

## RISK ASSESSMENT FORM

### Part A

<b>DEPARTMENT/ SERVICE</b>		Beckfoot Priestthorpe Primary School				
<b>Assessor/ Person(s) assisting with the assessment</b>		Suzanne Wahed/ Christina Gunning / Diane Long			<b>DATE</b>	Updated 17.5.21
<b>TASK / ACTIVITY</b> <small>(Include duration and frequency of task activity)</small>		<b>Beckfoot Trust – Risk Assessment Update for Return 8th March 2021</b>				
		<b>THIS DOCUMENT SUPPLEMENTS AND DOES NOT REPLACE DfE Guidance:</b> Guidance for schools: coronavirus (COVID-19) (22/02/21). See the end of this document for a full list of the guidance used to compile this RA. Quotes from the guidance appear in italics.				
		<b>Persons / groups at risk</b>				
<b>Likelihood of Occurrence</b>	<b>Severity of Outcome</b>					
	1 Negligible	2 Slight	3 Moderate	4 Severe	5 Very Severe	
1 Very Unlikely	<b>LOW (1)</b>	<b>LOW (2)</b>	<b>LOW (3)</b>	<b>LOW (4)</b>	<b>LOW (5)</b>	
2 Unlikely	<b>LOW (2)</b>	<b>LOW (4)</b>	<b>LOW (6)</b>	<b>MEDIUM (8)</b>	<b>MEDIUM (10)</b>	
3 Possible	<b>LOW (3)</b>	<b>LOW (6)</b>	<b>MEDIUM (9)</b>	<b>HIGH (12)</b>	<b>HIGH (15)</b>	
4 Probable	<b>LOW (4)</b>	<b>MEDIUM (8)</b>	<b>HIGH (12)</b>	<b>HIGH (16)</b>	<b>HIGH (20)</b>	
5 Very Likely	<b>LOW (5)</b>	<b>MEDIUM (10)</b>	<b>HIGH (15)</b>	<b>HIGH (20)</b>	<b>HIGH (25)</b>	
		<b>Likelihood of occurrence X Severity of outcome = Risk Rating</b>				
		<b>Example:</b>  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 alter opening arrangements against national scientific advice & government policy	ALL	4x4=16	Schools will re-open to all pupils from 8th March. There is an expectation that the system of controls will keep infection spread / Covid-19 cases in school to a low level. School will work closely with the Trust, the Local Authority, Public Health England and the DfE to ensure that any cases/outbreaks are managed carefully and all appropriate guidelines are followed.	Continue to monitor DfE, PHE, LA, HSE guidance, amend risk assessment and take any decision to close accordingly.	1 x 4 = 4
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, parents and staff that if they feel unwell or have tested positive for Covid-19 in the last 10 days they must not attend school.</p> <p>Communicate with pupils, parents and staff that if they are displaying symptoms, they should get tested for Covid-19.</p> <ul style="list-style-type: none"> <li>Parent/ Carer 'Guideline for September Opening' provided to parents – reviewed for 8 March opening</li> <li>Staff and parents to adhere to updated guidance on symptoms <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a></li> <li>Communicate with parents to inform school office, as a matter of urgency, if there is anyone in their household displaying symptoms and to stay at home and self-isolate until a negative result is given.</li> </ul> <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> <ul style="list-style-type: none"> <li>Visitors to site by arrangement of the HT/DHT only</li> </ul>	2 x 4 = 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)
				<ul style="list-style-type: none"> <li>• No contractors allowed in occupied areas while students in the building unless essential maintenance, and must be accompanied at all times and not displaying symptoms</li> <li>• No other visitors to site except emergency services</li> <li>• Posters displayed regarding entry to school in reception</li> </ul> <p>Publicise the 'Guidance for Households with Possible Coronavirus Infection', and communicate to students, staff and parents that household should isolate for 10 days if someone in the household displays symptoms or they are told to by NHS Track and Trace</p> <ul style="list-style-type: none"> <li>• Parents / Staff to inform SLT as soon as they display symptoms and test to be booked.</li> <li>• Test and trace system to be followed</li> </ul>	
		5 x 4 = 20	<p>Take Steps to identify asymptomatic cases amongst staff in school to reduce potential infection routes. Take steps to reduce the risk when anybody starts to display symptoms in a school setting passing on the infection to others.</p> <p><b>See Trust procedure on</b> "Dealing with Confirmed or Suspected Cases</p> <p>Fully co-operate with the Government's rapid (LFD) testing programme. Tests will be undertaken at home by staff.</p>	<p><b>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 <a href="mailto:becamv@beckfoot.org">becamv@beckfoot.org</a></b></p> <ul style="list-style-type: none"> <li>• Follow guidance</li> <li>• Parents/carers to be reminded that they must be available during the day, to collect a child if required.</li> <li>• Staff to be aware to recognise if symptoms arise or student becomes unwell and call for First Aider</li> <li>• First Aider to follow Trust guidance and use PPE supplied and where possible keep 2m distance at all times.</li> <li>• Child to be removed from class to isolation under shelter in KS1 playground. – follow Trust guidance on <b>Dealing with Confirmed or Suspected Cases</b></li> <li>• Parents/carers contacted for immediate collection</li> <li>• Request that a test is undertaken, drive-through test (rather than home testing) unless unable to do so and that they inform school of results asap <a href="https://www.gov.uk/get-coronavirus-test">https://www.gov.uk/get-coronavirus-test</a></li> <li>• Site staff to respond to enhanced cleaning of areas used by student</li> <li>• If confirmed case contact PHE for advice on whether to</li> </ul>	2 x 4 = 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)
