

## **MILLBROOK PRIMARY SCHOOL- PLANNING FOR A PHASED RE-OPENING INCLUDING RISK ASSESSMENT**

Further guidance can be found by following the link below.

Link to page on guidance to educational establishments <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<b>Focus</b>	<b>Recommendation</b>	<b>Control Measures</b>	<b>Risk Rating</b>
<b>Preparing the building</b>	<ul style="list-style-type: none"> <li>Classrooms have been empty for several weeks</li> <li>Adjust fire drill</li> </ul>	<ul style="list-style-type: none"> <li>Full deep clean of school organised by Premises Officer</li> <li>Ensure each group knows where to exit during a fire drill and practice in first week of reopening.</li> </ul>	Low
	<ul style="list-style-type: none"> <li>Limit use of door handles and provide ventilation</li> </ul>	<ul style="list-style-type: none"> <li>Prop all corridor doors open during the day with assurance that before the building is closed for the night, all doors are shut again. Allocated role to shut doors if there is an emergency during school day</li> </ul>	Low
	<ul style="list-style-type: none"> <li>Ensure the school maintains high standards of cleanliness.</li> </ul>	<ul style="list-style-type: none"> <li>Four cleaners to deep clean all used areas each evening. Additional cleaner employed through part of the day to wipe over surfaces and clean toilets. Anti-bacterial sprays to be available in all classes – this spray does not require any wiping.</li> </ul>	Low
	<ul style="list-style-type: none"> <li>All frequently touched surfaces, equipment, door handles and toilets cleaned thoroughly each day both at the end and midday.</li> </ul>	<ul style="list-style-type: none"> <li>All classrooms to have soap and water, hand sanitisers located throughout the school, lidded bins and disposable tissues.</li> </ul>	Low
	<ul style="list-style-type: none"> <li>Staff and children to maintain high standards of cleanliness and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>All children and staff to wash hands regularly.</li> </ul>	Low
	<ul style="list-style-type: none"> <li>Reorganise Class 1, 2 and 3 to minimise contact and mixing and create an EYFS environment for children to be taught in small groups.</li> </ul>		Low

	<ul style="list-style-type: none"> <li>Minimise the number of resources in order to ensure they can be wiped clean.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to have time to organise their classrooms and resources. Staff to remove resources that cannot be easily cleaned.</li> <li>Staff to have time to consider resources and put away soft toys, furnishings and toys that are hard to clean. Disinfectant sprays to be available for use at the end of the day.</li> </ul>	
<b>Review Staff Availability</b>	<ul style="list-style-type: none"> <li>Ensure anxious staff are well supported</li> <li>Ensure clinically extremely vulnerable and clinically vulnerable staff work from home.</li> <li>Audit staffing picture frequently</li> <li>Ensure sufficient staff are in school to phase in reopening and maintain maximum safe group size</li> <li>Reduce contact between adults</li> </ul>	<ul style="list-style-type: none"> <li>All staff to have their voice heard in phased reopening plan and adaptations made if necessary including flexibility over childcare needs.</li> <li>Headteacher to make personal contact with each individual and complete HR shielding form. Staff with clinically extremely vulnerable family members in the household will be asked to work from home. Staff who are considered clinically vulnerable will be asked to work from home.</li> <li>Staff with asthma to seek GP advice.</li> <li>Headteacher to review again in the middle of June.</li> <li>Sufficient staff for first aid (including paediatric), safeguarding, senior leadership, SEND, cleaning and caretaking.</li> <li>PPE available for provision of first aid or intimate care</li> <li>PPE to be used in line with the training (training videos part of the PPE guidance)</li> </ul>	<p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p>

