**RISK ASSESSMENT FORM**

**Part A**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DEPARTMENT/ SERVICE** | | | BECKFOOT NESSFIELD PRIMARY SCHOOL AND NURSERY | | | | | |
| **Assessor/ Person(s) assisting with the assessment** | LINDA HANSON | | | | | | **DATE** | 02.11.20 |
| **TASK / ACTIVITY**  (Include duration and frequency of task activity**)** | | **Continued full opening of Schools – November 2020**  **THIS DOCUMENT SUPPLEMENTS AND DOES NOT REPLACE DfE Guidance:**  “Guidance for full opening – schools” (02/07/20). See the end of this document for full list of guidance used to compile this RA. Quotes from the guidance appear in italics. | | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Likelihood of Occurrence** | **Severity of Outcome** | | | | | | 1  Negligible | 2  Slight | 3  Moderate | 4  Severe | 5  Very Severe | | 1  Very Unlikely | **LOW (1)** | **LOW (2)** | **LOW (3)** | **LOW (4)** | **LOW (5)** | | 2  Unlikely | **LOW (2)** | **LOW (4)** | **LOW (6)** | **MEDIUM (8)** | **MEDIUM (10)** | | 3  Possible | **LOW (3)** | **LOW (6)** | **MEDIUM (9)** | **HIGH (12)** | **HIGH (15)** | | 4  Probable | **LOW (4)** | **MEDIUM (8)** | **HIGH (12)** | **HIGH (16)** | **HIGH (20)** | | 5  Very Likely | **LOW (5)** | **MEDIUM (10)** | **HIGH (15)** | **HIGH (20)** | **HIGH (25)** | | | | | **Persons / groups at risk** | | | | |
| **A** | Employees | **E** | General Public / Pupils | |
| **B** | New Employees | **F** | Visitors | |
| **C** | Contractors / Sub-Contractors | **G** | Volunteers | |
| **D** | Young person / Work experience | **H** | Clients / Service users | |
| **Likelihood of occurrence X Severity of outcome = Risk Rating**  **Example:**  **Likelihood (possible 3) X Severity (Moderate 3) = Risk Rating (Medium 9)** | | | | |

The Department of Education have made clear their expectation that all schools will be open for all pupils from September. The guidance contains a PHE-Endorsed ‘system of controls’ **(numbered and bold in the base control measures below)**, which build on the previous Hierarchy of Controls used in the summer term. Where something is essential for public health reasons, the guidance uses the word ‘must’. Schools must comply with health and safety law and put in place proportionate control measures to protect staff, students and others.

Schools must apply the system of controls in a way that reduces risk to the lowest, reasonably practicable level, in a way that works for their school, and allows them to deliver a broad and balanced curriculum for pupils.

The overriding principle is to reduce the number of contacts between children and staff through reduced mixing (through consistent groups) and increasing social distancing between individuals. The balance between these 2 options for reducing contacts will vary between schools depending on the ability of students to distance, the layout of the school and the requirement to provide a broad and balanced curriculum. In most circumstances, staff can maintain 2m social distancing between themselves and others they should do so.

