

RISK ASSESSMENT FORM

Part A

DEPARTMENT/ SERVICE		Beckfoot School							
Assessor/ Person(s) assisting with the assessment		Suzanne Wahed/ Simon Wade / Darren Cooley			DATE	18/9/20 V4 28/08/2020 V3 9/7/2020			
TASK / ACTIVITY <small>(Include duration and frequency of task activity)</small>		Full opening of Schools – September 2020 THIS DOCUMENT SUPPLEMENTS AND DOES NOT REPLACE DfE Guidance: <i>“Guidance for full opening – schools” (28/08/2020). See the end of this document for full list of guidance used to compile this RA. Quotes from the guidance appear in italics.</i>							
Likelihood of Occurrence	Severity of Outcome					Persons / groups at risk			
	1 Negligible	2 Slight	3 Moderate	4 Severe	5 Very Severe	A	Employees	E	General Public / Pupils
	2 Unlikely	1 Very Unlikely	2 Unlikely	3 Possible	4 Probable	B	New Employees	F	Visitors
	3 Possible	2 Unlikely	3 Possible	4 Probable	5 Very Likely	C	Contractors / Sub-Contractors	G	Volunteers
	4 Probable	3 Possible	4 Probable	5 Very Likely		D	Young person / Work experience	H	Clients / Service users
	5 Very Likely	4 Probable	5 Very Likely			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.	https://www.gov.uk/guidance/north-west-of-england-local-restrictions-what-you-can-and-cannot-do	2 x 4 = 8
Spread of Covid-19 between pupils; staff; families of pupils/ staff.	ALL	4 x 4 = 16	<p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p> <p>N.B. There will always be residual risk from those who are asymptomatic.</p>	<p>Communicate with pupils and staff that if they feel unwell or have tested positive for Covid-19 in the last 10 days they must not attend school.</p> <p>Communicate with parents that if pupils feel unwell or have tested positive for Covid-19 in the last 10 days they must not attend school.</p> <p>Communicate with staff, students and others that if they are displaying symptoms, they should get tested for Covid-19.</p> <ul style="list-style-type: none"> • September opening Parent/ Carer guidance booklet provided to parents • Staff training on RA and procedures 4 & 7 September 2020 and uploaded to Carval self-serve for staff. • Staff and parents to adhere to updated guidance on symptoms https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection • Communicate with parents to inform pastoral/attendance team, as a matter of urgency, if there is anyone in their household displaying symptoms. <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"> • Visitors to site by arrangement of the HT only 	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"> • 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 • No other visitors to site except emergency services • Posters displayed regarding entry to school in reception <p>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</p> <ul style="list-style-type: none"> • Parents / Staff to inform SLT as soon as they display symptoms and test to be booked. • Test and trace system to be followed 	
		5 x 4 = 20	<p>Take steps to reduce the risk when anybody starts to display symptoms in a school setting passing on the infection to others.</p> <p>See Trust procedure on "Dealing with Confirmed or Suspected Cases"</p>	<p>Follow guidance 'What to do if someone develops symptoms of coronavirus (COVID-19) whilst at an educational setting'.</p> <p><i>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</i></p> <p>N.B. Government guidance states "A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult."</p> <p>Eye protection (visor) is advised for the supervising adult in these circumstances. The guidance states: [if] "there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn"</p> <p>It is considered there is a risk if someone is displaying symptoms and therefore eye protection and a mask should be worn (as per the Trust procedure). This is because we cannot predict the behaviour / symptoms that the pupil will display.</p>	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)
				<p>Follow guidance on referring individuals suspected of having Covid-19 for testing, and subsequent actions based on the outcome of the test (return to the setting when well or isolation of cohort)</p> <ul style="list-style-type: none"> • Follow guidance https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks • Parents/carers to be informed that they must be available during the day, to collect a child if required. • Staff to be aware to recognise if symptoms arise or student becomes unwell and call for first aider • First Aid to follow Trust guidance and use PPE supplied and where possible keep 2m distance at all times. • Child to be removed from class to isolation outside main entrance – follow Trust guidance on Dealing with Confirmed or Suspected Cases • SLT to ring parents/carers for immediate collection • Request that a test is undertaken drive to test (rather than home testing) unless unable to do so and that they inform school of results asap https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/ask-for-a-test-to-check-if-you-have-coronavirus/ • Amey to respond to thoroughly clean areas used by student • If confirmed case contact PHE for advice on whether to close the bubble. • Follow government track and trace system 	
