



COVID-19 Risk Assessment – Polish Saturday School in WGC

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| Location / Site | Polish Saturday School in WGC |
| Activity / Procedure | Opening 19 of September 2020r. |
| Assessment date | .../09/20 – to be updated regularly until opening |

Government guidance states for schools states:

“The safety of children and staff is our utmost priority.”

“The advice seeks to support staff working in schools, colleges and childcare settings, to deliver this approach in the safest way possible, focus on measures they can put in place to help limit the risk of the virus spreading within education and childcare settings.”

“In education, childcare and social care settings, preventing the spread of the coronavirus involves dealing with direct transmissions (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.”

Government guidance for parents concerning re-opening of schools states:

“We have provided guidance and support to schools, colleges and child care settings on implementing protective measures in education and childcare settings to help them **reduce the risk of transmission as more children and young people return.**”

“Whilst such changes are likely to look different in each setting, as they will depend upon individual circumstances, they are all designed to minimize risks to children, staff and their families.

Schools and colleges continue to be best placed to make decisions about how to support and educate their pupils during this period. This will include:

Consideration of the pupils’ mental health and well being

All children cannot be expected to remain 1 meter apart from each other and staff. In deciding to bring more children back to schools, we taking this into account.

Schools should therefore work through the hierarchy of measures set above:

- Avoiding contact with anyone with symptoms
- Frequent hand cleaning and good respiratory hygiene practices
- Regular cleaning of settings
- Minimizing contact and mixing

....the risk will be lowered.

Where settings can keep children and young people in those small groups 1 meter away from each other, they should do so. While in general groups should be kept apart, brief transitory contact, such as passing in a corridor is low risk.



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| <u>Identify hazard</u> | | 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 |
| <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"> 1. Social distancing discussions with the children – including how many children playing with resources and how, (Include instructions how to line up, physical contact use of toilet, moving around the classroom) 2. To be modelled many times a day and linked to school behavior system – lots of praise for adherence and sanctions for non-compliance 3. Resources and activities planned to reduce shared contact and individual learning 4. Use of outdoor space – discussions on how to follow social distancing rules before they go outside, children to be constantly reminded. Polish Saturday School will only use the concreted apart of the playground. 5. Staff allowed to stay at adult height – no requirement for getting to child level for interactions 6. Interactions carried out where possible from a distance 7. Children stay in the classroom for majority of the day and not mix with other groups 8. Coats to be placed in the classroom - pegs will be spread out and only one child will be allowed to go in at a time, with the supervision of an adult 9. Water bottles will be keep by the children. | | | |



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| <u>Identify hazard</u> | | 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 |
| <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"> 1. Toilet signs used and only one child allowed to go to toilet at a time – if more than one in the toilet, ensure they are not in cubicles next to each other and don't wash their hands in adjacent sinks – only used with adult supervision 2. Hand gel used after toilet use as well as washing hands – PSS provide. 3. Extra Signs in toilet re washing hands 4. Extra soap/hand gel to be provided in the classrooms by PSS 5. Toilets will be use by only one group of kids (bubble) 6. Ground floor YEAR 0 will use girls toilets, YEAR 5 and 6 will use boys toilets 7. First floor YEAR 1 and 2 will use girls toilets and YEAR 3 and 4 will use boys toilets. 8. The bubbles groups will be taken to the toilets by the teaching assistant of the bubble. | | | |

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| <u>Identify hazard</u> | | 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 classroom in morning resulting in direct transmission of the virus | | | |
| 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 | |
| <ol style="list-style-type: none"> 1. Parents and children enter using gate by Front entrance –parents to enter just before 9am 2. Parents to leave via the gate/door – this is to ensure they don't have to walk back on themselves and reduces bigger groups gathering – instructions added at the end of the RA. 3. Same to be done at 12pm when the children are collected. Main gate to enter, and group of the children gate to leave - – instructions added at the end of the RA. 4. Instructions shared re social distancing between families in the morning with parents and children – parents not congregating on the pavement, just dropping children off and then leaving, 5. Trustees to be on duty to supervise.\ 6. Staggered drop off and pick up times for different year groups. | | | |



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| <u>Identify hazard</u> | | 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 resulting in direct transmission of the virus | | | |
| 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 | |
| <ol style="list-style-type: none">1. Staggered playtimes and/or allocated play area in the first instance they can use.2. Reduced playtime equipment – hard surfaces and can be easily cleaned,3. Games discussed which encourage social distancing – football passing, catch, hoola hooping – equipment will be provide by PSS,4. Resources not to be shared between groups5. Staff supervision throughout – actively encouraging and insisting on social distancing | | | |

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| <u>Identify hazard</u> | | 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 |
| <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">1. Children staying in their classroom and accessing outside from classroom door,2. When moving class around the school – 1 meter between children – one adult at back insisting the distance is maintained – regular practice this in the first few days.3. Designated toilets areas for the bubbles will be clearly marked by PSS. | | | |