**Part B**

| **What are the hazards**  **and**  **What could happen** | **Affected persons**  **groups** | **Risk rating if no action taken (see chart)** | **What are the base control measures** | **Further action required to eliminate or reduce the risk**  (who by and Date) | **Residual risk**  **rating**  **(see chart)** |
| --- | --- | --- | --- | --- | --- |
| Decision to close against national scientific advice & government policy | ALL | **5 x 4 = 20** | The Government has made it clear that its intention is that schools will only be closed as a last resort and other measures to reduce the spread of the virus will be taken first. | Continue to monitor DfE, SAGE and PHE guidance and amend risk assessment and decision to open accordingly in conjunction with Beckfoot Trust.  Official Government review due 02.12.20 | **2 x 4 = 8** |
| Spread of Covid-19 between pupils; staff;  families of pupils/ staff. | ALL | **4 x 4 = 16** | **1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school**  N.B. There will always be residual risk from those who are asymptomatic. | Communicate with pupils and staff that if they feel unwell, or have tested positive for Covid-19 in the last 10 days they must not attend school.  Communicate with parents that if pupils feel unwell or have tested positive for Covid-19 in the last 10 days they must not attend school.  Communicate with staff, students and others that if they are displaying symptoms they should get tested for Covid-19.  Communicate with visitors and contractors, that access to site is only possible with no symptoms, by following school procedures and practices and where appropriate carrying out a separate risk assessment.  Publicise the 'Guidance for Households with Possible Coronavirus Infection', and communicate to students, staff and parents that household should isolate for 14 days if someone in the household displays symptoms or they are told to by NHS Track and Trace | **3 x 4 = 12** |
|  |  | **5 x 4 = 20** | Take steps to reduce the risk when anybody starts to display symptoms in a school setting passing on the infection to others. | Follow Trust guidance 'Dealing with confirmed or Suspected Cases' (v3 as at 2/11/20). This is available on the 'Trust Matters' Share-Point. If you cannot access this, you can request a copy by e-mailing [becamv@beckfoot.org](mailto:becamv@beckfoot.org) | **3 x 4 = 12** |
|  |  | **3 x 4 = 12** | **2. Clean hands thoroughly more often than usual**  Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser.  Only use alcohol hand rub or sanitiser if soap and water not available. | Schools **must** ensure that all pupils and staff to wash hands regularly: when they arrive at school, when they return from breaks, when they change rooms and before and after eating, and after coughing or sneezing.  Promote handwashing through posters and regular reminders and building it into school routines and behaviour expectations.  Demonstrate good hygiene practice  Make use of resources from e-bug and other sources  Provide alcohol rub where a sink is not readily available, and supervise it given the risks around ingestion.  Ensure pupils who need supervision and/or help whilst washing hands receive it. | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | **3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach**  Implement the 'catch it, bin it, kill it' approach. | Refresh posters.  School **must** ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. Talk to all pupils and staff about respiratory and hand hygiene.  Regular emptying of bins.  Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education*.* | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | **4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach** | Identify surfaces that are regularly touched – such as desks, chairs, keyboards, handles, light switches etc. Instruct and ensure supervision of cleaning staff accordingly.  *Additional cleaning schedule to include:*   * + *more frequent cleaning of rooms / shared areas that are used by different groups*   + *additional contract cleaning at lunchtimes*   + *frequently touched surfaces being cleaned more often than normal*   + *different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet*   Prop doors open so they don't have to be touched. However, don't leave fire doors propped open and unattended, and must be shut in the case of a fire alarm. | **2 x 4 = 12** |
|  |  | **3 x 4 = 12** | **5. Minimise contact between individuals and maintain social distancing wherever possible**  Different elements of minimising contact and maintaining distancing are detailed by activity below | Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and school **must** consider how to implement this. School **must** do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | 1. **Grouping Children (Bubbles)**   Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group | Class bubbles in place with wider year group bubbles form Nursery to Y2 due to nature of building and lower risk with youngest pupils. Y3 to Y6 wider year group bubbles at break and lunchtimes when outside.  Groups should be kept apart from other groups  Older children encouraged to keep distance within groups  Where capacity allows, limit interaction and sharing of rooms and social spaces between groups.  NB Benefits exist even if separating groups and maintaining distance can only be partially implemented | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | 1. **Measures within the classroom**   Avoid close face to face contact and minimise time spent within 1m of anyone | Keep desk workstations as far apart as possible (1m+). In Nursery to Y2 provision based learning prevents this so additional hand washing/ sanitising and cleaning in place to mitigate risk.  Staff to stay 2m away from pupils for as much of the time as possible. This should be a priority when deciding on classroom layout. This is especially important if teachers are moving between bubbles.  Encourage pupils to use the toilet before/after lessons to avoid circulation.  Manage toilet facilities so that they don't become overcrowded. They should be cleaned after each break, after lunchtime and at the end of the school day.  Consider allowing toilet access throughout the day to reduce overcrowding.  Keep groups consistent. Avoid pupils mixing in 'streamed' groups for different subjects. Teachers to stay with same group (as far as possible).  Consider teaching lessons outside if possible.  Clean rooms between bubbles if they need to be shared.  Adopt clear and comprehensive cleaning schedules.  Staff must be regularly reminded to always avoid informal social contact, in or around school, unless the 2m rule is strictly applied. | **2 x 4 = 8** |