				<p>close the bubble.</p> <ul style="list-style-type: none"> <li>Follow government track and trace system</li> </ul>	
		3 x 4 = 12	<p><b>2. Clean hands thoroughly more often than usual</b>  <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>  <i>Only use alcohol hand rub or sanitiser if soap and water not available.</i></p>	<p>Schools <b>must</b> ensure that all pupils and staff 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.</p> <p>Promote handwashing through posters and regular reminders built into school routines and behaviour expectations.</p> <ul style="list-style-type: none"> <li>Students to wash hands or use hand sanitiser on entry to classrooms.</li> <li>Hand sanitiser to be used especially when returning from the toilets.</li> <li>Regular routine washing of hands promoted by staff ensuring soap and hand towels available.</li> <li>Hand dryers to remain disabled, only use hand towels, providing disposable towels in toilets.</li> <li>Hand wash posters displayed in all areas.</li> </ul>	2 x 4 = 8
		3 x 4 = 12	<p><b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b>  Implement the 'catch it, bin it, kill it' approach.</p>	<p>Refresh posters.</p> <ul style="list-style-type: none"> <li>Updated posters displayed in all areas</li> <li>When going to the bin maintain social distancing, where possible, dispose of the tissue and use hand sanitiser then return to desk.</li> </ul> <p>Schools <b>must</b> 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.</p> <p>Regular emptying of bins.</p> <ul style="list-style-type: none"> <li>Class hygiene packs provided including tissues, anti-bac wipes, hand sanitiser.</li> <li>If coughing / sneezing - use tissues provided, place in bin</li> </ul>	2 x 4 = 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)
				<p>and sanitise hands</p> <ul style="list-style-type: none"> <li>• No lids on bins to ensure no touch policy.</li> <li>• Adult in classroom to remove bin liner, tie and leave outside classroom at lunchtime (only if bin contains tissues).</li> </ul> <p><i>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers. These will children will have an individual risk assessment where appropriate and staff will take extra safety measures.</i></p>	
		3 x 4 = 12	<p><b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</b></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><a href="#"><u>COVID-19: cleaning of non-healthcare settings guidance.</u></a></p> <ul style="list-style-type: none"> <li>• Adult changes to classroom (PPA, change of staff) to clean touch points in classroom on entry using wipes provided</li> <li>• Shared areas on different days, Enhanced cleaning between use.</li> <li>• Teachers to use anti-bac wipes on own desk prior to use</li> <li>• Cleaners to provide enhanced cleaning at the end of the day using cleaning schedule provided.</li> <li>• Cleaning to match the lunch breaks / outside times for toilets.</li> <li>• Cleaning signs to display toilets out of use when being cleaned</li> <li>• Only to clean areas when no children / staff are in the area.</li> <li>• Teacher desks / sinks / areas to be kept clear of clutter in order to allow enhanced cleaning at the end of the day. including, door surrounds, door panels and floors to mopped or vacuumed</li> <li>• Normal PPE available for cleaning staff</li> </ul> <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 a fire alarm.</p> <ul style="list-style-type: none"> <li>• Class windows to be open to allow ventilation and doors</li> </ul>	2 x 4 = 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)
				<p>propped open to reduce touch points.</p> <ul style="list-style-type: none"> <li>• Staff to close door on exit if fire evacuation or in case of Invacuation.</li> <li>• <b>Staff to wear face coverings on exit of classroom</b></li> <li>• Students to be allowed to wear coats due to temperatures if deemed necessary by the member of staff</li> </ul>	
		3 x 4 = 12	<p><b>5. Minimise contact between individuals and maintain social distancing wherever possible</b>  Different elements of minimising contact and maintaining distancing are detailed by activity below</p>	<p><i>School <b>must</b> do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</i></p> <ul style="list-style-type: none"> <li>• Gates to be opened at 8.30am and managed by staff</li> <li>• Bubbles enter school at designated entrance and at staggered start and finish times.</li> <li>• Pupils will be directed straight into their class bubble with staff supervision.</li> <li>• Parents do not enter the playground at drop off times</li> <li>• At the end of the day, a one-way system will operate for the first sibling pick up. Parents will enter the playground through one gate, collect their children from the designated class area and exit through the other gate.</li> <li>• At second pick up at 3:05 the children will now exit through the extra gates we have opened up (<b>Please refer to Guidance for parents update March 2021</b>)</li> </ul>	2 x 4 = 8
