RISK ASSESSMENT FORM

Part A

DEPARTMENT/ SERVICE		Hazelbeck		
Assessor/ Person(s) assisting with the assessment	Beth McPhail, Suzanne Wahed		**DATE**	8/7/20
TASK / ACTIVITY (Include duration and frequency of task activity)	**Attendance during national lockdown 2021** **THIS DOCUMENT SUPPLEMENTS AND DOES NOT REPLACE DfE Guidance:** "Guidance for full opening – schools" (02/07/20). See the end of this document for full list of guidance used to compile this RA. Quotes from the guidance appear in italics.			

Likelihood of Occurrence	Severity of Outcome				
	1 Negligible	2 Slight	3 Moderate	4 Severe	5 Very Severe
1 Very Unlikely	LOW (1)	LOW (2)	LOW (3)	LOW (4)	LOW (5)
2 Unlikely	LOW (2)	LOW (4)	LOW (6)	MEDIUM (8)	MEDIUM (10)
3 Possible	LOW (3)	LOW (6)	MEDIUM (9)	HIGH (12)	HIGH (15)
4 Probable	LOW (4)	MEDIUM (8)	HIGH (12)	HIGH (16)	HIGH (20)
5 Very Likely	LOW (5)	MEDIUM (10)	HIGH (15)	HIGH (20)	HIGH (25)

	Persons / groups at risk			
A	Employees	**E**	General Public / Pupils	
B	New Employees	**F**	Visitors	
C	Contractors / Sub-Contractors	**G**	Volunteers	
D	Young person / Work experience	**H**	Clients / Service users	

Likelihood of occurrence X Severity of outcome = Risk Rating

Example:

Likelihood (possible 3) X Severity (Moderate 3) = Risk Rating (Medium 9)

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

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

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

should do so.

Part B

What are the hazards and What could happen	Affected persons groups	Risk rating if no action taken (see chart)	What are the base control measures	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (see chart)
Replace with Decision to alter opening arrangements against national scientific advice & government policy	ALL	4 x 4 = 16	*During the period of national lockdown, schools, alternative provision (AP), special schools, colleges and wraparound 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* *Special schools should continue to welcome and encourage pupils to attend full-time where the parent/carer wishes for their child to be able to attend.* *Special post-16 settings should continue to welcome and encourage students to attend as per their usual timetable where the young person wishes to attend.* *On occasion special schools may encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training. In these circumstances they should seek to resume as close as possible to the child of young person's specified provision as soon as possible. Pupil level risk assessments, which were used last spring, should not be used to filter children and*	Continue to monitor DfE, PHE, LA, HSE guidance, amend risk assessment and take any decision to close accordingly.	3x4 = 12

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			young people in or out of attendance, but could be helpful to prioritise the provision a child or young person can get if full time provision for all is not possible.		
Spread of Covid-19 between pupils; staff; families of pupils/ staff.	ALL	**4 x 4 = 16**	**1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school** N.B. There will always be residual risk from those who are asymptomatic.	Communicate with pupils and staff that if they feel unwell or have tested positive for Covid-19 in the last 10 days they must not attend school. Communicate with parents that if pupils feel unwell or have tested positive for Covid-19 in the last 10 days they must not attend school. Communicate with staff, students and others that if they are displaying symptoms they should get tested for Covid-19. Communicate with visitors and contractors, that access to site is only possible with no symptoms, by following school procedures and practices and where appropriate carrying out a separate risk assessment. Publicise the 'Guidance for Households with Possible Coronavirus Infection', and communicate to students, staff and parents that household should isolate for 14 days if someone in the household displays symptoms or they are told to by NHS Track and Trace	**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.	**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,**	**3 x 4= 12**