		<ul style="list-style-type: none"> <li>Used PPE to be discarded in line with the guidance (double bagged, stored for 72 hours before being added to waste stream)</li> <li>Timetable office staff to ensure only one person in the office at a time.</li> </ul>	
<b>Maximum group sizes / physical distancing and grouping</b>	<ul style="list-style-type: none"> <li>Reduce contact as much as possible ensuring there are no more than 15 pupils per small group</li> </ul> <p>Currently picture:  Teachers – 8  Higher level teaching assistant - 1  Teaching assistants – 17 (3 with HLTA)  Senior leaders – 3 (1 included in teachers)  Premises Officer – 1  Attendance Officer -1  Administrative Officer – 1  Business Manager – 1</p>	Nursery am 15 pupils – 3 adults (Adult 1, 2 & 3) Nursery pm 13 pupils – 3 adults (Adult 1, 2 & 3)  Reception – 36 pupils split into 3 groups in three separate classrooms  Group A (12 pupils) – Class 1 (Adult 4 & 5) Group B (12 pupils) – Class 2 (Adult 6 & 7) Group C (12 pupils) – Class 3 (Adult 8 & 9)  Group A and B can use foundation stage playground for outdoor learning (timetabled and planned) Group C can use the infant playground for outdoor learning  Year 1 – 40 pupils split into 3 groups Group D (14 pupils) – Class 4 (Adult 10 & 11) Group E (13 pupils) – Class 7 (Adult 12 & 13) Group F (13 pupils) – Class 8 (Adult 14 & 15) Year 6 – 34 pupils split into 3 groups Group G – (12 pupils) – Class 9 (Adult 16 & 17) Group H – (11 pupils) – Class 10 (Adult 18 & 19) Group I – (11 pupils) – Class 11 (Adult 20 & 21)  Vulnerable children and children of critical workers	Low Low  Medium

		<p>Group J – (5 – 10 pupils) – ICT suite (Adult 21 &amp; 22)</p> <p>Timetabling of adults including PPA and SEND time will be formulated in final plan. No planned assemblies</p> <p>All groups will have a timetable for the toilet. Any child needing the toilet outside of allocated time will need to be supervised by one member of staff to ensure they do not come into contact with another group member.</p>	
<p><b>Timings of the school day including drop off and pick up and lunch arrangements for pupils and staff</b></p>	<ul style="list-style-type: none"> <li>• Phased re-opening in three stages: phase 1 – nursery and Reception, Phase 2 – Year 1, Phase 3 – Year 6</li> <li>• Stagger start and end times by a short period to reduce volume at the entrance</li> <li>• Use signage to guide parents and carers for dropping off and picking up using a one-way system.</li> <li>• Site Manager and senior leaders to monitor system daily</li> </ul>	<p>Phase 1</p> <ul style="list-style-type: none"> <li>• Nursery am – 8:30 – 11:30am</li> <li>• Nursery pm – 12:15 – 3:15pm</li> <li>• Group A – 8:45 – 2:30pm</li> <li>• Group B – 9:00 – 2:45pm</li> <li>• Group C – 9:15 – 3:00pm</li> </ul> <p>All above to use a one way entrance into school via nursery path. Parents to queue in 2 metre marked places for designated staff member to take child</p> <p>Key Workers – 8:50 – 3:10pm</p> <p>Use infant hall entrance marked out. Parents to queue in 2 metre marked places for designated staff member to take child</p> <p>Phase 2</p> <ul style="list-style-type: none"> <li>• Group D – 9:00 – 2:45pm</li> <li>• Group E – 9:15 – 3:00pm</li> </ul>	<p>Low</p> <p>Low</p> <p>Low</p>