		3 x 4 = 12	<p><b>a) Grouping Children (Bubbles)</b>  <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>Groups should be kept apart from other groups</p> <p>Children should be encouraged to keep distance within groups</p> <p>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>	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)
		3 x 4 = 12	<p><b>b) Measures within the classroom</b>            Avoid close face to face contact and minimise time spent within 1m of anyone</p>	<ul style="list-style-type: none"> <li>• In EY/KS1 children are sat at tables facing each other, this is at a distance of 1m+</li> <li>• Where possible in KS2 classrooms children will sit side by side as per guidance. Any face to face seating will be at 1m+ distance</li> </ul> <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. <b>THERE WILL BE LIMITED MOVEMENT OF STAFF BETWEEN BUBBLES</b></p> <p>Staff to maintain 2m distance while facing students at front of classroom</p> <ul style="list-style-type: none"> <li>• If staff assess that educational needs dictate, they may move to the side of students, but not facing.</li> <li>• Classes to remain in same classroom throughout the day.</li> </ul> <p>Consider teaching lessons outside if possible.</p> <p>Clean rooms between bubbles if they need to be shared.</p> <ul style="list-style-type: none"> <li>• Bubbles are only using their designated space</li> </ul> <p>Encourage pupils to use the toilet before/after lessons to avoid circulation.</p> <ul style="list-style-type: none"> <li>• During the day including lunch and break times, each class bubble will be allocated separate designated toilets</li> <li>• Signage up to indicate area for use of each class</li> <li>• Cleaning of toilets will take place before and after lunchtimes.</li> </ul> <p>Consider allowing toilet access throughout the day to reduce overcrowding.</p> <ul style="list-style-type: none"> <li>• Children will have access to designated toilets during teaching time</li> <li>• Classes to remain in same classroom throughout the day.</li> </ul>	2 x 4 = 8
		4 x 4 = 16	<p><b>c) Measures elsewhere</b></p>	<p>One-way systems are implemented as far as possible.</p>	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)
			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>	<ul style="list-style-type: none"> <li>Children to walk in single file at all times</li> <li>Children remain in classrooms with no moving during the day, other than to and from the dinner hall (as appropriate)</li> </ul>	
		4 x 4 = 16	ii) break-times	<p><i>See separate parental booklet September 2020 Opening</i></p> <ul style="list-style-type: none"> <li>Breaks staggered for Y1/2/3 and Y4/5/6</li> </ul> <p>Make sure pupils go straight outside.</p> <p>Indoor breaks to be avoided, but if necessary, pupils should stay in their class bubble and go to toilet by themselves.</p> <ul style="list-style-type: none"> <li>Wet play times, children to remain in class bubble.</li> <li>Indoor and outdoor areas supervised by staff at all times in designated areas for bubbles</li> </ul> <p>Do not use outdoor equipment unless it has been sanitised between each group using it.</p> <ul style="list-style-type: none"> <li>Children in EY and KS1 to use hand sanitiser after using outdoor equipment</li> <li>Staff supervision to encourage 1m + distancing</li> </ul>	2 x 4 = 8
		4 x 4 = 16	iii) lunchtimes	<ul style="list-style-type: none"> <li>Yr 5 &amp; 6 to have lunches delivered to classrooms</li> <li>Lunches staggered to provide required distancing both in the dinner hall and outside</li> <li>Changes to lunch options to ensure a range of 'fast-track' pre-wrapped grab bags.</li> </ul>	1 x 4 = 4
		3 x 4 = 12	iv) school start/end	<p>Parents to be asked to keep two metres apart when collecting / dropping off pupils.</p> <ul style="list-style-type: none"> <li>Bubbles enter school at designated entrance and staggered start and finish times.</li> <li>Pupils will be directed straight into their class bubble with</li> </ul>	2 x 4 = 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)
				<p>staff supervision.</p> <ul style="list-style-type: none"> <li>Parents to remain outside school gates at drop-off</li> <li>At the end of the day, a one-way system will operate. Parents will enter the playground through one gate, collect their children from the designated class area and exit through the other gate</li> </ul> <p>Parents should not congregate around doorways.</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 and ensure social distancing arrangements are adhered to.</p> <ul style="list-style-type: none"> <li>Parents informed to contact school via email or telephone or Class Dojo - we will not be able to accept visitors into school.</li> </ul>	