		3 x 4 = 12	<p>2. Clean hands thoroughly more often than usual <i>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Only use alcohol hand rub or sanitiser if soap and water not available.</i></p>	<p><i>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.</i></p> <p>Promote handwashing through posters and regular reminders and building it into school routines and behaviour expectations.</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>Demonstrate good hygiene practice</p> <p>Make use of resources from e-bug and other sources</p> <p>Provide alcohol rub where a sink is not readily available, and supervise it given the risks around ingestion.</p> <p>Ensure pupils who need supervision and/or help whilst washing hands receive it.</p> <ul style="list-style-type: none"> • Students to wash hands on entry to school. • Hand sanitiser to be used on entry to classrooms especially when returning from the toilets. • Regular routine washing of hands promoted by staff ensuring soap and hand towels available. • Hand dryers to remain disabled, only use hand towels, Amey providing disposable towels in toilets. • Hand wash posters displayed in all areas. • Teachers to ensure hand hygiene followed at the end of the school day 	
		3 x 4 = 12	<p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach Implement the 'catch it, bin it, kill it' approach.</p>	<p>Refresh posters.</p> <ul style="list-style-type: none"> • Updated posters displayed in all areas • When going to the bin maintain social distancing, where possible, dispose of the tissue and use hand sanitiser then return to desk. <p><i>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.</i></p> <p>Regular emptying of bins.</p> <ul style="list-style-type: none"> • Class hygiene packs provided including tissues, anti-bac wipes, hand sanitiser. • If coughing / sneezing - use tissues provided, place in bin and sanitise hands • No lids on bins to ensure no touch policy. • Bins to be emptied during lunch breaks. 	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>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face to face education.</i></p>	
		3 x 4 = 12	<p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p>	<p>Identify surfaces that are regularly touched – such as desks, chairs, keyboards, handles, light switches etc. Instruct and ensure supervision of cleaning staff accordingly.</p> <p><i>Points to consider and implement:</i></p> <ul style="list-style-type: none"> • <i>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</i> <ul style="list-style-type: none"> ○ <i>more frequent cleaning of rooms / shared areas that are used by different groups</i> ○ <i>frequently touched surfaces being cleaned more often than normal</i> • <i>different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</i> <p><i>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.</i></p> <ul style="list-style-type: none"> • Staff to clean touch points in KS4/5 classroom on entry to classes using wipes provided • Shared areas to be cleaned between use. Times to be provided to Amey. • Teachers to use anti-bac wipes on keyboard and desk prior to use • Amey cleaners to provide enhanced cleaning at the end of the day using cleaning schedule provided. • Amey day cleaner cleaning schedule to match the lunch breaks / outside times for toilets. • Cleaning signs to display toilets out of use when being cleaned • Only to clean areas when no children / staff are in the area. 	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"> • Teacher desks / sinks / areas to be kept clear of clutter in order to allow thorough end of day clean including chairs, door surrounds, door panels and floors to mopped or vacuumed • Amey to ensure PPE available for cleaning staff <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"> • Class windows to be open to allow ventilation and doors propped open to reduce touch points. • Staff to close door on exit if fire evacuation or in case of Invacuation. • Students to be allowed to wear coats due to temperatures if deemed necessary by the member of staff 	
		3 x 4 = 12	<p>5. Minimise contact between individuals and maintain social distancing wherever possible Different elements of minimising contact and maintaining distancing are detailed by activity below</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> • Gates to be opened at 8am and managed by staff • Year groups to enter school in separate entrances. <ul style="list-style-type: none"> ○ Year 7 - Back of Atrium entrance ○ Year 8 - Library entrance ○ Year 9 - North entrance ○ Year 10 - South entrance ○ Year 11 - Back of DT entrance ○ Sixth from - Creativity entrance (between 8.25 – 2.40 use of north entrance) • KS3 students will be directed straight into their class bubble with staff supervision. 	2 x 4 = 8
		3 x 4 = 12	<p>a) Grouping Children (Bubbles) <i>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group</i></p>	<p>At Primary and KS3 aim to implement class sized bubbles</p> <ul style="list-style-type: none"> • KS3 students to be in 11 x year group classroom bubbles (approx..27 students) in faculty zones <ul style="list-style-type: none"> ○ Year 7 - English area 	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"> ○ Year 8 - Maths and Library area ○ Year 9 - Humanities area <p>At KS4/5 groups are likely to need to be the size of whole year groups.</p> <ul style="list-style-type: none"> ● To ensure that every KS4/5 student can still follow their personalised curriculum pathway, Year 10 and Year 11 will be year group bubbles. ● Post 16 (Year 12 &13) will be treated as one bubble ● Each year group bubble will have a designated area of the school. <ul style="list-style-type: none"> ○ Year 10 - Science area ○ Year 11 - DT and Languages area ○ Post 16 – Creative Arts Block & AP area <p>Groups should be kept apart from other groups</p> <p>Older children encouraged to keep distance within groups</p> <p>Where capacity allows, limit interaction and sharing of rooms and social spaces between groups.</p> <p>NB. Benefits exist even if separating groups and maintaining distance can only be partially implemented</p>	