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| <u>Identify hazard</u> | | 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 |
| <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"> 1. Tables, door handles and other surfaces cleaned with spray after a lesson. 2. Resources on tables ready for lesson and children have restricted choice of resources 3. Children encouraged to wash hands / use hand gel before starting a new activity/each time they move to a new activity 4. Outdoor resources restricted each day and outdoor area separated between each group (physical barrier so no mixing) 5. Children encouraged to wash hands before they go outside and when they come back in 6. Outdoor playground equipment allocated to the group of children and cleaned after when it will be used. 7. White boards will be use during the lesson and clean at the end of the session – equipment provide by PSS. 8. Each child will be provide with sing pencil case (with necessary equipment) which will be storage in the school. | | | |

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| <u>Identify hazard</u> | | 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 |
| <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"> 1. Small numbers of children to support their emotional need 2. Circle time/PHSE to be focus support children’s well-being – slowly increasing the cognitive load 3. Where needed and if possible comfort to be given at a distance– at adult height and hand gel used after if needed | | | |



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| <u>Identify hazard</u> | | | | 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 | |
| | | | | 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. Staff meeting – to discuss concerns and shared control measures. 3. Risk assessments reviewed after first Saturday - this is flexible. 4. Designated “staff areas” areas for different groups of staff. 5. Masks and gloves available for staff when dealing with intimate care | | | | |

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| <u>Identify hazard</u> | | | | 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 | |
| <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"> 1. Children to wash hands or hand gel on entry to school, before going outside, coming back in from outside, leaving school, using the toilet and any time they cough or sneeze 2. Children to wash hands between each activity 3. Reminders how to wash hands properly – verbal instruction, 4. Procedure agreed for children to wash hands so thorough hand washing 5. Emptied bins in each classroom after lessons. | | | | |



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| <u>Identify hazard</u> | | 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 |
| <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">1. All surfaces, handles, toilets and shared equipment will be cleaned after all lessons,2. Resources to not be shared between groups3. Cleaners (parents) will have a duty every two weeks (they will be temperature checked) | | | |



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| 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. Those who are clinically extremely vulnerable (those who have received a letter from Government or clinician) or living with someone who is clinically extremely vulnerable are to work from home 2. Those who are clinically vulnerable – those strongly advised to social distance in the original guidance are to work at home or work in school adhering to strict 1 meter social distancing from colleagues and children. 3. Those living with those that are clinically vulnerable can attend school and work with children or adults adhering to this and other re-opening risk assessments. 4. Issuing of all relevant risk assessments to staff concerning re-turning to work – and allow them to comment and contribute 5. Separate risk assessment for staff who are clinically vulnerable | | | |

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| 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. Children who are clinically extremely vulnerable – those being shielded should not attend school 2. Children living with some who is clinically extremely vulnerable should not attend school 3. Children who are clinically vulnerable parents should seek medical advice concerning the children returning to school 4. Children living with someone who is clinically vulnerable can attend school – parents will be given the choice | | | |



| Name of headteacher of PSS | Signature of headteacher of PSS | Date |
|----------------------------|---------------------------------|------|
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| Manager’s comments | Insert comments relevant to assessment as appropriate |
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| Name of manager | Signature of manager | Date |
|-----------------|----------------------|------|
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Tables of groups, dropping off and picking up sessions:

| Groups | | | |
|--------------|--------------|-------------|-------------|
| GROUP A | GROUP B | GROUP C | GROUP D |
| YEAR 0 | YEAR 5,6 | YEAR 1,2 | YEAR 3,4 |
| Ground floor | Ground floor | First floor | First floor |

| Dropping off | | | |
|--------------|----------|----------|-------------|
| TIME: 8.50am | YEAR 5,6 | YEAR 0 | GROUP A & B |
| TIME: 9.00am | YEAR 3,4 | YEAR 1,2 | GROUP C & D |
| MIDDLE GATE | | GATE 1 | |

| Picking up | | | |
|---------------|----------|----------|-------------|
| TIME: 11.40am | YEAR 5,6 | YEAR 0 | GROUP A & B |
| TIME: 11.50am | YEAR 3,4 | YEAR 1,2 | GROUP C & D |
| MIDDLE GATE | | GATE 1 | |



LUNCH:

The second breakfast in lunch boxes (without nuts) will be prepared by the parents.

Children will be divided into 4 groups during the break.

| BREAK | | | |
|----------------|----------------|----------------|----------------|
| GROUP A | GROUP B | GROUP C | GROUP D |
| YEAR 0 | YEAR 1 i 2 | YEAR 3 i 4 | YEAR 5 i 6 |
| 10.00am | 10.20am | 10.40am | 11.00am |

Breaks last 10 minutes. After each group, the duty staff will disinfect the canteen.