		5 x 4 = 20	v) large events/assemblies	<p><i>Groups should be kept apart, meaning that schools should avoid gatherings such as assemblies or collective worship with more than one group.</i></p> <ul style="list-style-type: none"> <li>Assemblies in class bubbles only</li> </ul> <p>Under no circumstances should physical meetings / assemblies occur with pupils from more than one bubble.</p>	1 x 4 = 4
			vi) meetings	Meetings not to be held unless 2m social distancing can be strictly maintained.	
			vii) Educational Visits	<b>No School trips to take place as recommended in DfE guidance</b>	
		3 x 4 = 12	<p><b>Reduce informal contact between staff.</b></p> <p><u>The Government and Public Health England continually remind us that maintaining 2m between adults (and children when possible)</u></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>	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)
			<p>is a very important safeguard.</p> <p><b><u>This includes in staff rooms and during any informal social contact between staff in school.</u></b></p>	<p>No physical meetings involving staff from multiple sites</p> <p>Use of the staff room may need to be limited / on a rota basis. 2m social distancing needs to be maintained. Kitchen area needs to be regularly cleaned and staff must wash hands before and after using the kitchen. Staff must provide and wash their own utensils/crockery.</p> <ul style="list-style-type: none"> <li>• Two staff rooms provided and designated to individual staff to minimise mixing and allow 2m distancing</li> <li>• Limited access to other areas in school (info provided during staff training)</li> <li>• <b>Staff and visitors who cannot maintain social distancing between themselves and other adults should wear face coverings on corridors and in other communal areas.</b></li> </ul>	
		3 x 4 = 12	<p><b>6. Where necessary, wear appropriate personal protective equipment (PPE)</b></p>	<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"> <li>• PPE for providing intimate care as in normal circumstances</li> <li>• First Aid to follow guidance and use PPE supplied and where possible keep 2m distance at all times.</li> </ul>	2 x 4 = 8
			<p><b>6a. Dilute the concentration of any air-borne virus in a building</b></p>	<ul style="list-style-type: none"> <li>• Ensure ventilation is kept to a maximum (artificial or natural).</li> <li>• Set heating/ventilation systems accordingly, open windows.</li> <li>• Staff/pupils to wear warm clothing (if necessary) to facilitate this.</li> <li>• Classrooms with maximum ventilation used.</li> </ul>	
		4 x 4 = 16	<p><b>Response to infection</b></p> <p><b>7. Engage with NHS Track and Trace</b></p>	<p>Schools <b>must</b> ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they are displaying symptoms.</li> <li>• 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</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p><i>Anyone who displays symptoms of coronavirus (COVID-19) can and</i></p>	2 x 4 = 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)
				<p><i>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”</p>	
		<b>4 x 4 = 16</b>	<p><b>8. Manage confirmed cases of Coronavirus amongst the school community</b></p> <p>Schools <b>must</b> take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).</p> <p>Schools must contact the Local Authority on the number provided. Each case will be logged and referred to Public Health England (as appropriate).</p> <p>Schools should also Contact the Trust Covid Operations Team for support.</p>	<p>Schools <b>MUST</b> send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for <b>10 days</b> 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).</p> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <ul style="list-style-type: none"> <li>• <b>In the event of pupil or member of staff testing positive, the whole bubble will close and follow the guidance</b></li> </ul>	<b>2 x 4 = 8</b>
		<b>4 x 4 = 16</b>	<p><b>9. Contain any outbreak by following local health protection team advice</b></p> <p><i>If schools have two or more confirmed cases within 10days, 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.</i></p>	<p><i>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.</i></p> <p>Contact the Trust Covid Operations team for support</p>	<b>2 x 4 = 8</b>
		<b>3 x 4 = 12</b>	<p><b>10. School Workforce</b></p> <p><i>Under the national lockdown, the expectation</i></p>	<p><i>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</i></p>	<b>1 x 4 = 4</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)