		3 x 4 = 12	<p>b) Measures within the classroom Avoid close face to face contact and minimise time spent within 1m of anyone</p>	<p>Keep desk workstations as far apart as possible (1m+)</p> <ul style="list-style-type: none"> ● Classrooms arranged with forward facing desks and students sat side by side as per guidance. ● Desks positioned as far apart as possible <p>Staff to stay 2m away from pupils for as much of the time as possible. This should be a priority when deciding on classroom layout. This is especially important if teachers are moving between bubbles.</p> <ul style="list-style-type: none"> ● Staff to maintain 2m distance while facing students at front of classroom ● If staff assess that educational needs dictate, they may move to the side of students, but not facing. 	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>Encourage pupils to use the toilet before/after lessons to avoid circulation.</p> <p>Manage toilet facilities so that they don't become overcrowded. They should be cleaned after each break, after lunchtime and at the end of the school day.</p> <ul style="list-style-type: none"> • During lunch and break times each year bubble will be allocated separate designated toilets. • Students and staff will wear face coverings • Signage up to indicate area for use of each year group • Cleaning of toilets will take place after breaks and lunchtimes <p>Consider allowing toilet access throughout the day to reduce overcrowding.</p> <ul style="list-style-type: none"> • Students will have access to toilets in designated bubble areas during teaching time <p>Keep groups consistent. Avoid pupils mixing in 'streamed' groups for different subjects. Teachers to stay with same group (as far as possible).</p> <ul style="list-style-type: none"> • KS3 groups to remain in same classroom throughout the day. <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"> • KS4/5 Staff to clean touch points with wipes provided on entry to classrooms • Students to use hand sanitiser when moving to another classroom <p>Adopt clear and comprehensive cleaning schedules.</p>	
		4 x 4 = 16	<p>c) Measures elsewhere</p> <p>i) corridors</p> <p><i>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</i></p>	<p>Suggest one-way systems are implemented as far as possible.</p> <p>Strict adherence to single file and keeping to the left on corridors that are two meters wide. Consider closing corridors or implementing a system of timed one way.</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)
				<ul style="list-style-type: none"> • Stairs and corridors clearly designated by signage for use by individual year groups. • Minimised mixing of bubbles due to year groups kept in designated zones. • Students to walk in single file at all times wearing face coverings <p>Pupils to be kept in one classroom for as much of the day as possible with staff moving to go to them (but staff circulation should also be minimal if possible).</p> <ul style="list-style-type: none"> • Year 11 students placed to have access to specialised rooms and equipment needed to complete their courses • Students in K4/5 will move classrooms in designated areas for subjects. • At sixth form we have ensured students have access to the rooms and equipment they will need in each of their option subjects. <p>Entry and exit to classrooms from outside door if possible (negating use of corridors).</p> <p>Floor / wall markings used to indicate 2m gaps.</p> <p>Pupils will not be asked to queue on corridors but should enter rooms immediately and go to their allotted desk.</p>	
		4 x 4 = 16	ii) break-times	<p>Stagger breaks so that fewer pupils outside at any one time. See separate parental booklet 'Beckfoot September 2020 Opening guide'</p> <ul style="list-style-type: none"> • Breaks staggered KS3 (10.30-10.55) KS4/5 (10.55-11.20) • Face coverings to be worn <p>Make sure pupils go straight outside.</p> <ul style="list-style-type: none"> • Students will be encouraged to go outside during breaks. <p>Indoor breaks to be avoided, but if necessary, pupils should stay in socially distant classroom and go to toilet by themselves.</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>Encourage socially distant activities where pupils stay two metres apart (passing rather than contact football etc.)</p> <ul style="list-style-type: none"> Indoor and outdoor areas supervised by staff at all times in designated zones for year bubbles Face coverings to be worn <p>Do not use outdoor equipment unless it has been sanitised between each group using it.</p> <p>Encourage children to stand two metres apart whilst talking outside (temporary playground markings?)</p> <ul style="list-style-type: none"> Signage displayed and staff supervision to encourage 1m + distancing 	
		4 x 4 = 16	iii) lunchtimes	<p>Consider delivering lunches to classrooms.</p> <p>Consider staggered lunches</p> <ul style="list-style-type: none"> Lunch staggered Y7/8 (12.20-12.50), Y9 (12.50-1.20) KS4/5 (1.20-1.50) Face coverings to be worn <p>Increase the number of service points and dining facilities</p> <ul style="list-style-type: none"> Zoned areas to separate year groups assigned including; increased designated serving points, indoor area to eat food, and outdoor areas. <p>Queuing and eating together in canteens is very high risk and maintaining meaningful social distancing in this circumstance is not practical. Once food is eaten break-time outside to be managed as above.</p> <ul style="list-style-type: none"> Hot and cold food and drinks to be provided at break and lunch time for all students. Changes to options to ensure a range of 'fast-track' pre-wrapped/portioned options. Seating areas used by more than one bubble will be cleaned between use. 	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.	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>Stagger start/ finish times.</p> <p>Use as many entrances as practical rather than 'funnelling' through one entrance.</p> <ul style="list-style-type: none"> • Year groups to enter and leave school at separate designated entrances • All entrances to have staff supervision at start and finish times • Face coverings to be worn <p>Parents should not congregate around doorways.</p> <p>Consider other steps to control social mixing at pick-up and drop-off.</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"> • Parents informed to contact pastoral team via email or telephone - we will not be able to accept visitors into school. 	
