

RISK ASSESSMENT FORM

Part A

DEPARTMENT/ SERVICE		Beckfoot Allerton							
Assessor/ Person(s) assisting with the assessment		Kate Horton / Lorraine Whitfield			DATE	10.7.2020 14.01.2021			
TASK / ACTIVITY (Include duration and frequency of task activity)		Full opening of Schools – September 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					Persons / groups at risk			
	1 Negligible	2 Slight	3 Moderate	4 Severe	5 Very Severe	A	Employees	E	General Public / Pupils
1 Very Unlikely	LOW (1)	LOW (2)	LOW (3)	LOW (4)	LOW (5)	B	New Employees	F	Visitors
2 Unlikely	LOW (2)	LOW (4)	LOW (6)	MEDIUM (8)	MEDIUM (10)	C	Contractors / Sub-Contractors	G	Volunteers
3 Possible	LOW (3)	LOW (6)	MEDIUM (9)	HIGH (12)	HIGH (15)	D	Young person / Work experience	H	Clients / Service users
4 Probable	LOW (4)	MEDIUM (8)	HIGH (12)	HIGH (16)	HIGH (20)	Likelihood of occurrence X Severity of outcome = Risk Rating Example: Likelihood (possible 3) X Severity (Moderate 3) = Risk Rating (Medium 9)			
5 Very Likely	LOW (5)	MEDIUM (10)	HIGH (15)	HIGH (20)	HIGH (25)				

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 alter opening arrangements against national scientific advice and government policy	ALL	5 x 4 = 20	During the period of national lockdown schools, alternative provision (AP), special schools, colleges and wrap around childcare and other out of school activities for children should allow only vulnerable children and young people and the children of critical workers to attend.	Continue to monitor DfE, SAGE and PHE guidance and amend risk assessment and take any decision to close accordingly. -	1 x 4 = 4
Decision to reopen against local assessment of transmission risk	ALL	5 x 4 = 20	The Trust continues to monitor the local situation using data from PHE surveillance and local advice from the Director of Public Health.		2 x 4 = 8
Spread of Covid-19 between pupils; staff; families of pupils/ staff.	ALL	4 x 4 = 16	<p>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</p> <p>N.B. There will always be residual risk from those who are asymptomatic.</p>	<p>Communicate with pupils and staff that if they feel unwell, or have tested positive for Covid-19 in the last 7-10 days they must not attend school.</p> <p>Communicate with parents that if pupils feel unwell or have tested positive for Covid-19 in the last 7-10 days they must not attend school.</p> <p>Communicate with staff, students and others that if they are displaying symptoms they should get tested for Covid-19.</p> <p>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.</p> <p>Publicise the 'Guidance for Households with Possible Coronavirus Infection', and communicate to students, staff and parents that household should isolate for 14 10 days if someone in the household displays symptoms or they are told to by NHS Track and Trace.</p> <p>Staff to work from home where possible</p>	3 x 4 = 12

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		5 x 4 = 20	<p>Take steps to reduce the risk when anybody starts to display symptoms in a school setting passing on the infection to others.</p> <p>See Trust procedure on “Dealing with Confirmed or Suspected Cases”</p>	<p>Follow guidance 'What to do if someone develops symptoms of coronavirus (COVID-19) whilst at an educational setting’.</p> <p><i>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation.</i></p> <p><i>If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</i></p> <p>N.B. Government guidance states “A fluid-resistant surgical 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 disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult.”</p> <p>Eye protection (visor) is advised for the supervising adult in these circumstances. The guidance states: [if] “there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn”</p> <p>It is considered there is a risk if someone is displaying symptoms and therefore eye protection and a mask should be worn (as per the Trust procedure). This is because we cannot predict the behaviour / symptoms that the pupil will display.</p> <p>Follow guidance on referring individuals suspected of having Covid-19 for testing, and subsequent actions based on the outcome of the test (return to the setting when well or isolation of cohort)</p> <p>Communicate with pupils that if they feel unwell they must not attend school.</p>	2 x 4 =8