			<p><i>is that staff should work from home where possible. School leaders are best placed to determine the workforce that is required in school, taking into account the updated 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 [the DfE] have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this specific guidance for school settings. The PHE and DHSC endorsed system of controls 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.</i></p>	<p><i>to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate.</i></p> <p><b>Staff who are not pupil facing/directly operational to work from home wherever possible.</b></p> <p><b>Staff who are considered to be clinically extremely vulnerable to work from home from 05.01.21 until a change in national guidance. If unable to work from home, they are not to come into work.</b></p> <p><b>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)</b></p> <p><b>Consider allowing teaching staff to use PPA time at home Using rotas and partial occupancy of office spaces.</b></p> <ul style="list-style-type: none"> <li>• Where possible PPA to be allowed at home</li> <li>• Keep to the guidance noted in this risk assessment &amp; documents.</li> <li>• Admin team to occupy separate offices at all times.</li> <li>• Admin staff provided with hygiene pack</li> <li>• Chairs to be named for individual staff use</li> <li>• To use own equipment e.g. PCs, laptop</li> <li>• Reception area glass to be closed when visitors arrive to limit face to face contact</li> <li>• Wash/gel hands before leaving office area.</li> <li>• Staff must adhere to the 2m social distancing at all times, when using staffrooms</li> <li>• <b>Staff and visitors who cannot maintain social distancing between themselves and other adults should wear face coverings (e.g. on corridors and in other communal areas).</b></li> </ul>	
		<b>3 x 5 = 15</b>	11.Protect staff with medical vulnerabilities / living with vulnerable people.	<b>Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are clinically vulnerable (CV). We expect this will allow most CV staff to return to the workplace, although we advise those in the most at risk categories to take particular care.</b>	<b>2 x 4 = 8</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)
				<p><b>Follow HR guidance to undertake or update individual risk assessments of those in a CV group. Risk assessments completed with all relevant staff</b></p> <ul style="list-style-type: none"> <li>Review of individual RAs</li> </ul> <p><b>These staff should be considered if there is a school outbreak in any bubble/local lockdown.</b></p>	
		<b>3 x 5 = 15</b>	12. Protect pupils with clinical vulnerabilities	<p>The parents of pupils with vulnerabilities should seek medical advice before the pupil attends school.</p> <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>	<b>2 x 4 = 8</b>
		<b>4 x 4 = 16</b>	13. 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>Follow Government guidance for Office Workers:  <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres</a></p>	<b>1 x 4 = 4</b>
		<b>3 x 4 = 12</b>	14. Visitors, agency staff, peripatetic teachers <i>Schools can continue to engage supply teachers and other supply staff during this period.</i>	<p><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></p> <p>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.</p> <ul style="list-style-type: none"> <li>Visitors to be provided with Covid protocol before entry to</li> </ul>	<b>1 x 4 = 4</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)
				<p>school</p> <ul style="list-style-type: none"> <li>• Peri and supply staff provided with protocol</li> </ul>	
		3 x 4 = 12	15. Keep equipment separate / clean between uses.	<p>Remove soft furnishings and soft toys as far as is possible.</p> <p>Avoid sharing IT equipment or practical equipment; consider assigning it to named individuals</p> <ul style="list-style-type: none"> <li>• Students in bubbles to be assigned individual equipment to be used during a lesson</li> <li>• IT equipment to be wiped by student before use</li> <li>• Limited use of PE equipment and cleaned between use</li> <li>• EY/KS1 sanitise hands when using shared equipment</li> </ul> <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>Avoid sharing stationery.</p> <ul style="list-style-type: none"> <li>• Students provided with stationery for individual use</li> <li>• Other resources, limited to table use not whole class use.</li> </ul> <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.</p> <ul style="list-style-type: none"> <li>• No plastic books covers to be used</li> <li>• Handouts to be kept to an absolute minimum</li> </ul>	1 x 4 = 4
		4 x 4 = 16	<p>16. 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>Travel should be by foot or bike if possible.</p>	<p>Promote active travel</p> <ul style="list-style-type: none"> <li>• Parents to walk to school where possible.</li> <li>• Parents/children coming to school or using public transport should avoid contact with students who are not in their class bubble.</li> <li>• Anyone over 5 who will travel on public transport <u>must</u> wear face masks and comply with any rules set by the bus company/ taxi firm</li> </ul>	3 x 4 = 12