	<ul style="list-style-type: none"> <li>• Work out arrangements for lunch so that children do not mix with children from other groups</li> <li>• Work out playtime so ideally only one group of a maximum 15 children play in the same area at any one time.</li> </ul>	<ul style="list-style-type: none"> <li>• Group F – 9:30 – 3:15pm</li> </ul> <p>Use junior hall entrance 1. Parents to queue in 2 metre marked places for designated staff member to take child</p> <p>Phase 3</p> <ul style="list-style-type: none"> <li>• Group G – 9:00 – 2:45pm</li> <li>• Group H – 9:15 – 3:00pm</li> <li>• Group I – 9:30 – 3:15pm</li> <li>•</li> </ul> <p>Use junior hall entrance 2. Parents to queue in 2 metre marked places for designated staff member to take child. All drop offs and pick ups will be a one-way system.</p> <p>Pupils to wash hands in their classroom upon arrival</p> <p><b>Lunch arrangements</b> – all meals to be packed lunch Packed lunches delivered to classrooms</p> <p>Group A – eat in Class 1 – 11:50am Foundation stage play - 12:20 Group B – Foundation stage play - 11:50am Eat in Class 2 – 12:20pm Group C – play on infant yard 11:50am Eat in Class 3 – 12:20pm Group D – Eat in Class 4 – 11:50am Play on infant yard – 12:20pm Group E – Eat in Class 7 – 11:50am Play on junior yard – 12:20pm (come in via end of</p>	<p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p>
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		<p>corridor entrance  Group F – Eat in Class 8 – 12:20pm  Play on infant yard 12:50pm  Group G – Eat in dining room – 2 metres apart  12:30pm  Play on junior yard – 12:50  Group H – Eat in junior hall – 2 metres apart  12:30pm  Play on infant yard – 12:50pm  Group I - Eat in dining room – 2 metres apart  12:30pm Play on junior yard  (junior yard marked into 2 halves to house no more than 15 pupils at 2 metres apart)</p> <p>Key Worker children – eat in ICT suite 12:30pm – 12:50pm Playtime - infant yard – marked half</p> <p>In good weather the field can be used to maximise space</p> <p>Requires at least 9 adults – if all 11 lunchtime assistants are not available, we may need to timetable some additional staff and ensure they have lunch arrangements (Will be contacting all during week beginning 25.05.20).  Nursery staff to eat lunch in nursery setting to ensure social distancing can be met.</p> <p>Staffroom chairs will be removed to ensure social distancing and two metre marks made out on table.</p>	<p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p>
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		<p>Group A, D, E staff – use staffroom if required for eating between 11:50am and 12:20pm. 6-7 adults socially distancing.</p> <p>Group B, C, F staff - use staffroom if required for eating between 12:20 and 12:50pm. 6 adults socially distancing.</p> <p>Group G, H 1 staff – use identified classroom upstairs if required for eating. Staffroom available at 12:50pm until 1:25pm.</p> <p>Staff who have roles as TA’s and lunchtime assistants will have lunchtime arranged when timetable of staff is completed.</p> <p>Time for PPA, SEND and other leadership will be arrangement when full timetabling plan for staff his in place.</p> <p>Disinfectant spray available if staff want to wipe down kettle handles / wash taps etc (This is not a requirement as additional cleaning will be available. Only available to ease staff concerns)</p>	<p>Low</p> <p>Low</p> <p>Low</p>
<p><b>Review behaviour policy in light of new school rules and routines</b></p>	<ul style="list-style-type: none"> <li>Prior to opening for more pupils, schools will need to update their behaviour policy to reflect new rules, routines and communicate these changes to staff, pupils and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Senior leaders to create an Emergency Addendum to the existing policy arrangements including rules about: <ul style="list-style-type: none"> <li>Regular handwashing / hand sanitiser</li> <li>Social distancing rules – who they can social wise with (based on groupings)</li> <li>Moving around school</li> <li>Expectations for coughing / sneezing (make</li> </ul> </li> </ul>	<p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p>

	<ul style="list-style-type: none"> <li>For pupils with education health care plans, it may not be possible to provide the full range of provision set out in the plan, and it may be necessary to make different arrangements.</li> <li>For pupils with additional needs including behaviour it may not be possible to provide the full range of provision set out in the plan, and it may be necessary to make different arrangements</li> </ul>	<p>explicit where tissues are kept)  Rules for dropping off and picking up stress parent time keeping is essential for the plan to work safely  Rules about home learning.</p> <ul style="list-style-type: none"> <li>Conduct an individual risk assessment for all pupils with EHCP's whose parents request that they return to school. Consider what alternative provision could be provided particularly pupils with explicit sensory needs (sensory room and soft play equipment is not available at present due to inability to safely clean it).</li> <li>Conduct an individual risk assessment for all pupils whose behaviour puts appropriate social distancing at risk. Consider what alternative provision could be provided, including a personalised timetable for the most vulnerable pupils. Consider any individuals who need an individual evacuation in case of emergency.</li> </ul>	<p>Low</p> <p>Low</p> <p>Low/medium</p> <p>Low/medium</p>
<b>Communication to parents, pupils and staff</b>	<ul style="list-style-type: none"> <li>School to work closely with parents, staff and unions when agreeing the best approaches for their circumstances</li> </ul>	<ul style="list-style-type: none"> <li>All staff to be consulted over the draft plan before it is finalised. LA to gain agreement with trade unions over risk assessments and plans. This is the opportunity to note any</li> </ul>	<p>Low</p>



