RISK ASSESSMENT FORM

Part A

DEPARTMENT/ SERVICE		Hazelbeck		
Assessor/ Person(s) assisting with the assessment	Beth McPhail		**DATE**	8/7/20
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 X Severity of outcome = Risk Rating

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

Persons / groups at risk

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

Likelihood of occurrence X Severity of outcome = Risk Rating

Example:

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

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

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

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

Part B

What are the hazards and What could happen	Affected persons groups	Risk rating if no action taken (see chart)	What are the base control measures	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (see chart)
Decision to reopen against national scientific advice & government policy	ALL	5 x 4 = 20	The Government has made it clear that it's intention is for all schools to be open to all students in September.	Continue to monitor DfE, SAGE and PHE guidance and amend risk assessment and decision to open accordingly. Official Government review due 11/08/20.	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	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 7 days they must not attend school. Communicate with parents that if pupils feel unwell or have tested positive for Covid-19 in the last 7 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. See Trust procedure on "Dealing with Confirmed or Suspected Cases"	Follow guidance 'What to do if someone develops symptoms of coronavirus (COVID-19) whilst at an educational setting". *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. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.* N.B. Government guidance states "**A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2**	3 x 4= 12

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				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." 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"** 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. 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)	
		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 won 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	2 x 4 = 8

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				Provide alcohol rub where a sink is not readily available, and supervise it given the risks around ingestion. Ensure pupils who need supervision and/or help whilst washing hands receive it.	
		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:*
				  o *more frequent cleaning of rooms / shared areas that are used by different groups*
				  o *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*
				
				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.
					2 x 4 = 8

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		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*	Aim to implement class sized bubbles 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. NB Benefits exist even if separating groups and maintaining distance can only be partially implemented	2 x 4 = 8
		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

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		4 x 4 = 16	c) **Measures elsewhere** i) corridors *When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.*	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. 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.	2 x 4 = 8
		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. 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	2 x 4 = 8

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				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

Daily 'thought of the week' within classes?

Under no circumstances should physical meetings / assemblies occur with pupils from more than one bubble. | 2 x 4 = 8 |
| | | 3 x 4 = 12 | vi) meetings | Meetings not to be held unless 2m social distancing can be strictly maintained.

Extended meetings in rooms with no external ventilation to always be avoided. 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)
Kitchen area needs to be regularly cleaned and staff must wash hands before and after using the kitchen. | 2 x 4 = 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 |
| | | 4 x 4 = 16 | **Response to infection
8. 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)* | 2 x 4 = 8 |

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				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 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	**9. Manage confirmed cases of Coronavirus amongst the school community** Schools **must** take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also 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.	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 14 days since they were last in close contact with that person when they were infectious. Close contact means: • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person 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). Contact the Trust Covid Operations team for support Contact the PHE Health Protection Team (0113 386 0300)	2 x 4 = 8
		4 x 4 = 16	**10. Contain any outbreak by following local health protection team advice** If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is	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	2x 4 = 8

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			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.	*necessary, and should not be considered except on the advice of health protection teams.* Contact the Trust Covid Operations team for support	
		3 x 4 = 12	**School Workforce** *Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.*	*It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate.* Office staff to work from home wherever possible.	2 x 4 = 8
		3 x 5 = 15	Protect staff with medical vulnerabilities / living with vulnerable people.	*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.* *Advice for those who are clinically-vulnerable, including pregnant women, is available.* *Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.* Follow HR guidance to undertake or update individual risk assessments of those in a Clinically Vulnerable group. These staff should be considered if there is a school outbreak in any bubble/local lockdown.	2 x 5 = 10
		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

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)
		4 x 4 = 16	Minimise office use by staff, and social distancing applied when they must be used.	If office staff are needed in the building they should maintain social distancing in the office (2m, or 1m with risk mitigation where 2m is not viable). This will mean some desks cannot be used, or changes to office layouts will be required. Hot-desking is also to be avoided. If it cannot be avoided the desk, phone and IT equipment etc. should be cleaned down **after** use and **before** use (with appropriate cleaning products). No personal belongings what so ever should be left on a desk which will be used for hot-desking. Follow Government guidance for Office Workers: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres	**2 x 4 = 8**
		3 x 4 = 12	Visitors, agency staff, peripatetic teachers *Schools can continue to engage supply teachers and other supply staff during this period.*	*Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.* Only essential visitors to be allowed by appointment only. Records to be kept of who has been on site and who they had contact with.	**2 x 4 = 8**
		3 x 4 = 12	Dilute the concentration of any air-borne virus in a building.	Ensure ventilation is kept to a maximum. (artificial or natural). Set heating/ventilation systems accordingly, open windows. Staff/pupils to wear warm clothing (if necessary) to facilitate this.	**2 x 4 = 8**
		3 x 4 = 12	Keep equipment separate / clean between uses.	Remove soft furnishings and soft toys as far as is possible. Avoid sharing IT equipment or practical equipment; consider assigning it to named individuals Wash 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**

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)
				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	20. Travel to School - Encourage parents and pupils to follow guidance on safe travel. Only one parent should accompany children who need accompanying. Travel should be by foot or bike if possible.	Promote active travel Contact travel providers and discuss what precautions / risk assessments they have in place. Encourage: • Bubbles sitting together • Handwashing/sanitising before getting on and after getting off • Pupils wearing a face covering on the bus	3 x 4 = 12
		3 x 4 = 12	21. 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 buss park	2 x 4 = 8
Staff physical and mental wellbeing adversely affected	A	3 x 3 = 9	22. Consider staff wellbeing.	Breaks to be taken in staff room or conference room if not in use. Available resources and wellbeing activities publicised to staff.	2 x 3 = 6
Children's physical and mental wellbeing adversely affected	E	3 x 3 = 9	23. 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	*[signature]* 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		**Notes**	
Reviewer Name & Date		**Notes**	
Reviewer Name & Date		**Notes**	

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

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

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

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

Bradford Council Covid Risk Assessment Tool v4

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

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