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)
		<b>3 x 4 = 12</b>	17 Evacuation / Invacuation protocols – consider how to manage both evacuation and Invacuation.	<p>Fire drills to be carried out immediately after the Spring Bank Holiday (unless inappropriate in the context of Government guidance). 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. Invacuation drills only to be undertaken when school is satisfied that local infection rates are low and restrictions are such that they can happen safely. Advice will be sought from the Trust Compliance Officer as appropriate</p> <p>Evacuation</p> <ul style="list-style-type: none"> <li>• HT/DHT to be fire assembly manager</li> <li>• Teachers in each bubble to be fire marshal and follow normal evacuation procedures</li> <li>• <b>Staff to wear face coverings on exit from classroom</b></li> <li>• Classroom doors to be closed on exit</li> <li>• Registers to be completed once outside</li> <li>• HT/DHT to follow fire evacuation procedures</li> </ul> <p>During the period of restricted attendance, ensure that an accurate register of all those on site is available for use in this situation. Office staff to ensure this happens daily</p> <p>Invacuation –</p> <ul style="list-style-type: none"> <li>• Staff and students to remain in classrooms.</li> <li>• Close windows and door and follow normal Invacuation procedures</li> <li>• Await all clear given by HT/DHT before returning to normal day.</li> </ul>	<b>2 x 4 = 8</b>
Staff physical and mental wellbeing adversely affected	A	<b>3 x 3 = 9</b>	18. Consider staff wellbeing.	<p>How will staff take comfort breaks / access food and drink?</p> <p>Information provided to all staff on training provided on 2 September 2020</p> <ul style="list-style-type: none"> <li>• Extra designated staffroom available for breaks &amp; lunches to ensure 2m distancing.</li> <li>• Staff to keep to 2m distancing at all times.</li> <li>• <b>Staff who cannot maintain social distancing should wear face coverings on corridors and in other communal</b></li> </ul>	<b>2 x 3 = 6</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)
		<b>3 x 3 = 9</b>		<p><b>areas.</b></p> <ul style="list-style-type: none"> <li>• If possible staff bring own lunch, or use facilities available</li> </ul> <p>Staff Toilets</p> <ul style="list-style-type: none"> <li>• No wellbeing items kept in the staff toilets</li> </ul> <p>Cleaning</p> <ul style="list-style-type: none"> <li>• Staff to clean shared equipment and touching surfaces before use using hygiene pack provided.</li> <li>• Staff to clean own plates, cups and utensils immediately after use</li> <li>• Surfaces to be cleaned after lunchtime by day cleaner.</li> </ul> <p>Staff Wellbeing</p> <ul style="list-style-type: none"> <li>• Referral for counselling or signposting from MHFA if required</li> <li>• Trust matters well-being page</li> </ul> <p>Are existing systems to support staff wellbeing well publicised / understood?</p>	
Children's physical and mental wellbeing adversely affected	E	<b>3 x 3 = 9</b>	18b. Consider pupil wellbeing	<p>Support for well-being provided by;</p> <ul style="list-style-type: none"> <li>• Continue to use CPOMS to alert DSL / Safeguarding of any concerns re child welfare / anxiety etc that needs to be picked up with parents/carers.</li> <li>• Class assembly times to regularly reassuring students, positive reinforcement Support to children from PIW</li> <li>• Transition unit for English used across school</li> <li>• Staff aware of family circumstances and support with other agencies a priority</li> <li>• Staff and student bereavement is managed in line with the Bereavement document forwarded by Trust / Special Schools.</li> </ul>	<b>2 x 3 = 6</b>