		5 x 4 = 20	v) large events/assemblies	<p>Consider not holding assemblies. They would be very hard to manage effectively. Alternatives could be delivered by the 'class teacher' in small groups or by video link of some sort.</p> <ul style="list-style-type: none"> • KS4 year group assemblies on Mondays and Thursdays. Staff and students to wear face coverings • KS5 Assemblies in creative area on Monday and Thursday • Assemblies for KS3 vis TEAMS • Further information will be via tutor time <p>Under no circumstances should physical meetings / assemblies occur with pupils from more than one bubble.</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)
		3 x 4 = 12	vi) meetings 3m x 7m 5m x 8m	<p>Meetings not to be held unless 2m social distancing can be strictly maintained.</p> <ul style="list-style-type: none"> Meetings of staff limited to small numbers when needed, maintaining 2m distancing Required staff training provided for a short period in hall for 3 groups of 60 staff maintaining 2m+ distancing and increased ventilation. Face coverings to be worn <p>Extended meetings in rooms with no external ventilation to always be avoided. Limit meeting length as far as possible.</p> <p>Use IT solutions to facilitate on-line meetings.</p> <p>No physical meetings involving staff from multiple sites</p> <p>Use of the staff room 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.</p> <ul style="list-style-type: none"> Rooms on each floor designated as staff rooms to minimise mixing and allow 2m distancing Access to faculty workrooms increased limit due to installation of MDF screens to provide 'booths' allowing occupancy be at a Covid Secure level 	2 x 4 = 8
		3 x 4 = 12	6. Where necessary, wear appropriate personal protective equipment (PPE)	<p>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:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> PPE for providing intimate care provided in normal circumstances First Aid to follow guidance and use PPE supplied and where possible keep 2m distance at all times. Face coverings to be worn in communal areas 	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)
		4 x 4 = 16	<p>Response to infection 7. Engage with NHS Track and Trace</p>	<p>Schools must 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"> • 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 coronavirus (COVID-19) <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.</p> <p>If anyone displays symptoms whilst in school they should follow the Trust procedure “dealing with confirmed and suspected cases”</p>	2 x 4 = 8
		4 x 4 = 16	<p>8. Manage confirmed cases of Coronavirus amongst the school community</p> <p>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.</p>	<p>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.</p> <p>Close contact means:</p> <ul style="list-style-type: none"> • 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 <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils).</p> <p>Contact the Trust Covid Operations team for support</p> <ul style="list-style-type: none"> • CBM to Contact the PHE Health Protection Team (0113 386 0300) 	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)
		4 x 4 = 16	<p>9. Contain any outbreak by following local health protection team advice</p> <p><i>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.</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>	2 x 4 = 8
		3 x 4 = 12	<p>School Workforce</p> <p><i>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.</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 to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate.</i></p> <p>Staff to work from home wherever possible. Consider allowing teaching staff to use PPA time at home Consider rotas and partial occupancy of office spaces.</p> <ul style="list-style-type: none"> • Daily rota for office-based staff to ensure 2m distancing in office spaces, and working from home at other times • Staff having to work in groups provided with protective screens • Keep to the guidance noted in this risk assessment & documents. • Only one member of staff at the reception desk at a time • Reception desk staff to clean area before use, including all touch point, phones etc - staff to be provided with hygiene pack • Chairs to be named for individual staff use • To use own equipment e.g. PCs, laptop • Reception area glass to be closed when visitors arrive to limit face to face contact • Wash/gel hands before leaving office area. • Staff must adhere to the 2m social distancing at all times, when using toilets and staffrooms • Non-office based staff should not enter offices. Use telephone communications 	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 5 = 15	Protect staff with medical vulnerabilities / living with vulnerable people.	<p>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.</p> <p>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.</p> <p>Follow HR guidance to undertake or update individual risk assessments of those in a Clinically Vulnerable group.</p> <ul style="list-style-type: none"> • Review of individual RAs • Shielding staff returning to school to have individual RAs <p>These staff should be considered if there is a school outbreak in any bubble/local lockdown.</p>	2 x 4 = 8