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				you can request a copy by e-mailing **becamv@beckfoot.org**	
		3 x4	**2. Wear face coverings in communal areas**	*School staff must wear a face mask when entering school until they get to their bubble.* *When in bubble they do not need to wear a covering unless they wish to.* *Students who understand, are able to manage their own face mask and are not anxious due to wearing a face covering should wear one in communal areas.* *Staff to be provided with face visor to wear in communal areas and in class if working in very close proximity and felt appropriate to allow communication to still happen as much as possible.*	2 x 4 = 8
		3 x 4 = 12	**3.Clean hands thoroughly more often than usual** *Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser.* *Only use alcohol hand rub or sanitiser if soap and water not available.*	*Schools **must** ensure that all pupils and staff to wash hands regularly: when they arrive at school, when they return from breaks, when they change rooms and before and after eating, and after coughing or sneezing.* Promote handwashing through posters and regular reminders and building it into school routines and behaviour expectations. Demonstrate good hygiene practice Make use of resources from e-bug and other sources Provide alcohol rub where a sink is not readily available, and supervise it given the risks around ingestion.	2 x 4 = 8

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				Ensure pupils who need supervision and/or help whilst washing hands receive it.	
		3 x 4 = 12	**4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach** Implement the 'catch it, bin it, kill it' approach.	Refresh posters. *Schools **must** ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. Talk to all pupils and staff about respiratory and hand hygiene.* Regular emptying of bins. *Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.*	2 x 4 = 8
		3 x 4 = 12	**5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach**	Identify surfaces that are regularly touched – such as desks, chairs, keyboards, handles, light switches etc. Instruct and ensure supervision of cleaning staff accordingly. *Points to consider and implement:* • *putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:* ○ *more frequent cleaning of rooms / shared areas that are used by different groups* ○ *frequently touched surfaces being cleaned more often than normal* • *different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet*	2 x 4 = 8

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				By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance. 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.	
		3 x 4 = 12	**6. Minimise contact between individuals and maintain social distancing wherever possible** Different elements of minimising contact and maintaining distancing are detailed by activity below	*Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools **must** consider how to implement this. Schools **must** do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.*	2 x 4 = 8
		3 x 4 = 12	**a) Grouping Children (Bubbles)** *Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group*	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. Bubble size will be a maximum of 10 including adults in the room at any one time. Groups should be kept apart from other groups Young people with less complex needs who are able to self-regulate their behaviours without distress should be encouraged to keep distance within groups Where capacity allows, limit interaction and sharing of rooms and social spaces between groups.	2 x 4 = 8

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				NB Benefits exist even if separating groups and maintaining distance can only be partially implemented	
		3 x 4 = 12	b) **Measures within the classroom** Avoid close face to face contact and minimise time spent within 1m of anyone	Keep desk workstations as far apart as possible (1m Staff to maintain distance from students where possible and not to work unnecessarily close to students. Students to be supervised when going to the toilet. 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. Keep groups consistent. Teachers to stay with same group (as far as possible). Consider teaching lessons outside if possible. Clean rooms between bubbles if they need to be shared. Adopt clear and comprehensive cleaning schedules. Zones to respond to emergencies e.g. Team teach and medical emergency – allocated evacuation room – where possible (time allows and does not escalate situation) if mixing PPE to be worn	2 x 4 = 8
		4 x 4 = 16	c) **Measures elsewhere** i) corridors *When timetabling, groups should be kept apart and movement around the school*	Strict adherence to single file and keeping to the left on corridors that are two meters wide. Staff to check corridors are clear before escorting student out.	2 x 4 = 8

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			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.	Pupils to be kept in one classroom for as much of the day as possible Pupils will not be asked to queue on corridors but should enter rooms immediately and go to their allotted desk where appropriate. Corridors and shared areas to be kept as clear as possible e.g. computers.	
		4 x 4 = 16	ii) break-times/outdoor lessons	Rota outdoor areas so that fewer pupils outside at any one time. Make sure pupils go straight outside. Encourage socially distant activities where pupils stay two metres apart (passing rather than contact football etc.) Do not use outdoor equipment unless it has been sanitised between each group using it.	2 x 4 = 8
		4 x 4 = 16	iii) lunchtimes	Deliver lunches to classrooms.	2 x 4 = 8
		3 x 4 = 12	iv) school start/end	Parents to be asked to keep two metres apart when collecting / dropping off pupils and to remain in cars where possible. Stagger start/ finish times. Parents should not congregate around doorways or in reception.	2 x 4 = 8