|  |  | **4 x 4 = 16** | 1. **Measures elsewhere**   i) corridors  *When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.* | Suggest one-way systems are implemented as far as possible.  Strict adherence to single file and keeping to the left on corridors that are two meters wide. Consider closing corridors or implementing a system of timed one way.  Pupils to be kept in one classroom for as much of the day as possible with staff moving to go to them (but staff circulation should also be minimal if possible).  Entry and exit to classrooms from outside door if possible (negating use of corridors).  Floor / wall markings used to indicate 2m gaps as appropriate.  Pupils Y3 to Y6 will not be asked to queue on corridors but should enter rooms immediately and go to their allotted desk. | **2 x 4 = 8** |
|  |  | **4 x 4 = 16** | ii) break-times | Stagger breaks so that fewer pupils outside at any one time.  Make sure pupils go straight outside.  Indoor breaks to be avoided, but if necessary, pupils should stay in socially distant classroom and go to toilet by themselves.  Encourage socially distant activities where pupils stay two metres apart (passing rather than contact football etc.)  Do not use outdoor equipment unless it has been sanitised between each group using it or each bubble to have their own designated outdoor play equipment that is regularly cleaned.  Encourage children to stand two metres apart whilst talking outside and use playground markings to socially distance when lining up to come into school building. | **2 x 4 = 8** |
|  |  | **4 x 4 = 16** | iii) lunchtimes | Y3 to Y6 lunches delivered to classrooms. Rec to Y2 lunches to be eaten in dining hall. Picnic lunch each Friday for all year groups in classrooms.  Staggered lunches in dining hall for Reception to Y2.  Once food is eaten break-time outside to be managed as above. | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | iv) school start/end | Parents to be asked to keep two metres apart when collecting / dropping off pupils.  Stagger start/ finish times into Breakfast Club groups, sibling group and non-sibling group.  Use as many entrances as practical rather than 'funnelling' through one entrance.  Consider other steps to control social mixing at pick-up and drop-off.  Staff must adhere to 2m social distancing rule when arriving / departing school.  Encourage parent-staff communication via technology (phone, app, email…), and if a face-to-face conversation is needed arrange by prior appointment and ensure social distancing arrangements are adhered to. | **3 x 4 = 12** |
|  |  | **5 x 4 = 20** | v) large events/assemblies | No assemblies to be held unless via Zoom or in bubbles socially distanced.  Under no circumstances should physical meetings / assemblies occur with pupils from more than one bubble. | **1 x 4 = 4** |
|  |  | **3 x 4 = 12** | vi) Reduce social contact during staff and other meetings. **Reduce informal contact between staff.**  The Government and Public Health England continually remind us that maintaining 2m between adults (and children when possible) is a very important safeguard. This includes in staff rooms and during any informal social contact between staff in school. | Meetings not to be held unless 2m social distancing can be strictly maintained.  Extended meetings in rooms with no external ventilation to always be avoided.  Limit meeting length as far as possible.  Use IT solutions to facilitate on-line meetings.  No physical meetings involving staff from multiple sites  Designated staff rooms for different year groups/ phases across school. 2m social distancing needs to be maintained. Kitchen area needs to be cleaned and staff must wash hands before and after using the kitchen. | **1 x 4 = 4** |
|  |  | **3 x 4 = 12** | **6. Where necessary, wear appropriate personal protective equipment (PPE)** | The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:   * where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained * where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | **7. Dilute the concentration of any air-borne virus in a building.** | Ensure ventilation is kept to a maximum. (artificial or natural). Set heating/ventilation systems accordingly, open windows. Staff/pupils to wear warm clothing (if necessary) to facilitate this. | **2 x 4 = 8** |
|  |  | **4 x 4 = 16** | **Response to infection**  **8. Engage with NHS Track and Trace** | Schools **must** ensure that staff members and parents/carers understand that they will need to be ready and willing to:   * [book a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) if they are displaying symptoms. * provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace * [self-isolate](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)   Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.  If anyone displays symptoms whilst in school they should follow the Trust procedure “Dealing with Confirmed and Suspected cases” | **1 x 4 = 4** |