		3 x 5 = 15	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>	2 x 4 = 8
		4 x 4 = 16	Minimise office use by staff, and social distancing applied when they must be used.	<p>If office staff are needed in the building they should maintain social distancing in the office (2m, or 1m with risk mitigation where 2m is not viable). This will mean some desks cannot be used, or changes to office layouts will be required.</p> <p>Hot-desking is also to be avoided. If it cannot be avoided the desk, phone and IT equipment etc. should be cleaned down after use and before use (with appropriate cleaning products). No personal belongings what so ever should be left on a desk which will be used</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>for hot-desking.</p> <p>Follow Government guidance for Office Workers: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres</p>	
		3 x 4 = 12	<p>Visitors, agency staff, peripatetic teachers <i>Schools can continue to engage supply teachers and other supply staff during this period.</i></p>	<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"> • Visitors to be provided with Covid protocol before entry to school 	1 x 4 = 4
		3 x 4 = 12	<p>Dilute the concentration of any air-borne virus in a building.</p>	<p>Ensure ventilation is kept to a maximum. (artificial or natural). Set heating/ventilation systems accordingly, open windows. Staff/pupils to wear warm clothing (if necessary) to facilitate this.</p>	1 x 4 = 4
		3 x 4 = 12	<p>Keep equipment separate / clean between uses.</p>	<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"> • Students in bubbles to be assigned individual equipment to be used during a lesson • IT equipment to be wiped by student at start of lesson • Limited use of PE equipment, cleaned between use <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>	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"> • Students to bring own stationery as expected • No sharing of stationery • School shop will not be open <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"> • Staff marking of student books to be completed in school • Subject textbooks essential for curriculum teaching to remain for use within a bubble and not to go home • No plastic books covers to be used • Handouts to be kept to a minimum <p>Minimise the number of handouts/printouts</p>	
		4 x 4 = 16	<p>19. Travel to School - Encourage parents and pupils to follow guidance on safe travel.</p> <p>Only one parent should accompany children who need accompanying.</p> <p>Travel should be by foot or bike if possible.</p>	<p>Promote active travel</p> <p>Contact travel providers and discuss what precautions / risk assessments they have in place. Encourage:</p> <ul style="list-style-type: none"> • Bubbles sitting together • Handwashing/sanitising before getting on and after getting off • Pupils wearing a face covering on the bus <ul style="list-style-type: none"> • All students who live close enough to walk or ride a bike into school safely should do so. • Students who need to be driven to school should be dropped off at the normal drop off • Only students contacted by SENCO and provided with a car pass will have access to the front of school car park. • School buses will be running as normal. • West Yorkshire Combined Authority and the DfE have advised schools that students using School Designated Transport must wear a face mask. • Students using school buses should avoid sitting with students who are not in their bubble. • Students will need to obtain their annual priority bus pass, before 31 July 2020, (or as soon as possible) to ensure access to the school bus service. 	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"> Students should use the designated school bus service where possible. If students travel on public buses <u>must</u> wear face masks and comply with any rules set by the bus company. 	
		3 x 4 = 12	20. Evacuation / Invacuation protocols – consider how to manage both evacuation and invacuation.	<p>Consider if drills will undermine social distancing. Think about escape routes and muster points. Establish protocols to try to achieve social distancing, as far as is reasonably practicable, in an emergency.</p> <p>Evacuation</p> <ul style="list-style-type: none"> HT/DHT to be fire assembly manager Teachers in each bubble to be fire marshal and follow normal evacuation procedures Wear face coverings if immediately to hand Classroom doors to be closed on exit Support staff to provide registers to tutors Registers to be completed in bubble ‘tutor’ groups at designated muster points and handed to office staff HT/DHT to follow fire evacuation procedures Sweep of building to be conducted by designated staff (training 4 Sept) Covid fire procedures including sweep sent to individual staff members on 21/9/20 <p>Invacuation –</p> <ul style="list-style-type: none"> Staff and students to remain in classrooms. Close windows and door and follow normal Invacuation procedures Await all clear given by HT/DHT before returning to normal day. 	1 x 4 = 4
Staff physical and mental wellbeing adversely affected	A	3 x 3 = 9	21. Consider staff wellbeing.	<p>How will staff take comfort breaks / access food and drink?</p> <p>Information provided to all staff via Carval w/c 13/7/20 and training provided on 7 September 2020</p> <ul style="list-style-type: none"> Extra designated staffrooms available for breaks & lunches to ensure 2m distancing. Staff to keep to 2m distancing at all times. 	1 x 3 = 3