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				<p>Communicate with parents that if pupils feel unwell they must not attend school.</p> <p>Communicate with staff that if they feel unwell they must not attend school.</p> <p>Communicate with visitors and contractors, that access to site is only possible with no symptoms, and a separate risk assessment.</p> <p>Visitors to site are by appointment only and in case of emergency (agreed by HT), all other contact to be via telephone / electronic</p> <p>Publicise the 'Guidance for Households with Possible Coronavirus Infection'</p> <p>Use PPA room and BM meeting room to isolate any suspected cases.</p> <p>First port of call for any first aid, including possible symptoms, to be first aider linked with bubble.</p> <p>Full PPE pack available in each bubble for First Aiders.</p> <p>First Aid trained Office Team members to support as required, when on site, but secondary to support to be provided by first aiders in bubbles</p> <p>Amended first aid procedure for covid 19 in place and shared with team.</p> <p>Enhanced cleaning of area after suspected case.</p>	
		3 x 4 = 12	<p>2. Clean hands thoroughly more often than usual <i>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.</i></p>	<p><i>Schools must ensure that all pupils and staff to wash hands / use sanitiser 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.</i></p>	2x4=8

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			<i>Only use alcohol hand rub or sanitiser if soap and water not available.</i>	<p>Promote handwashing through posters and regular reminders and building it into school routines and behaviour expectations.</p> <p>Demonstrate good hygiene practice</p> <p>Make use of resources from e-bug and other sources</p> <p>Provide alcohol rub where a sink is not readily available, and supervise it given the risks around ingestion.</p> <p>Ensure pupils who need supervision and/or help whilst washing hands receive it.</p> <p>Bubble champions (1 member of staff in each- bubble and 1 child in each bubble) to be used to ensure good bubble practice including handwashing</p> <p>Teacher to wash hands before and after touching books used by children</p>	
		3 x 4 = 12	<p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <p>Implement the 'catch it, bin it, kill it' approach.</p>	<p>Posters regularly refreshed.</p> <p><i>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.</i></p> <p>Staff to log on Every when tissues, sanitiser or cleaning resources are running low.</p> <p>Regular emptying of bins, staff to log on every if bins are becoming full throughout day. Bin emptying including changing bin liner.</p> <p><i>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.</i></p>	2x4=8

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				<p>Cleaning spray or wipes available in all rooms.</p> <p>Sanitiser and tissues available in all rooms.</p>	
		3 x 4 = 12	<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p>	<p>Identify surfaces that are regularly touched – such as desks, chairs, keyboards, handles, light switches etc. Instruct and ensure supervision of cleaning staff accordingly.</p> <p><i>Points to consider and implement:</i></p> <ul style="list-style-type: none"> • <i>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</i> <ul style="list-style-type: none"> ○ <i>more frequent cleaning of rooms / shared areas that are used by different groups</i> ○ <i>frequently touched surfaces being cleaned more often than normal</i> • <i>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</i> <p>Checklists are displayed in all areas of school which are in use including toilets and classrooms and to be signed by cleaning team at pre-determined intervals. Site manager to QA this daily.</p> <p>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 an evacuation.</p> <p>Additional day time cleaning hours introduced, enhanced cleaning of all toilets, shared area touch points.</p> <p>Cleaning items available in all rooms for staff to use if wanted / needed. (e.g for keyboards, telephones prior to use)</p>	2x4=8

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		3 x 4 = 12	<p>5. Minimise contact between individuals and maintain social distancing wherever possible Different elements of minimising contact and maintaining distancing are detailed by activity below</p>	<p>Designated entry points into school limit the use of corridors and movement around the site.</p> <p>Strict adherence to single file and keeping to the left on corridors that are two meters wide. Close corridors or implement a system of times- one way where possible.</p> <p>Pupils to be kept in one classroom for as much of the day as possible with staff moving to go to them eg first aider (but staff circulation should also be minimal if possible).</p> <p>Entry and exit to classrooms from closest outside door if possible (negating use of corridors).</p> <p>Pupils will not be asked to queue in corridors but should enter rooms immediately and go to their allotted desk.</p> <p>Playground zones for different bubbles. Breaks and lunches staggered to avoid any mixing between children in different bubbles.</p>	2x4=8
		3 x 4 = 12	<p>a) Grouping Children (Bubbles) <i>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</i></p>	<p>As the case rate nationally and locally is high and increasing, and the virus is more transmissible, it is important to keep group sizes as small as possible without causing large numbers of staff to be required within the setting.</p> <p>Bubbles will be a maximum of 15 pupils.</p> <p>Classes to be considered as a bubble. Integrity of each Rainbow Provision Bubble to be maintained at all times during the school day, including all teaching and learning times and break and lunch times.</p> <p>Children should be encouraged to keep distance within groups, wherever possible.</p>	2x4=8