|  |  | **4 x 4 = 16** | **9. Manage confirmed cases of Coronavirus amongst the school community**  Schools **must** take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).  Schools must contact the Local Authority on the number provided (01274 431000 Ext 1)  Each case will be logged and referred to Public Health England (as appropriate).  Schools should also Contact the Trust Covid Operations Team for support. | Schools **must** send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Individuals are classed as infectious for 48 hours before they display symptoms (or 48 hours before a positive test was taken if they are asymptomatic).  Close contact means:   * direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) * proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual * travelling in a small vehicle, like a car, with an infected person   Contact the Trust Covid Operations team for support | **2 x 4 = 8** |
|  |  | **4 x 4 = 16** | **10. Contain any outbreak by following local health protection team advice**  If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required. | In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.  Contact the Trust Covid Operations team for support | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | **11. School Workforce**  Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school. | It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate.  Staff to work from home wherever possible.  Staff who are considered to be clinically extremely vulnerable to work from home from 05.11.20.  Staff who are considered to be clinically vulnerable to have an up to date, reactive risk assessment for working in school (including diabetic and asthmatic staff)  Consider allowing teaching staff to use PPA time at home  Consider rotas and partial occupancy of office spaces. | **1 x 4 = 4** |
|  |  | **3 x 5 = 15** | Protect staff with medical vulnerabilities / living with vulnerable people. | Follow HR guidance to undertake or update individual risk assessments of those in a Clinically Vulnerable group.  These staff should be considered if there is a school outbreak in any bubble/local lockdown. | **1 x 4 = 4** |
|  |  | **3 x 5 = 15** | Protect pupils with clinical vulnerabilities | The parents of pupils with vulnerabilities should seek medical advice before the pupil attends school.  The above must be clearly communicated to (and discussed with if necessary) to all parents.  These pupils should be considered if there is a school outbreak in any bubble/local lockdown. | **1 x 4 = 4** |
|  |  | **4 x 4 = 16** | Minimise office use by staff, and social distancing applied when they must be used. | If office staff are needed in the building they should maintain social distancing in the office (2m, or 1m with risk mitigation where 2m is not viable). This will mean some desks cannot be used, or changes to office layouts will be required.  Hot-desking is also to be avoided. If it cannot be avoided the desk, phone and IT equipment etc. should be cleaned down **after** use and **before** use (with appropriate cleaning products). No personal belongings what so ever should be left on a desk which will be used for hot-desking.  Follow Government guidance for Office Workers:  <https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres> | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | Visitors, agency staff, peripatetic teachers  *Schools can continue to engage supply teachers and other supply staff during this period.* | Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Face masks should be worn on site. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.  Only essential visitors to be allowed by appointment only. Records to be kept of who has been on site and who they had contact with. | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | Dilute the concentration of any air-borne virus in a building. | Ensure ventilation is kept to a maximum. (artificial or natural). Set heating/ventilation systems accordingly, open windows. Staff/pupils to wear warm clothing (if necessary) to facilitate this. | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | Keep equipment separate / clean between uses. | Remove soft furnishings and soft toys as far as is possible.  Avoid sharing IT equipment or practical equipment; consider assigning it to named individuals  Wash/ sanitise any equipment that is going to be used by different pupils between uses. (Take care when washing IT/Electrical equipment - try to use a preparatory product designed to clean such equipment and never allow ingress of fluids into the equipment).  Avoid sharing stationary.  If no obvious contamination a 72hr quarantine of equipment (with hard surfaces) reduces the risk.  Avoid sending any resources home with pupils or staff that are shared.  Minimise the number of handouts/printouts | **2 x 4 = 8** |
|  |  | **4 x 4 = 16** | **12. Travel to School**  Encourage parents and pupils to follow guidance on safe travel.  Only one parent should accompany children who need accompanying.  Travel should be by foot or bike if possible. | Promote active travel through WOW Walk to School scheme | **1 x 4 = 4** |
|  |  | **3 x 4 = 12** | **13. Evacuation / Invacuation** protocols – consider how to manage both evacuation and invacuation. | Consider if drills will undermine social distancing. Ensure escape routes and muster points have established protocols to try to achieve social distancing, as far as is reasonably practicable, in an emergency. | **2 x 4 = 8** |
| Staff physical and mental wellbeing adversely affected | A | **3 x 3 = 9** | **14. Consider staff wellbeing.** | Staff well-being champion available to support staff  Anxiety risk assessments in place for individual staff who are struggling with personal well-being  Phase Leaders to hold regular informal well-being discussions with staff in their area of school  Leaders to manage workload carefully  Staff Whats App group and regular communication updates | **1 x 4 = 4** |
| Children’s physical and mental wellbeing adversely affected | E | **3 x 3 = 9** | **15. Consider pupil wellbeing** | Nurture based recovery curriculum  Zones of regulation introduced across school  Staff CPD on supporting children’s well-being  Wave 4 The Nest provision to continue within C19 guidelines  Support from outside professionals to support individual children: including continuing to employ children’s counsellor oonce a week.  Personal development and SEMH interventions to be continued for targeted children. | **1 x 4 = 4** |