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				Consider other steps to control social mixing at pick-up and drop-off.	
				Staff must adhere to 2m social distancing rule when arriving / departing school.	
				Encourage parent-staff communication via technology (phone, app, email…), and if a face-to-face conversation is needed arrange by prior appointment and ensure social distancing arrangements are adhered to. Face-to-face meetings with parents for EHCPs.	
		5 x 4 = 20	v) large events/assemblies	No assemblies, weekly joint activity within zones via Teams	2 x 4 = 8
				Under no circumstances should physical meetings / assemblies occur with pupils from more than one bubble.	
		3 x 4 = 12	vi) meetings	Meetings not to be held unless 2m social distancing can be strictly maintained.	2 x 4 = 8
				Extended meetings in rooms with no external ventilation to always be avoided. Meetings to be held outside where possible.	
				Limit meeting length as far as possible.	
				Use IT solutions to facilitate on-line meetings.	
				No physical meetings involving staff from multiple sites	
				Use of the staff room may need to be limited / on a rota basis. 2m social distancing needs to be maintained. (Beckfoot conference room to also be used)	

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				Kitchen area needs to be regularly cleaned and staff must wash hands before and after using the kitchen.	
		4x4 = 16	Reduce informal contact between staff.	**Staff must be regularly reminded to avoid informal social contact at all times, in or around school, unless the 2m rule is strictly applied.**	2x4 = 8
		3 x 4 = 12	7. Where necessary, wear appropriate personal protective equipment (PPE)	*The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:* • *where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained* • *where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used* • *Where oral suction is required* • *Where staff wish to wear a face mask they will be allowed to do so.*	2 x 4 = 8
		3 x 4 = 12	8. Dilute the concentration of any air-borne virus in a building.	Ensure ventilation is kept to a maximum. (artificial or natural). Set heating/ventilation systems accordingly, open windows. Staff/pupils to wear warm clothing (if necessary) to facilitate this.	2 x 4 = 8
		4 x 4 = 16	Response to infection 9. Engage with NHS Test and Trace	*Schools **must** ensure that staff members and parents/carers understand that they will need to be ready and willing to:* • *book a test if they are displaying symptoms.* • *provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace* • *self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for*	2 x 4 = 8

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				coronavirus (COVID-19) *Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.* If anyone displays symptoms whilst in school they should follow the Trust procedure "dealing with confirmed and suspected cases"	
		4 x 4 = 16	**10. Manage confirmed cases of Coronavirus amongst the school community** Schools **must** take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools must contact the Local Authority on the number provided. Each case will be logged and referred to Public Health England (as appropriate). Schools should also Contact the Trust Covid Operations Team for support.	Schools **must** send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Individuals are classed as infectious for 48 hours before they display symptoms (or 48 hours before a positive test was taken if they are asymptomatic). Close contact means: • 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 In special schools the whole bubble (normally a class) will have to self isolate. Pupils travelling on the same bus or taxi as someone who has tested positive will also have to isolate irrespective of the bubble they are in.	2 x 4 = 8

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		4 x 4 = 16	**11. Contain any outbreak by following local health protection team advice** *If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.*	*In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.* Contact the Trust Covid Operations team for support	2 x 4 = 8
		3 x 4 = 12	11. School Workforce *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 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*	Staff to work from home wherever possible. 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. Staff who are considered to be clinically vulnerable to have an up to date, reactive risk assessment for working in school (including diabetic and asthmatic staff) Consider allowing teaching staff to use PPA time at home Consider rotas and partial occupancy of office spaces.	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)
			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.		
		3 x 5 = 15	Protect pupils with clinical vulnerabilities	The parents of pupils with vulnerabilities should seek medical advice before the pupil attends school. The above must be clearly communicated to (and discussed with if necessary) to all parents. These pupils should be considered if there is a school outbreak in any bubble/local lockdown.	2 x 5 = 10
		4 x 4 = 16	Minimise office use by staff, and social distancing applied when they must be used.	If office staff are needed in the building they should maintain social distancing in the office (2m, or 1m with risk mitigation where 2m is not viable). This will mean some desks cannot be used, or changes to office layouts will be required. Hot-desking is also to be avoided. If it cannot be avoided the desk, phone and IT equipment etc. should be cleaned down **after** use and **before** use (with appropriate cleaning products). No personal belongings what so ever should be left on a desk which will be used for hot-desking.	2 x 4 = 8