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				<p>Wherever possible, children use the same classroom or setting throughout the day with a thorough cleaning of the rooms at the end of the day. Where capacity allows, limit interaction and sharing of rooms and social spaces between groups.</p> <p>The objective should be to maximise the opportunities to maintain 2m distance and keep groups separate. Benefits exist even if separating groups and maintaining distance can only be partially implemented.</p> <p>Other areas of the school are not used unless directed. Tape to be used to block areas off e.g. library.</p> <p>Keep desk workstations spaced as far apart as possible and front facing where possible..</p> <p>Students to have allocated chair and desk-same each day.</p> <p>No use of carpet spaces in classrooms. Where this is not possible a separate risk assessment is needed (see additional Risk Assessment for N-Y1).</p> <p>Encourage pupils to use the toilet before/after lessons to avoid circulation. Parents to be asked to remind children to go to the toilet before coming to school.</p> <p>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, signed and checked by cleaning checklist.</p> <p>Toilets areas to be assigned to each bubble and one pupil to use the facilities at any one time, members of staff to supervise.</p>	

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				<p>Children are in the same bubble at all times, each day, and different groups are not mixed during the day or on subsequent days.</p> <p>Consider teaching lessons outside if possible.</p> <p>Enhanced cleaning schedules & arrangements to QA this.</p> <p>Consider need for personalised risk assessments for individual pupils.</p> <p>Staggered breaks and lunchtimes to reduce risk of bubble cross over at toilet</p>	
		3 x 4 = 12	<p>b) Measures within the classroom Avoid close face to face contact and minimise time spent within 1m of anyone</p>	<p>Keep desk workstations as far apart as possible (1m+)</p> <p>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.</p> <p>Students desks in rows or horseshoe configuration wherever possible-front facing. Small adaptations have been made to the classroom to support distancing where possible. This includes seating pupils side by side and facing forwards, rather than face to face or side on and moving unnecessary furniture out of classrooms to make more space.</p> <p>Toilets to be cleaned after each break, after lunchtime and at the end of the school day. Toilet areas to remain accessible (and supervised) throughout the day to reduce overcrowding.</p> <p>Keep bubbles consistent.</p> <p>Clean rooms between bubbles if they need to be shared.</p> <p>Enhanced clear and comprehensive cleaning schedules and use of</p>	2x4=8

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				<p>signed schedules.</p> <p>All PE lessons to take place outside-. Children to come to school in their PE kit to avoid need to change at school.</p>	
		4 x 4 = 16	<p>c) Measures elsewhere</p> <p>i) corridors <i>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.</i></p>	<p>Movement around school to be limited to entry and exit from building and use of toilet, which is limited to use by one bubble only and use by one pupil at any one time.</p> <p>One-way systems are implemented throughout the school.</p> <p>Pupils to be kept in a bubble with staff moving to them.</p> <p>Pupils will not be asked to queue on corridors but should enter rooms immediately and go to their allotted desk.</p>	2x4=8
		4 x 4 = 16	ii) break-times	<p>Stagger breaks so that fewer pupils outside at any one time.</p> <p>Playground areas to be zoned using PE markers and retractable barriers.</p> <p>Make sure pupils go straight outside.</p> <p>Indoor breaks to be avoided. Where unavoidable, children to remain in class supervised by Bubble Team.</p> <p>Encourage socially distant activities where pupils stay two metres apart (passing rather than contact football etc.)</p> <p>Encourage children to stand two metres apart whilst talking outside</p> <p>Outdoor equipment storages boxes allocated to each year group bubble. Resources to be shared by year group bubble only. Any other outdoor equipment not to be used unless it has been sanitised between each group using it.</p>	1x 4= 4