## Beckfoot Priestthorpe Risk Summary Table

Hazard	Affected persons groups	Risk rating before controls	Category of Control Measures	Residual risk rating
Decision to close against national scientific advice & government policy	ALL	4 x 4 = 16	The Government has made it clear that its intention is that schools will only close 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	<b>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</b>	2 x 4 = 8
		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. See Trust procedure on "Dealing with Confirmed or Suspected Cases updated Nov 2020"	2 x 4 = 8
		3 x 4 = 12	<b>2. Clean hands thoroughly more often than usual</b>	2 x 4 = 8
		3 x 4 = 12	<b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b>	2 x 4 = 8
		3 x 4 = 12	<b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</b>	2 x 4 = 8
		3 x 4 = 12	<b>5. Minimise contact between individuals and maintain social distancing wherever possible</b>	2 x 4 = 8
		3 x 4 = 12	<b>d) Grouping Children (Bubbles)</b>	1 x 4 = 4
		3 x 4 = 12	<b>e) Measures within the classroom</b>	2 x 4 = 8
		4 x 4 = 16	<b>f) Measures elsewhere</b>	1 x 4 = 4
		4 x 4 = 16	i) corridors	2 x 4 = 8
		4 x 4 = 16	ii) break-times	1 x 4 = 4
		3 x 4 = 12	iii) lunchtimes	2 x 4 = 8
		5 x 4 = 20	iv) school start/end	1 x 4 = 4
		3 x 4 = 12	v) large events/assemblies	1 x 4 = 4
		3 x 4 = 12	vi) meetings	2 x 4 = 8
			<b>6. Where necessary, wear appropriate personal protective equipment (PPE)</b>	
			<b>6a. Dilute the concentration of any air-borne virus in a building</b>	
	4 x 4 = 16	<b>7. Engage with NHS Track and Trace</b>	2 x 4 = 8	
	4 x 4 = 16	<b>8. Manage confirmed cases of Coronavirus amongst the school community</b>	2 x 4 = 8	
	4 x 4 = 16	<b>9. Contain any outbreak by following local health protection team advice</b>	2 x 4 = 8	
	3 x 4 = 12	<b>10. School Workforce</b>	1 x 4 = 4	
	3 x 5 = 15	11. Protect staff with medical vulnerabilities / living with vulnerable people.	2 x 4 = 8	
	3 x 5 = 15	12. Protect pupils with clinical vulnerabilities	2 x 4 = 8	
	4 x 4 = 16	13. Minimise office use by staff, and social distancing applied when they must be used.	1 x 4 = 4	
	3 x 4 = 12	14. Visitors, agency staff, peripatetic teachers	1 x 4 = 4	
	3 x 4 = 12	15. Keep equipment separate / clean between uses.	1 x 4 = 4	
	4 x 4 = 16	16. Travel to School - Encourage parents and pupils to follow guidance on safe travel.	3 x 4 = 12	
	3 x 4 = 12	17 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	18. Consider staff wellbeing.	2 x 3 = 6
Children's physical and mental wellbeing adversely affected	E	3 x 3 = 9	18b. Consider pupil wellbeing	2 x 3 = 6