**Beckfoot Nessfield Risk Summary Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Hazard** | **Affected Group** | **Risk Rating before controls** | **Category of control measures** | **Residual Risk Rating** |
| Decision to reopen against national scientific advice & government policy | ALL | **5 x 4 = 20** | The Government has made it clear that its intention is that all schools will only be closed as a last resort and other measures to reduce the spread of the virus will be taken first. | **1 x 4 = 4** |
| Spread of Covid-19 between pupils; staff & families of pupils/staff. | ALL | **4 x 4 = 16** | **1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school** | **3 x 4 = 12** |
|  |  | **5 x 4 = 20** | Take steps to reduce the risk when anybody starts to display symptoms in a school setting passing on the infection to others. | **3 x 4 = 12** |
|  |  | **3 x 4 = 12** | **2. Clean hands thoroughly more often than usual** | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | **3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach** | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | **4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach** | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | **5. Minimise contact between individuals and maintain social distancing wherever possible** | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | 1. **Grouping Children (Bubbles)** | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | 1. **Measures within the classroom** | **2 x 4 = 8** |
|  |  | **4 x 4 = 16** | 1. **Measures elsewhere**   i) corridors | **2 x 4 = 8** |
|  |  | **4 x 4 = 16** | ii) break-times | **2 x 4 = 8** |
|  |  | **4 x 4 = 16** | iii) lunchtimes | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | iv) school start/end | **3 x 4 = 12** |
|  |  | **5 x 4 = 20** | v) large events/assemblies | **1 x 4 = 4** |
|  |  | **3 x 4 = 12** | vi) reduce social contact during staff and other meetings. Reduce informal contact between staff. | **1 x 4 = 4** |
|  |  | **3 x 4 = 12** | **6. Where necessary, wear appropriate personal protective equipment (PPE)** | **2 x 4 = 8** |
|  |  |  | **7. Dilute the concentration of any air-borne virus in the building** | **2 x 4 = 8** |
|  |  | **4 x 4 = 16** | **8. Engage with NHS Track and Trace** | **1 x 4 = 4** |
|  |  | **4 x 4 = 16** | **9. Manage confirmed cases of Coronavirus amongst the school community** | **2 x 4 = 8** |
|  |  | **4 x 4 = 16** | **10. Contain any outbreak by following local health protection team advice** | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | **11. School Workforce** | **1 x 4 = 4** |
|  |  | **3 x 5 = 15** | Protect staff with medical vulnerabilities / living with vulnerable people. | **1 x 4 = 4** |
|  |  | **3 x 5 = 15** | Protect pupils with clinical vulnerabilities | **1 x 4 = 4** |
|  |  | **4 x 4 = 16** | Minimise office use by staff, and social distancing applied when they must be used. | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | Visitors, agency staff, peripatetic teachers | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | Dilute the concentration of any air-borne virus in a building. | **2 x 4 = 8** |
|  |  | **3 x 4 = 12** | Keep equipment separate / clean between uses. | **2 x 4 = 8** |
|  |  | **4 x 4 = 16** | **12. Travel to School - Encourage parents and pupils to follow guidance on safe travel.** | **1 x 4 = 4** |
|  |  | **3 x 4 = 12** | **13. Evacuation / Invacuation protocols – consider how to manage both evacuation and invacuation.** | **2 x 4 = 8** |
| Staff physical and mental wellbeing adversely affected | A | **3 x 3 = 9** | **14. Consider staff wellbeing.** | **1 x 4 = 4** |
| Children’s physical and mental wellbeing adversely affected | E | **3 x 3 = 9** | **15. Consider pupil wellbeing** | **1 x 4 = 4** |