What are the hazards and What could happen	Affected persons groups	Risk rating if no action taken (see chart)	What are the base control measures	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (see chart)
				<ul style="list-style-type: none"> • If possible staff bring own lunch, or use facilities available Staff Toilets <ul style="list-style-type: none"> • No wellbeing items kept in the staff toilets Cleaning <ul style="list-style-type: none"> • Staff to clean shared equipment and touching surfaces before use using hygiene pack provided. • Surfaces to be cleaned after lunchtime by day cleaner. Staff Wellbeing <ul style="list-style-type: none"> • Referral for counselling or signpost from MHFA if required • Weekly updates from SLT • Trust matters well-being page • Staff bulletin provided periodically by Nikki Sullivan <p>Are existing systems to support staff wellbeing well publicised / understood?</p> <p>Extra training day provided on 7 September to ensure staff fully briefed and confident in procedures for full opening</p>	
Children's physical and mental wellbeing adversely affected	E	3 x 3 = 9	22. Consider pupil wellbeing	<p>Delayed return for students to begin on Tuesday 8th September to support well-being on return to school.</p> <ul style="list-style-type: none"> • Tuesday 8 September Y7, Y11 and Y12 return 8.30am – 10.30am Tutor time • Wednesday 9 September Y8, Y9, Y10 and Y13 - Whole school tutor time 8.30am – 10.30am • Thursday 10 September – full timetables <p>Further support for well-being provided by;</p> <ul style="list-style-type: none"> • Tutor time to be used to provide support to students for well being • Pastoral teams in designated area with Year groups during the day • 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. • Regularly reassuring students, positive reinforcement • Staff aware of family circumstances and support with other agencies a priority • Staff and student bereavement is managed in line with 	2 x 3 = 6