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		4 x 4 = 16	iii) lunchtimes	<p>Implement staggered lunches with staggered access to the dining hall.</p> <p>Year groups to be separated with staggered lunch and zoned areas in playground so no mixing of year group bubbles.</p> <p>Cleaning between bubbles on touch points using enhanced cleaning time available.</p>	2 x4=8
		3 x 4 = 12	iv) school start/end	<p>Parents have been asked to keep two metres apart when collecting / dropping off pupils.</p> <p>Families asked to bring child to school and collect from school with one parent only. Families asked to wear a face mask at all times on the school site.</p> <p>All school staff to wear face masks covering both the nose and mouth at the start and end of the school day in the playground.</p> <p>-</p> <p>One way system around the school site for drop off and collection of children.</p> <p>Parents should not congregate around doorways and will be encouraged to allow their child to enter the playground and go to their bubble line independently.</p> <p>Staff must adhere to 2m social distancing rule when arriving / departing school.</p> <p>Encourage parent-staff communication via technology (phone, app, email...), and if a face-to-face conversation is needed arrange by prior appointment only. Must be agreed by HT and ensure social distancing arrangements are adhered to.</p>	2x4=8
		5 x 4 = 20	v) large events/assemblies	Remote assemblies only using Microsoft Teams or Zoom or pre-recorded video assemblies.	1x4=4

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		3 x 4 = 12	vi) meetings	<p>Under no circumstances should physical meetings / assemblies occur with pupils from more than one group bubble.</p> <p>Meetings to be held via teams/zoom</p> <p>If urgent meeting (eg EHCP) not to be held unless 2m social distancing can be strictly maintained. By prior agreement of HT only.</p> <p>Extended meetings in rooms with no external ventilation to always be avoided.</p> <p>Limit meeting length as far as possible.</p> <p>Use IT solutions to facilitate on-line meetings.</p> <p>No physical meetings involving staff from multiple sites</p> <p>Use of the staff room to be limited / on a rota basis. 2m social distancing needs to be maintained. Furniture rearranged to support this. Kitchen area needs to be regularly cleaned and staff must wash hands before and after using the kitchen.</p> <p>Staggered break and lunchtimes to limit number of staff in staff room at any one time.</p> <p>Staff to use own mug, crockery and utensils. Wipe touch points eg kettle before use. Wash, dry and put away all items used.</p> <p>Teachers to be directed, where possible, to take PPA at home and to collaborate with year group partner and wider team using Teams/Zoom.</p>	2x4=8
		3 x 4 = 12	6. Where necessary, wear appropriate personal protective equipment (PPE)	<p><i>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:</i></p> <ul style="list-style-type: none"> • <i>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and</i> 	1x4=4

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				<p><i>only then if a distance of 2 metres cannot be maintained</i></p> <ul style="list-style-type: none"> • <i>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</i> <p>PPE is available for use when required, eg first aider responding to suspected case or cleaner cleaning area after suspected case. PPE pack in all classrooms in case required.</p> <p>Staff travelling to school by public bus to use face masks as required. Face masks to be removed and securely bagged before arriving on site.</p>	
		4 x 4 = 16	<p>Response to infection 7. Engage with NHS Track and Trace</p>	<p><i>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</i></p> <ul style="list-style-type: none"> • <i>book a test if they are displaying symptoms.</i> • <i>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</i> • <i>self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</i> <p><i>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.</i></p> <p>If anyone displays symptoms whilst in school they should follow the Trust procedure “dealing with confirmed and suspected cases” Posters displaying flowchart displayed around the site</p>	2x4=8
		4 x 4 = 16	<p>8. Manage confirmed cases of Coronavirus amongst the school community</p> <p><i>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also</i></p>	<p><i>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, 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 10 days since they were last in close contact with that person when they were infectious.</i></p>	2x4=8