**School Approach to High Risks**

**Introduction to Risk Assessments for Parents:**

Risk Assessments are a planning process we go through to identify a hazard (something that can cause harm/danger like Coronavirus), to establish the significance of the danger by considering its likelihood of occurring and the seriousness if it did occur. This results in a risk rating score. Once the score is established, the school identifies things it can do to reduce the risk of harm, we call these controls. We then score the risk again to see if the risk of harm has reduced. Some of our school’s risks are high, simply because there is always the possibility that planned controls for some reason don’t work as planned. The most important thing to note is that risk assessments develop over time as we learn more about risks and day-to-day practice.

**Framing High Risks and current scoring of residual risks**

As we prepare for full opening, the prevalence of Coronavirus is falling, but there remains some uncertainty around the circumstances we will find ourselves in in September. We also have series of control measures which are untested with a fully occupied school, and therefore there is some caution in some of the scoring of residual risks. As schools become fully occupied, staff and students will become more familiar with the procedures and expectations, and the effectiveness of the controls will be better understood.

In the days and weeks leading up to September opening, the national and local conditions will also be clearer, and the controls and risk ratings associated with them may evolve. Risk assessments will remain a live document and updated and reviewed as circumstances change.

**Part C**

|  |  |  |
| --- | --- | --- |
| **Links to other risk assessments and or safe working instructions - please state** |  | |
| **Name and Sign When the assessment is complete it should be signed to say that is the case and all identified actions have been implemented** | Linda Hanson | **Date** |
| 03.11.20 |

**Review -** Before work starts, it is important to consider the content on this risk assessment to ensure it still valid.

|  |  |  |  |
| --- | --- | --- | --- |
| For example, are there any significant changes, additions or omissions at the site not identified on the assessment? Are there any additional hazards or risks?  Please record any changes required and or action taken, then date and sign | | | |
| **Reviewer Name & Date** |  | **Notes** |  |
| **Reviewer Name & Date** |  | **Notes** |  |
| **Reviewer Name & Date** |  | **Notes** |  |
| **Reviewer Name & Date** |  | **Notes** |  |

Documents used to help compile this R/A:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

<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>

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

Bradford Council Covid Risk Assessment Tool v4

Unite/GMB/Unison/NEU – Planning Guide for Schools – Commentary and Checklist – Coronovirus Crisis Workplace Checklist