## Part C

<b>Links to other risk assessments and or safe working instructions - please state</b>		
<b>Name and Sign</b> When the assessment is complete it should be signed to say that is the case and all identified actions have been implemented	Suzanne Wahed/ Christina Gunning / Diane Long	<b>Date</b>
		26.2.2021

**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			
<b>Reviewer Name &amp; Date</b>	SW/CG/DL 05/06/2020	<b>Notes</b>	Wider Opening
<b>Reviewer Name &amp; Date</b>	SW/CG/DL 10/07/2020	<b>Notes</b>	September Opening
<b>Reviewer Name &amp; Date</b>	SW/CG/DL 03/11/2020	<b>Notes</b>	Based on Trust notes and updated gov.uk guidance
<b>Reviewer Name &amp; Date</b>	SW/DL 19/01/2021	<b>Notes</b>	Changes based on national Lockdown 5/1/21 Trust Guidance
<b>Reviewer Name &amp; Date</b>	SW/DL 26/2/2021	<b>Notes</b>	8 <sup>th</sup> March opening based on Trust guidance – Staff to wear face coverings in corridors and communal areas.

Documents used to help compile this R/A:

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

<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

School Approach to high risks

[To be completed should any residual risks remain high] – Trust to provide wording

<b>Beckfoot Trust Five key Tests for Opening</b>			
<b>Test</b>	<b>Criteria</b>	<b>School Yes/No</b>	<b>Trust Yes/No</b>
<b>1. 1. Is there a satisfactory and agreed risk assessment in place for the school?</b>		Yes	Yes
<b>2. Is there a satisfactory plan in place to ensure the safety of pupils?</b>	<ul style="list-style-type: none"> <li>• Numbers in school</li> <li>• Cluster arrangements</li> <li>• Social distancing</li> <li>• Induction</li> <li>• Hand washing and cleaning</li> </ul>	Yes	Yes
<b>3. Is there a satisfactory plan in place to ensure the safety of staff?</b>	<ul style="list-style-type: none"> <li>• Numbers in school</li> <li>• Cluster arrangements</li> <li>• Social distancing</li> <li>• Induction</li> <li>• Hand washing and cleaning</li> </ul>	Yes	Yes
<b>4. Is the site ready to welcome back pupils and staff?</b>	<ul style="list-style-type: none"> <li>• Risk Assessments</li> <li>• Passed a re-opening check</li> <li>• Cleaning arrangements in place.</li> <li>• Medical provision including PPE</li>   <li>• Social Distancing provision</li> <li>• Quality assurance of external contractors</li> <li>• Additional procurement</li> </ul>	Yes	Yes
<b>5. Is there confidence that the plan is sustainable?</b>		Yes	Yes