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			<p>contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p>	<p>In primary schools the whole Bubble (Class) will have to self-isolate. Close contact means:</p> <ul style="list-style-type: none"> • having face-to-face contact with someone less than 1 metre away (this will include times where you have worn a face covering or a face mask) • having been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) • travelling in a car or other small vehicle with someone (even on a short journey) or close to them on a plane <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils).</p> <p>Contact the Trust Covid Operations team for support</p> <p>Contact the PHE Health Protection Team (0113 386 0300)</p>	
		4 x 4 = 16	<p>9. Contain any outbreak by following local health protection team advice</p> <p>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.</p>	<p>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.</p> <p>Contact the Trust Covid Operations team for support</p>	2x4=8
		3 x 4 = 12	<p>School Workforce</p> <p>Under the national lockdown, the expectation is that everybody should work from home where possible. School leaders are best placed to determine the workforce that is</p>	<p>Staff to work from home wherever possible.</p>	1x4=4

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			<p>required in school, taking into account the update guidance for those staff who are clinically extremely vulnerable. The expectation is that those staff not attending school will work from home where possible. We have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this specific guidance for schools. The PHE and DHSC endorsed systems of control outlined in this document sets out the measures that school leaders and all school staff should follow. Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</p>	<p>Staff considered to be clinically extremely vulnerable to work from home from 05.01.2021 until a change in the national guidance. If unable to work from home they are not to come into work.</p> <p>Staff who are considered to be clinically extremely vulnerable to have an up to date, reactive risk assessment for working in school (including diabetic and asthmatic staff)</p> <p>All staff meetings to be held via Teams/Zoom.</p> <p>Teaching staff to be directed, where possible, to take PPA time at home and collaborate with year group team using Teams/Zoom.</p> <p>PPA arrangements revised to limit the number of classes covered by any one member of staff.</p> <p>Where possible rotas and partial occupancy of office spaces. Screen on desk at main entrance / office to protect staff.</p>	
		3 x 5 = 15	<p>Protect staff with medical vulnerabilities / living with vulnerable people.</p>	<p><i>Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</i></p> <p><i>Advice for those who are clinically-vulnerable, including pregnant women, is available.</i></p> <p>Follow HR guidance to undertake or update individual risk assessments of those in a Clinically Vulnerable group. Risk assessments completed with all relevant staff</p> <p>These staff should be considered if there is a school outbreak in any bubble/local lockdown.</p>	2x5=10
		3 x 5 = 15	<p>Protect pupils with clinical vulnerabilities</p>	<p>The parents of pupils with vulnerabilities should seek medical advice before the pupil attends school.</p>	1x5=5

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				<p>The above must be clearly communicated to (and discussed with if necessary) to all parents.</p> <p>These pupils should be considered if there is a school outbreak in any bubble/local lockdown.</p> <p>Guidance shared with parents.</p>	
		4 x 4 = 16	Minimise office use by staff, and social distancing applied when they must be used.	<p>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.</p> <p>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.</p> <p>Follow Government guidance for Office Workers: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres</p> <p>Staff who can work from home will do so as long as they have a suitable work station (DSE requirement)</p> <p>Protective screen in place at main entrance office</p>	2x4=8
		3 x 4 = 12	Visitors, agency staff, peripatetic teachers <i>Schools can continue to engage supply teachers and other supply staff during this period.</i>	<i>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. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</i>	1 x 4 =4

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)
				Only essential visitors to be allowed by appointment only and with agreement of HT. Records to be kept of who has been on site and who they had contact with.	
		3 x 4 = 12	Dilute the concentration of any air-borne virus in a building.	<p>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.</p> <p>All windows and doors to be open whilst rooms being used. Staff to close doors in case of evacuation.</p> <p>All windows to be kept open to allow for continuous ventilation of classrooms and offices throughout the day. Windows to be opened widely when spaces are vacated (e.g. start of the day, breaktime, lunchtime, end of the day) to ensure the refresh of air in the space.</p> <p>Classrooms or spaces are selected to allow for maximum ventilation whilst maintaining thermal comfort.</p>	1x4=4
		3 x 4 = 12	Keep equipment separate / clean between uses.	<p>Remove soft furnishings and soft toys as far as is possible. All resources that are not needed to be put away into cupboards.</p> <p>No sharing of equipment which is very frequently used, for example stationary.</p> <p>Classroom based resources (e.g. games and books) may be used and shared by children in bubble.</p> <p>Resources shared between bubbles (e.g. science, PE) will be cleaned frequently and meticulously or rotated unused for 48 hours (72 hours for plastic).</p> <p>All classes to indicate which resources are needed for PE or practical lessons – resources to be allocated to one bubble and not used by another until thoroughly cleaned or rotated unused for 48 hours (72 for plastic).</p>	1x4=4