NEU 1866/0520

**School Approach to high risks**

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| **Identified hazard on risk assessment** | **School specific details and actions to be completed** |
| **1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school** | * Staff training repeated on September training day (01.09.20) on procedures if they or pupil feel unwell or have tested positive for Covid 19. November 2020: communication to staff via email repeating procedures. * Communication to parents before end of summer 19-20 term and repeated on full opening in September 2020 on procedures if children or family members feel unwell or have tested positive for Covid 19. November 2020: repeat of information sent in September to parents – My Ed App, Facebook and Website. * Communicate with visitors and contractors, prior to visit and on arrival at school, that access to the school is only possible with no symptoms, share all expected procedures and, as appropriate, request risk assessment. * First Aid Lead and Office Manager to check stocks of PPE and general first aid prior to September opening. Check PPE boxes and class PPE grab bags are all full and in situ as needed. November 2020: recheck of stock PPE boxes and grab bags. |
| **2. Clean hands thoroughly more often than usual.** | * September: procedures and routines for handwashing re-established with staff, pupils and visitors (Use regular reminders in class assemblies and add to Behaviour Home/ School agreement). November 2020: on going reminders to children and staff. * Office and Site Manager to ensure sufficient stocks of soap, paper towels and hand sanitiser prior to September opening. Ensure all areas of school have hand washing posters. November 2020: ongoing. * Purchase 16 wall mounted, hand sanitiser dispensers to go in main entrance, corridor to dinner hall, dinner hall and throughout provision in N to Y2 to enable children to hand sanitise before moving onto a different area of provision. November 2020: additional hand sanitisers in place around school and restocked as needed. |
| **3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.** | * Office and Site Managers to ensure all classrooms and used areas of school have a bin without a lid; ensure sufficient stocks of tissues in school prior to September opening. November 2020: ongoing * Office and Site Manager to ensure rota for emptying of all bins is in place across the school day and followed. November 2020: ongoing with additional lunchtime emptying of bins to continue by contract cleaners. * Office and Site Manager to ensure ‘ Catch it, bin it, kill it’ posters are displayed in all classrooms and used areas of school. |
| **4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.** | * HT, Office and Site Managers to put a cleaning schedule in place to ensure enhanced cleaning of frequently touched surfaces; toilets and any rooms that are frequently used by different groups. Follow Public Health England guideline ‘ Covid 19: cleaning of non-healthcare settings guidance’. November 2020: cleaning schedule to continue with additional cleaning at lunchtimes by contract cleaners. * Office and Site Manager to ensure all doors/ windows are propped open daily unless a fire door in an area that is not frequently used. November 2020: ongoing. |
| **5. Minimise contact between individuals and maintain social distancing wherever possible.**  **a. Grouping children (Bubbles)**  **b. Measures within the classroom**  **c. Measures elsewhere e.g. corridors**  **d. Break times**  **e. Lunchtimes**  **f. School start/ end**  **g. Large events/ assemblies** | 1. Bubbles to be organised: 1 (Elm and Oak: 45 children/ 5 staff); 2 (Ash and Yew: 47 children/ 7 staff); 3 (Pine and Beech: 53 children/ 5 staff); 4 (Holly and Willow: 46 children/ 5 staff); 5 (Elder and Hazel: 51 children/ 7 staff) 6 (Poplar and Maple: 59 children/ 4 staff) 7 (Hawthorn and Sycamore: 56 children/ 7 staff). Each bubble will be predominantly split into smaller class bubbles for the vast majority of the day. However, there are times during the day, e.g. break and dinner, where the bubble will operate in a Year group capacity (permeable bubble approach with the integrity of a class bubble maintained for most of the school day). The Nest pastoral staff have been allocated to high need bubbles across school rather than mix children from different groups together. November 2020: arrangements on going. 2. Y3 to Y6 classrooms organised to maintain 1 to 2m social distancing with front facing desks. SLT to check all classrooms are set up according to guidelines e.g. no soft furnishings etc. Allocated space around sink area for hand washing whilst maintaining social distancing. Bubbles allocated toilet space with cleaning rota in place. N to Y2 provision in place with additional handwashing, hand sanitiser stations, social distancing as possible, cleaning or quarantine rota in place for equipment as per guidelines. Toilet access during the day to be timetabled and supervised when toilets are shared between two bubbles e.g. Y5/6 toilets. Teachers to teach outside as often as possible. November 2020: arrangements on going. 3. Corridor movement to be limited especially by children due to lack of need to move around school for assemblies/ dinner etc. If a year group is going to dinner hall done so on rota basis so no crossing of bubbles in the corridor. Therefore, no need to close corridors. November 2020: arrangements on going. 4. Staggered break time organised on timetabled rota with designated spaces: Bubble 1 EYFS outdoor area; Bubble 2: outside classroom area; Bubble 3: outside Y1/ 2 area; Bubbles 4 and 6 (Y3 and Y5) main playgrounds with Y3 on bottom and Y5 on top; Bubbles 5 and 7 (Y4 and Y6) main playgrounds with Y4 on bottom and Y6 on top. November 2020: arrangements on going. 5. Staggered lunchtime: Y3 to Y6 classes to eat in classrooms with school dinners delivered to them. R to Y2 to eat in dinner hall on time tabled rota with enhanced cleaning between sittings. Additional wall hand sanitiser stations placed on entry and exit from hall. Social distancing to be maintained: use tape to mark seats not to be used. Designated playgrounds to be used as per break times above. November 2020: arrangements on going except for taped seats to demarcate social distancing as children in R to Y2 not socially distancing consistently in provision so well being need outweighs potential risk of not doing so in dinner hall. Children maintain good hand washing and respiratory routines to mitigate risk. 6. Only N and Rec parents to be allowed on site for drop off and collection. Allocated gate and one way route to designated classroom doors. Children to go straight inside. Signage to promote social distancing and discourage parents from congregating by school staff limiting number of adults through designated gate at any time. Staggered start and end of the day: Breakfast Club to be run in each bubble with drop off 8 to 8.05am at designated gate. 8.30am start for all siblings with designated gates for each bubble; designated entrance and route into school and supervised by bubble staff to maintain social distancing. 8.45am start for non-siblings with designated gate for each bubble; designated entrance and route into school and supervised by bubble staff to maintain social distancing. NO temperatures to be taken. Children that are late will need to contact school: 9am start at main gate – met by office staff. Staggered end of day by siblings and non-siblings in each bubble through designated gates supervised by staff. N and R parents to collect as per morning drop off. SLT to be on duty each morning and end of day to verbally remind parents of social distancing etiquette. November 2020: arrangements on going with N and Rec children not dropped at their designated gate as settled into school. No parents allowed on site except for pre-arranged child protection meetings. 7. Assemblies done in class bubbles through Zoom. No assemblies in halls. No smaller meetings unless social distancing can be maintained – larger meetings etc to use Zooms/ Teams. Allocated staffrooms for bubbles with thorough cleaning, social distancing etc conducted. No parental events in school. November 2020: arrangements on going. |