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)
				the Bereavement document forwarded by Trust / Special Schools.	

Beckfoot School Risk Summary Table

Hazard	Affected Group	Risk Rating before controls	Category of control measures	Residual Risk Rating
Decision to reopen against national scientific advice & government policy	ALL	5 x 4 = 20	The Government has made it clear that it's intention is for all schools to be open to all students in September.	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	2 x 4 = 8
		5 x 4 = 20	<p>Take steps to reduce the risk when anybody starts to display symptoms in a school setting passing on the infection to others.</p> <ul style="list-style-type: none"> Follow guidance https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks Parents/carers to be informed that they must be available during the day, to collect a child if required. Staff to be aware to recognise if symptoms arise or student becomes unwell and call for first aider First Aid to follow Trust guidance and use PPE supplied and where possible keep 2m distance at all times. Child to be removed from class to isolation outside main entrance – follow Trust guidance on <i>Dealing with Confirmed or Suspected Cases</i> SLT to ring parents/carers for immediate collection Request that a test is undertaken drive to test (rather than home testing) unless unable to do so and that they inform school of results asap https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/ask-for-a-test-to-check-if-you-have-coronavirus/ Amey to respond to thoroughly clean areas used by student If confirmed case contact PHE for advice on whether to close the bubble. Follow government track and trace system 	3 x 4 = 12
		3 x 4 = 12	2. Clean hands thoroughly more often than usual	2 x 4 = 8
		3 x 4 = 12	3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	2 x 4 = 8
		3 x 4 = 12	4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	2 x 4 = 8
		3 x 4 = 12	5. Minimise contact between individuals and maintain social distancing wherever possible	2 x 4 = 8
		3 x 4 = 12	a) Grouping Children (Bubbles)	2 x 4 = 8
		3 x 4 = 12	b) Measures within the classroom	2 x 4 = 8

		4 x 4 = 16	c) Measures elsewhere	2 x 4 = 8
		4 x 4 = 16	i) corridors	2 x 4 = 8
		4 x 4 = 16	ii) break-times	2 x 4 = 8
		4 x 4 = 16	iii) lunchtimes	2 x 4 = 8
		3 x 4 = 12	iv) school start/end	2 x 4 = 8
		5 x 4 = 20	v) large events/assemblies	2 x 4 = 8
		3 x 4 = 12	vi) meetings	2 x 4 = 8
		3 x 4 = 12	6. Where necessary, wear appropriate personal protective equipment (PPE)	2 x 4 = 8
		4 x 4 = 16	7. Engage with NHS Track and Trace	2 x 4 = 8
		4 x 4 = 16	8. Manage confirmed cases of Coronavirus amongst the school community	2 x 4 = 8
		4 x 4 = 16	9. Contain any outbreak by following local health protection team advice	2 x 4 = 8
		3 x 4 = 12	School Workforce	1 x 4 = 4
		3 x 5 = 15	Protect staff with medical vulnerabilities / living with vulnerable people.	2 x 4 = 8
		3 x 5 = 15	Protect pupils with clinical vulnerabilities	2 x 4 = 8
		4 x 4 = 16	Minimise office use by staff, and social distancing applied when they must be used.	1 x 4 = 4
		3 x 4 = 12	Visitors, agency staff, peripatetic teachers	1 x 4 = 4
		3 x 4 = 12	Dilute the concentration of any air-borne virus in a building.	1 x 4 = 4
		3 x 4 = 12	Keep equipment separate / clean between uses.	2 x 4 = 8
		4 x 4 = 16	Travel to School - Encourage parents and pupils to follow guidance on safe travel.	2 x 4 = 8
		3 x 4 = 12	Evacuation / Invacuation protocols – consider how to manage both evacuation and invacuation.	1 x 4 = 4
Staff physical and mental wellbeing adversely affected	A	3 x 3 = 9	Consider staff wellbeing.	2 x 3 = 6
Children's physical and mental wellbeing adversely affected	E	3 x 3 = 9	Consider pupil wellbeing	2 x 3 = 6

Part C

Links to other risk assessments and or safe working instructions - please state	Individual staff clinically vulnerable risk assessments Fire Evacuation Strategy – Sept 2020	
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	Suzanne Wahed	Date
		14/7/2020

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

For example, are there any significant changes, additions or omissions at the site not identified on the assessment? Are there any additional hazards or risks?

Please record any changes required and or action taken, then date and sign

Reviewer Name & Date	Suzanne Wahed 17/7/20	Notes	Summary table completed
Reviewer Name & Date	Suzanne Wahed 28/8/20	Notes	Updated guidance on local lockdown and face coverings
Reviewer Name & Date	Suzanne Wahed/ Darren Cooley 18/9/20	Notes	Updated occupancy of faculty workrooms. Post 16 movement during daytime changed to North Entrance.
Reviewer Name & Date		Notes	

Documents used to help compile this R/A:

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

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

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

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

Bradford Council Covid Risk Assessment Tool v4

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

School Approach to high risks

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

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