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)
				<p>Rota with cleaning in between where this cannot be avoided including movement between bubbles. Agreed space and schedule for resources that need to be shared between bubbles-enhanced cleaning to be done.</p> <p>Avoid sharing IT equipment or practical equipment; consider assigning it to named individuals. Where IT equipment is shared, use wipes to clean between users.</p> <p>Wash any equipment that is going to be used by different pupils between uses. Use a chlorine based product. (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).</p> <p>If no obvious contamination a 72hr quarantine of equipment (with hard surfaces) reduces the risk.</p> <p>Avoid sending any resources home with pupils or staff that are shared. Where students do not have ICT access, resources to be posted home.</p> <p>Where staff have contact with books to allow for marking, strict hand hygiene to be adhered to including no touching of face and using quarantine period of books or work where possible.</p> <p>Minimise the number of handouts/printouts.</p> <p>Enhanced cleaning schedule in place, also cleaning materials available in each room should staff need/want to use them.</p>	
		4 x 4 = 16	<p>19. Travel to School - Encourage parents and pupils to follow guidance on safe travel.</p> <p>Only one parent should accompany children who need accompanying.</p>	<p>Promote active travel</p> <p>Encourage:</p> <ul style="list-style-type: none"> • Bubbles sitting together • Handwashing/sanitising before getting on and after getting off • Pupils wearing a face covering on the bus 	2x4=8

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)
			Travel should be by foot or bike if possible.	Advise students and families about maintaining social distancing whilst traveling to and from school	
		3 x 4 = 12	20. Evacuation / Invacuation protocols – consider how to manage both evacuation and invacuation.	<p>During the period of restricted attendance, ensure that an accurate register of all those on site is available for use in this situation.</p> <p>Practice drills in first half term. Think about escape routes and muster points. Use same routes and muster points as for entry. Establish protocols to try to achieve social distancing, as far as is reasonably practicable, in an emergency. Using entrances to building used by bubbles at start of day to muster. Clear revised guidance is shared with all staff.</p> <p>Evacuation -</p> <ul style="list-style-type: none"> • Use allocated zone areas and assemble in bubbles and register. • Classrooms doors to be closed on exit • Teacher in bubble to act as Fire Marshall • Registers to be completed in bubbles and radio's used to communicate • SLT on site to follow fire evacuation procedure • No sweeping of building to be done <p>Invacuation –</p> <ul style="list-style-type: none"> • Staff and students to remain in bubble. • Close windows and lock door and follow normal Invacuation procedures <p>Await all clear given by SLT before returning to normal day.</p>	1x4=4
Staff physical and mental wellbeing adversely affected	A	3 x 3 = 9	21. Consider staff wellbeing.	<p>Rota system in staffroom when needed to enable staff to take wellbeing and comfort breaks.</p> <p>Canteen facilities available staff to use in bubble allocated time.</p> <p>Facilities for heating food provided in staff room and staff kitchen near PPA room with wipes available for cleaning before and after</p>	1x3=3

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)
		3 x 3 = 9		<p>use if staff wish – enhanced cleaning routine in place.</p> <p>Existing systems to support staff wellbeing are well publicised and understood -</p> <p>Staff routinely reminded of mental health first aider support, weekly staff briefings, wellbeing champions, weekly wellbeing top tips from Leadership Team, regular opportunities to keep in touch with colleagues online.</p> <p>Mental health first aider and self-referral information available.</p> <p>Clear guidance and training so staff are equipped to deal with the current situation.</p> <p>Regular virtual briefings and Line management meetings. Any staff identified as vulnerable have check in with SLT (including staff working from home).</p> <p>Free tea and coffee provided.</p> <p>Trust Matters wellbeing page.</p>	1x3=3
Children’s physical and mental wellbeing adversely affected	E	3 x 3 = 9	22. Consider pupil wellbeing	<p>Student Wellbeing</p> <ul style="list-style-type: none"> • Communication through social media and my ed providing information of how and where to get support • Onsite DSL • Use of CPOMS to alert DSL / Safeguarding of any concerns re child welfare / anxiety etc that needs to be picked up with parents/carers. • Regularly reassuring students, positive reinforcement • Regular contact from staff • Staff aware of family circumstances and support with other agencies a priority <p>Staff and student bereavement is managed in line with the</p>	1x3=3

