure document)</p>				See return to school procedures for staff.
<ul style="list-style-type: none"> communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers 	<p>Ongoing.</p>				

<ul style="list-style-type: none"> discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this 	Confirmed with contractor on Monday 18 th May.				
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When Open

DfE advised steps	Mitigating actions necessary	How effectively can your school meet this recommendation?			Comments
		Barely	Partially	Fully	
<ul style="list-style-type: none"> ensure that children and young people are in the same groups at all times each day, and different groups are not mixed during the day, or on subsequent days 	Children will be in class bubbles of no more than 30. Separate toileting facilities have been arranged and lunches will be eaten at their desks/work areas. EYFS children will eat as a separate bubble in the hall. Children will not be used to send messages or move equipment around the school. Lunch and breaktimes will be staggered.				Despite arrangements being put in place there is the risk that some children may gravitate towards others and will need constant monitoring.
<ul style="list-style-type: none"> ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, recognising for secondary and college settings there will be some subject specialist rotation of staff 	Teachers and support staff have been assigned to groups of children. PPA will be covered by the TA of each group if possible, but also music and PE staff who will follow the same school guidance as regular staff. The external staff (Mr Hepburn and Mrs Korilambe) used for PPA will need to maintain social distancing and use the outdoor spaces if possible.				

<ul style="list-style-type: none"> ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. 	<p>Each bubble has been allocated a class. However, the EYFS bubble will be using three spaces.</p>				
<ul style="list-style-type: none"> In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days 	<p>Children will be allocated their own desks/workplaces between Years 1 to 6. Equipment will need to be cleaned before another group uses it.</p>				
<ul style="list-style-type: none"> follow the COVID-19: cleaning of non-healthcare settings guidance 	<p>The cleaning contractor has confirmed that the requirements can be met. The school is providing additional cleaning at lunchtimes and during the day.</p>				
<ul style="list-style-type: none"> ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments 	<p>Each bubble has been allocated a toilet and washing facilities, however, there is a limited number of two boys and two girls sinks per group. When working outside hand sanitiser will need to be made available. Additional outside handwashing facilities (trough with 4 taps) has been installed.</p>				
<ul style="list-style-type: none"> clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal 	<p>All unnecessary equipment has been removed from the teaching spaces to reduce the risk of infection and aid cleaning. Additional cleaning time have been allocated for the middle of the day to fully meet the criteria. Staff will have access to table cleaning products throughout the day and toys will be used that can be cleaned with Milton's or detergent during or at the end of each day</p>				

	or week. Books will be isolated upon return to school for 72 hours.				
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DfE advised steps	Mitigating actions necessary	How effectively can your school meet this recommendation?			Comments
		Barely	Partially	Fully	
<p>ensure that all adults and children:</p> <ul style="list-style-type: none"> frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing are encouraged not to touch their mouth, eyes and nose use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') 	<p>Hand gel will be available upon entering the school. Children will come into school in a slow orderly fashion and wash hands before entering the classroom. All other guidance will continue to be followed.</p> <p>Additional, hand washing facilities have been installed from September 3rd.</p>				See return to school procedures for staff.
<ul style="list-style-type: none"> ensure that help is available for children and young people who have trouble cleaning their hands independently 	<p>Help will be available from assigned adults in each bubble.</p>				
<ul style="list-style-type: none"> consider how to encourage young children to learn and practise these habits through games, songs and repetition 	<p>Handwashing practices are reinforced daily.</p>				

<ul style="list-style-type: none"> ensure that bins for tissues are emptied throughout the day 	There is additional cleaning time and pedal bins have been purchased for each classroom and the staffroom.				
<ul style="list-style-type: none"> 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 	All possible doors and windows will be opened at the start of the day and remain open until the children and staff have left the building.				
<ul style="list-style-type: none"> get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed 	All products have been delivered and additional soap dispensers have been ordered.				

DfE advised steps	Mitigating actions necessary	How effectively can your school meet this recommendation?			Comments
		Barely	Partially	Fully	
Reduce mixing by:					
<ul style="list-style-type: none"> accessing rooms directly from outside where possible 	All classrooms have external access.				
<ul style="list-style-type: none"> considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors 	Corridor spaces are to be cleared as much as possible including the atrium. Children do not need to move away from their teaching rooms.				

<ul style="list-style-type: none"> staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time 	<p>Are staggered and each bubble has their own space on the playground and field.</p>				
<ul style="list-style-type: none"> staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms 	<p>Children will have their lunches in the classroom or outside if socially distanced. Socially distancing markers will be put down in queuing areas.</p>				
<ul style="list-style-type: none"> ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time 	<p>The children will be staggered when using toilets and limited to two children at a time. Each class have allocated toilets.</p>				
<ul style="list-style-type: none"> noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) 	<p>Social stories have been used for returning children and tis will continue were and when needed.</p>				

DfE advised steps	Mitigating actions necessary	How effectively can your school meet this recommendation?			Comments
		Barely	Partially	Fully	
<p>Use outside space:</p> <ul style="list-style-type: none"> • for exercise and breaks • for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff • although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. 	<p>The field, playground and play equipment will all be used. The play equipment is cleaned at the end of the day by the caretaker.</p> <p>Wellie racks are being purchased so that all children can access the field throughout the year.</p>				
<p>For shared rooms:</p> <ul style="list-style-type: none"> • use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance • stagger the use of staff rooms and offices to limit occupancy 	<p>Initially the hall will only be used for lunch or by Waveney class.</p> <p>The offices and staffroom will be limited to two adults at any one time. Staff will use their own cups, and cutlery and be responsible for cleaning them. All other cups and cutlery will be stored for now.</p>				

DfE advised steps	Mitigating actions necessary	How effectively can your school meet this recommendation?			Comments
		Barely	Partially	Fully	
<p>Reduce the use of shared resources:</p> <ul style="list-style-type: none"> • by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between 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 	<p>Children will only bring in water bottles to be kept on their desk. EYFS will have theirs in trays and be allowed to bring a book bag.</p> <p>Books going home will be limited to 2 and cleaned before being put back out for other children. The choosing of reading books will be facilitated by staff.</p> <p>All children will be provided with an allocation of equipment (pens, pencils, rubber, ruler).</p> <p>Staff will have access to cleaning materials throughout the day.</p> <p>Anti-viral wipes have been purchased for cleaning ICT equipment between being used by other groups.</p>				

Transportation

DfE advised steps	Mitigating actions necessary	How effectively can your school meet this recommendation?			Comments
		Barely	Partially	Fully	
<ul style="list-style-type: none"> • encouraging parents and children and young people to walk or cycle to their education setting where possible • schools, parents and young people following the government guidance on how to travel safely, which will be published shortly, when planning their travel, particularly if public transport is required • ensuring that transport arrangements cater for any changes to start and finish times • make sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus • make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers • taking appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts • local authorities or transport providers could consider the following: <ul style="list-style-type: none"> • guidance or training for school transport colleagues • substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers • cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out 	<p>All parents will be encouraged to bring their own children to school.</p> <p>Suffolk schools transport are responsible for bus and taxi's travel to the school. Consequently, the school will take guidance from them on this matter.</p> <p>School transport have a risk assessment and procedures for bus companies to follow.</p>				

- communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)

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