	<ul style="list-style-type: none"> <li>Attendance officer to reiterate how timings are important in order to safeguard their child and other children, to families who have struggled with timekeeping in the past.</li> </ul>	<p>changes to this document.</p> <ul style="list-style-type: none"> <li>Senior leadership to undertake online meetings (and any social distancing meeting that can be done in small groups while staff are on key worker rota) to discuss the draft plan, resolves any anxieties and issues over childcare.</li> <li>Senior leaders to respond to staff feedback over new arrangement</li> <li>Letter to be sent out to all parents of priority groups (Nursery, Reception, Year 1 and Year 6) detailing the measures Millbrook is taking to safeguard children and adults. Letter details child's group and exact timings of the day as well as explaining one way systems and social distancing. A copy of the addendum to the behaviour policy will be included so parents can run through expectations with their child.</li> <li>Senior leaders to telephone parents over priority groups to ascertain expected uptake.</li> <li>Learning Mentor to telephone vulnerable pupils within this priority group to ascertain any anxieties.</li> </ul>	<p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p>
<p><b>Managing pupil and staff well-being and mental health</b></p>	<ul style="list-style-type: none"> <li>Consider support for individual children who have found the long period at home hard to manage.</li> <li>Consider support for pupils who have developed anxieties related to the virus</li> </ul>	<ul style="list-style-type: none"> <li>Staff to note individual children who may need additional support. Personalised support plan developed for those pupils. Learning Mentor and support staff to provide additional support.</li> <li>Lessons planned using resources available to plan opportunities for children to talk their</li> </ul>	<p>Low/medium</p> <p>Low</p>

	<ul style="list-style-type: none"> <li>Governors and school leaders should consider the mental health and well being of staff (including school leaders themselves) and the need to implement flexible working practices in a way that promotes good work life balance.</li> </ul>	<p>experiences of the past few weeks.</p> <ul style="list-style-type: none"> <li>Opportunities will need to be available for pupils to talk to a trusted adult. Lessons will need to be refocussed and pastoral opportunities created.</li> <li>Lessons will need to strike a balance between reintegrating pupils into a reassuring and familiar work ethic and responding to individual concerns.</li> <li>Timetabling of staff to be carefully considered taking into account the advice of safeguarding the virus by keeping the same staff with the same group and ensuring that all staff play a part and workload is spread evenly where possible. Consideration needs to be taken where staff need more flexibility i.e. childcare.</li> </ul>	<p>Low</p> <p>Low</p> <p>Low</p>
<b>Planning what to teach and how</b>	<ul style="list-style-type: none"> <li>Teachers are well placed to plan activities which integrate pupils back into school taking account of all safety practices, the need to physical exertion and the particular needs of the children.</li> </ul>	<p>EYFS Routines, Speaking and Listening, Early Reading. Resources that are used for child-initiated learning should be considered carefully to ensure they can be washed after use. Regular washing of hands after using equipment is essential. Sharing stories, singing and playing outdoor games to help children socialise and resettle into classroom routines.</p> <p>Year 1 Prioritise reading to ascertain those who have fallen behind. Reteach and practise paying attention to phonics. Ensure those who have fallen behind are given additional support.</p>	<p>Low</p> <p>Low</p>

		<p>Year 6</p> <p>Opportunities to discuss sadness or anxieties over missed end of term traditions. Consider transition activities that are remotely possible. Consider transition for more vulnerable pupils including the three with EHCP's. Focus on readiness for secondary school in particular Mathematics and English.</p>	Low
<b>Remote education during wider opening</b>	<ul style="list-style-type: none"> <li>Consider how remote education will look for Year 2, 3, 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>When planning class timetables consider how home learning can continue for the four year groups not in school.</li> <li>Office staff to retain list of pupils with no internet at home and print out work to be posted.</li> </ul>	Low  Low
<b>Responding to a suspected case of COVID-19</b>	<ul style="list-style-type: none"> <li>Ensure effective measures are in place to safeguard everyone if a suspected case of COVID-19 is in school.</li> </ul>	<ul style="list-style-type: none"> <li>In the event of a child developing suspected coronavirus symptoms whilst attending the setting, they should be collected as soon as possible and isolate at home in line with NHS guidance (self-isolate 7 days, all fellow household members should self-isolate for 14 days). Access to a test will be available.</li> <li>Whilst waiting for the child to be collected they should be isolated from others in the identified room (Goldfish bowl – this room is not to be used by anyone else and must remain empty unless needed for suspected virus case).</li> <li>The staff member responsible for the child</li> </ul>	Medium  Low  Low/medium

		<p>should be a staff member from their allocated group. PPE should be worn by staff caring for the child if a distance of 2 meters cannot be maintained.</p> <ul style="list-style-type: none"> <li>• The area should be thoroughly cleaned by the cleaning services afterwards (contracted).</li> <li>• In the event of a staff member developing suspected coronavirus symptoms whilst working, they should return home immediately and arrange to get a test.</li> <li>• Where a pupil or member of staff has tested positive, the rest of their group will be sent home and advised to self-isolate for 14 days. Where tests are available, the group will be encouraged to get a test.</li> </ul>	<p>Low</p> <p>Medium</p> <p>Medium</p>
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