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)
				Bereavement document forwarded by trust	

Beckfoot Allerton 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		1 x 4 = 4
Decision to reopen against local assessment of transmission risk	ALL	5 x 4 = 20	The Trust continues to monitor the local situation using data from PHE surveillance and local advice from the Director of Public Health.	2 x 4 = 8
Spread of Covid-19 between pupils; staff & families of pupils/staff.	ALL	4x4=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	3x4=12
		5x4=20	Take steps to reduce the risk when anybody starts to display symptoms in a school setting passing on the infection to others.	2x4=8
		3x4=12	2. Clean hands thoroughly more often than usual	2x4=8
		3x4=12	3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	2x4=8
		3x4=12	4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	2x4=8
		3x4=12	5. Minimise contact between individuals and maintain social distancing wherever possible	2x4=8
		3x4=12	a) Grouping Children (Bubbles)	2x4=8
		3x4=12	b) Measures within the classroom	2x4=8
		4x4=16	C) Measures elsewhere i) corridors	2x4=8
		4x4=16	ii) Break times	1x4=4
		4x4=16	iii) lunchtimes	2x4=8
		3x4=12	iv) school start / end	2x4=8
		5x4=20	v) large events / assemblies	1x4=4

		3x4=12	Vi) meetings	2x4=8
		3x4=12	6. Where necessary, wear appropriate personal protective equipment (PPE)	1x4=4
		4x4=16	7. Engage with NHS Track and Trace	2x4=8
		4x4=16	8. Manage confirmed cases of Coronavirus amongst the local community	2x4=8
		4x4=16	9. Contain any outbreak by following local health protection team advice	2x4=8
		3x4=12	School workforce	1x4=4
		3x5=15	Protect staff with medical vulnerabilities / living with vulnerable people	2x5=10
		3x5=15	Protect pupils with clinical vulnerabilities	1x5=5
		4x4=16	Minimise office use, and social distancing applies when they must be used.	2x4=8
		3x4=12	Visitors, agency staff, peripatetic teachers	1x4=4
		3x4=12	Dilute concentration of any airborne virus in building	1x4=4
		3x4=12	Keep equipment separate/clean between uses	1x4=4
		4x4=16	Travel to school-Encourage parents and pupils to follow guidance on safe travel	2x4=8
		3x4=12	Evacuation/invacuation protocols-consider how to manage both evacuations and invacuation	1x4=4
Staff physical and mental wellbeing adversely affected	A	3x3=9	Consider staff wellbeing	1x3=3
Children's physical and mental wellbeing adversely affected	E	3x3=9	Consider pupil wellbeing	1x3=3

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	Kate Horton / Lorraine Whitfield	Date
		10.7.2020

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	Kate Horton/Lorraine Whitfield 26.8.2020	Notes	Addition: All visitors (prior agreement from HT for emergency visits only) must maintain a 2 m social distance at all times whilst on site and wear a mask for the duration of their visit.
Reviewer Name & Date	Kate Horton / Lorraine Whitfield 25.11.2020	Notes	Effective Monday 30th November face masks are to be worn instead of visors. Visors can be worn as well as a face mask.
Reviewer Name & Date	Kate Horton/Lorraine Whitfield 14.1.2021	Notes	Reviewed and emended to reflect partial closure effective 5.1.2021
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 – Coronavirus Crisis Workplace Checklist
NEU 1866/0520

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?	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • Numbers in school • Cluster arrangements • Social distancing • Induction 	Yes	Yes

	<ul style="list-style-type: none"> • Hand washing and cleaning 		
4. Is the site ready to welcome back pupils and staff?	<ul style="list-style-type: none"> • 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