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				Follow Government guidance for Office Workers: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres	
		3 x 4 = 12	Visitors, agency staff, peripatetic teachers *Schools can continue to engage supply teachers and other supply staff during this period.*	*Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.* Only essential visitors to be allowed by appointment only. Records to be kept of who has been on site and who they had contact with.	2 x 4 = 8
		3 x 4 = 12	Keep equipment separate / clean between uses.	Remove soft furnishings and soft toys as far as is possible. Avoid sharing IT equipment or practical equipment; consider assigning it to named individuals Wash any equipment that is going to be used by different pupils or groups of 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). Avoid sharing stationary.	2 x 4 = 8

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				If no obvious contamination a 72hr quarantine of equipment (with hard surfaces) reduces the risk. Avoid sending any resources home with pupils or staff that are shared. Minimise the number of handouts/printouts	
		4 x 4 = 16	Travel to School - Encourage parents and pupils to follow guidance on safe travel. Only one parent should accompany children who need accompanying. Travel should be by foot or bike if possible. Staff should not car share unless essential	Promote active travel and parental drop off where possible • Handwashing/sanitising before getting on and after getting off • Pupils wearing a face covering on the bus • Consistent transport bubbles • Escort to check with parents daily whether anyone in the household is displaying symptoms or has been for a Covid test.	3 x 4 = 12
		3 x 4 = 12	Evacuation / Invacuation protocols – consider how to manage both evacuation and invacuation.	Marked zones to be put in muster area that are at least 2m away from each other. Zones to use alternative fire escapes where possible. Orange area to assemble in playground Sixth form nearer gates to bus park Green In bus park During the period of restricted attendance, ensure that an accurate register of all those on site is available for use in this situation.	2 x 4 = 8
Staff physical and mental wellbeing	A	3 x 3 = 9	Consider staff wellbeing.	Breaks to be taken in staff room or conference room if not in use.	2 x 3 = 6

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adversely affected				Available resources and wellbeing activities publicised to staff.	
Children's physical and mental wellbeing adversely affected	E	3 x 3 = 9	Consider pupil wellbeing	Use of recovery curriculum. Phased return for students identified as excessively anxious.	2 x 3 = 6

Part C

Links to other risk assessments and or safe working instructions - please state	Notes about Further action required to eliminate or reduce the risk of Covid 19 tranmission **Student groups** **Home school agreement** **Guide to returning for parents and staff**	
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**	Beth McPhail	**Date** 17/7/20

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

For example, are there any significant changes, additions or omissions at the site not identified on the assessment? Are there any additional hazards or risks? Please record any changes required and or action taken, then date and sign			
Reviewer Name & Date	Beth McPhail 9/9/20	**Notes**	Updated face coverings 9/9/20
Reviewer Name & Date	Beth McPhail 3/11/20	**Notes**	Updates in response to national lockdown and increased infection rates in Bradford
Reviewer Name & Date	Beth McPhail 18/1/20	**Notes**	Updates in response to national lockdown and restricted access to schools.
Reviewer Name & Date		**Notes**	

Documents used to help compile this R/A:
https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

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

https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

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

Bradford Council Covid Risk Assessment Tool v4

Unite/GMB/Unison/NEU – Planning Guide for Schools – Commentary and Checklist – Coronovirus Crisis Workplace Checklist
NEU 1866/0520

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