| **6. Where necessary, wear appropriate personal protective equipment (PPE).** | * Staff to watch School Nursing service how to wear PPE video as part of training recap in September 2020. Blue PPE boxes in all medical rooms checked and stocked with individual PPE grab bags in each class and to be taken outside for breaks and PE. Lead First Aider and Office Manage to check stocks of PPE are sufficient and in situ. November 2020: on going. |
| **7. Dilute the concentration of any air-borne virus in the building.** | * Site Manager to ensure all doors and windows are open when opening up/ morning site walk. November 2020: arrangements on going. |
| **8. Response to infection: Engage with NHS Track and Trace.** | * Home/ school agreement to include addition that parents/ carers understand that they will need to be ready and willing to book a test if they are displaying symptoms; provide details of everyone they have come into close contact with if they test positive. * Training day September 2020 communicate to staff need to book a test if showing symptoms and need to self-isolate. Go through Trust procedures ‘dealing with confirmed and suspected cases’   November 2020: information re-shared with parents and staff. |
| **9. Response to infection: Manage confirmed cases of Coronavirus amongst school community.** | * Ensure all SLT and Office Manager understand procedures for managing a confirmed case of C19. Contact number for Local Authority and Trust Covid Operations Team displayed on office noticeboard for easy access.   November 2020: HT, DHT and Office Manager updated on handling confirmed cases. Case logs in place for all confirmed cases from previous term. |
| **10. Response to infection: Contain any outbreak by following local health protection team advice (PHE).** | * Ensure all SLT and Office Manager understand procedures for managing a confirmed case of C19. Contact number for Local Authority and Trust Covid Operations Team displayed on office noticeboard for easy access. * Ensure all SLT and Office Manager understand procedures for managing a confirmed case of C19. Contact number for Local Authority and Trust Covid Operations Team displayed on office noticeboard for easy access.   November 2020: on going. |
| **11. School workforce:**  **a. protect staff with medical vulnerabilities/ living with vulnerable people**  **b. protect pupils with clinical vulnerabilities**  **c. minimise office use by staff, and social distancing applied when they must be used.** | * Once PPA rota completed for 2020-21, SLT to look at possibilities of staff working from home as often as possible.  1. Headteacher to revisit risk assessments for staff with asthma, diabetes and anxiety. Communicate to staff that if they become pregnant, they must inform school as soon as possible. November 2020: Update risk assessments in light of national lockdown guidance. 2. Ensure that the family of two children who have been shielding are contacted regarding the new arrangements and asked to check with their GP about returning to school in September. November 2020: children in school. 3. Office Manager and Headteacher to determine how often office staff can feasibly work from home or rota main office space with working space in Achive Room ensuring thorough cleaning of the space between users. November 2020: new socially distanced working arrangements to continue. |
| **. Visitors, agency staff , peripatetic teachers.** | * Office Manager, Site Manager and Headteacher to ensure visitors and contractors come into school before or after school hours where feasibly possible. Communication to all visitors on procedures e.g. wash hands as soon as enter building. Risk assessments from contractors seen and checked before visits. Office Manager to keep Inventory records of who has visited school for NHS Track and Trace purposes. November 2020: arrangements to continue with use of Inventory for Track and Trace. |
| **. Dilute the concentration of any air-borne virus in the building.** | * Site Manager to ensure all doors and windows are open when opening up/ morning site walk. November 2020: arrangements on going. |
| **. Keep equipment separate/ clean between uses.** | * All children from Y3 to Y6 to have individual pencil cases for personal stationary so no sharing between children. Staff to do the same. November 2020: arrangements on going * Staff to follow classroom cleaning guidelines around resources using antibacterial wipes if resources cannot be quarantined (48hrs paper and 72hrs plastics). November 2020: arrangements on going * Home reading book/ guided reading sets quarantine system set up for when books are returned to school: placed in sealed map wallet and not used for 48hrs. Stamps purchased to use in home school reading record books instead of staff writing comments avoids handling of reading records by staff. November 2020: arrangements on going * Wall mounted hand sanitiser pumps in situ in provision across Phase 1 for children to use between areas. No rolling snack areas open. Children to have snack altogether socially distanced. Individual water bottles purchased for reception and Nursery instead of using cups and jugs. November 2020: arrangements on going * PE equipment quarantine rota in place. Only clean equipment if need to use within 72hrs. Look to purchase additional equipment if needed using the Sports premium funding. November 2020: arrangements on going |
| **13. Evacuation/ Invacuation protocols.** | * Revise evacuation/ invacuation procedures as needed for September full opening and communicate to staff on Training Day 01.09.20. Practice once children in their new classes from 03.09.20 with a repeat practice once all new to school starters are in Phase 1 (end of week commencing 14.09.20). Review and revise procedures after each drill. Practice in bubbles but not whole school to ensure social distancing can be maintained. November 2020: arrangements on going |
| **14. Consider staff well-being.** | * Continue to allocate different bubble staffrooms to ensure staff have a space for breaks and lunches etc: Phase 1 and office: main staffroom; Y3 and Y4 Music Room; Y5 and Y6 Upstairs Kitchen. November 2020: arrangements on going * Phase Leads to continue Zoom Phase meetings for all staff in Phase to check in with the staff they line manage and share key communication etc. November 2020: arrangements on going * Individual risk assessment in place for staff suffering with anxiety, diabetes and asthma. November 2020: arrangements on going and to be reviewed in light of national lockdown * Opportunities for staff to work from home as much as feasibly possible. November 2020: arrangements on going |
| **15. Consider pupil well-being.** | * Recovery curriculum in place from September 2020 November 2020: arrangements on going * Whole school use of Zones of Regulation. November 2020: arrangements on going * Pupil and family well-being survey to be completed in September to determine how children are and inform recovery curriculum etc. Use of school councillor and The Nest pastoral staff allocated to each phase to support individual or groups of children. * PIW to work with those families who are anxious about their child/ children returning to school. Identify those families that are keeping children at home and how we can support/ challenge to get them back in school. SENCo to support if the child is on the SEND register. November 2020: arrangements on going |

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| **Beckfoot Trust Five key Tests for Opening** | | | |
| **Test** | **Criteria** | **School Yes/No** | **Trust Yes/No** |
| 1. **1. Is there a satisfactory and agreed risk assessment in place for the school?** |  | Yes | Yes |
| **2. Is there a satisfactory plan in place to ensure the safety of pupils?** | * Numbers in school * Cluster arrangements * Social distancing * Induction * Hand washing and cleaning | Yes | Yes |
| **3. Is there a satisfactory plan in place to ensure the safety of staff?** | * Numbers in school * Cluster arrangements * Social distancing * Induction * Hand washing and cleaning | Yes | Yes |
| **4. Is the site ready to welcome back pupils and staff?** | * Risk Assessments * Passed a re-opening check * Cleaning arrangements in place. * Medical provision including PPE * Social Distancing provision * Quality assurance of external contractors * Additional procurement | Yes | Yes |
| **5. Is there confidence that the plan is sustainable?** |  | Yes | Yes |