fromRISK ASSESSMENT FORM

Part A

DEPARTMENT/ SERVICE	Beckfoot Oakbank		
Assessor/ Person(s) assisting with the assessment	Tina Smith, Liz Hart, Richard Berry, Julie McGregor	**DATE**	08/07/2020
TASK / ACTIVITY (Include duration and frequency of task activity)	**Full opening of Schools – September 2020** **THIS DOCUMENT SUPPLEMENTS AND DOES NOT REPLACE DfE Guidance:** "Guidance for full opening – schools" (02/07/20). See the end of this document for full list of guidance used to compile this RA. Quotes from the guidance appear in italics.		

Likelihood of Occurrence	**Severity of Outcome**				
	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 alter opening arrangements against national scientific advice & government policy	ALL	**4 x 4 = 16**	Schools will re-open to all pupils ***from*** 8th March. There is an expectation that the system of controls will keep infection spread / Covid-19 cases in school to a low level. School will work closely with the Trust, the Local Authority, Public Health England and the DfE to ensure that any cases/outbreaks are managed carefully and all appropriate guidelines are followed.	Continue to monitor DfE, PHE, LA, HSE guidance, amend risk assessment and take any decision to close accordingly.	**4 x 4 = 16**
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. • Poster refresh around school 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 10 days if someone in the household displays symptoms or they are told to by NHS Track and Trace	**3 x 4 = 12**
		5 x 4 = 20	Take Steps to identify asymptomatic cases amongst staff and pupils in school to reduce potential infection routes. Take steps to reduce the risk when anybody starts to display	Follow Trust guidance 'Dealing with confirmed or Suspected Cases' Feb 2021. This is available on the 'Trust Matters' Share-Point. If you cannot access this, you can request a copy by e-mailing becamv@beckfoot.org	**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)
			symptoms in a school setting passing on the infection to others. **See Trust procedure on '**Dealing with Confirmed or Suspected Cases"' Fully co-operate with the Government's rapid (LFD) testing programme. Tests will largely be undertaken at home by staff and pupils. The first three tests for pupils will take place in school.		
		3 x 4 = 12	**2. 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. Ensure pupils who need supervision and/or help whilst washing hands receive it.	**2 x 4 = 8**
		3 x 4 = 12	**3. 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**

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	**4. 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*
				
				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

		3 x 4 = 12	**5. 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	Groups should be kept apart from other groups including at lunchtime. Children should be encouraged to keep distance within groups. Where capacity allows, limit interaction and sharing of rooms and social spaces between groups. The objective should be to maximise the opportunities to maintain 2m distance and keep groups separate. Benefits exist even if separating groups and maintaining distance can only be partially implemented.	3 x 4 = 12
		3 x 4 = 12	b) Measures within the classroom	Keep desk workstations as far apart as possible (1m+)	**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)
			Avoid close face to face contact and minimise time spent within 1m of anyone	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. Make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. Encourage pupils to use the toilet before/after lessons to avoid circulation. 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. Consider allowing toilet access throughout the day to reduce overcrowding. Keep groups consistent. Avoid pupils mixing in 'streamed' groups for different subjects. 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.	
		4 x 4 = 16	**a) 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.*	One-way systems are implemented as far as possible. 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.	**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)
				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). Entry and exit to classrooms from outside door if possible (negating use of corridors). Floor / wall markings used to indicate 2m gaps. Pupils will not be asked to queue on corridors but should enter rooms immediately and go to their allotted desk. From 17th May face coverings will no longer be a requirement for pupils in classrooms. Face coverings will also no longer be a requirement for staff in classrooms. **We continue to require that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas**). All pupils and staff can wear face coverings at any time if they chose to do so. Face coverings should be appropriate for a school setting in their design. **Principles and expectations surround face coverings** 1. Face coverings should be worn by all staff and students at Secondary schools (except those with exemptions) in corridors and communal spaces indoors. Face coverings should still be worn by pupils over 11 years of age on public transport. Pupils will be reminded about this 2. There is a high degree of personal responsibility involved in wearing a face covering. It is intended to protect others, and is a sign of respect for others in the community. 3. Sanctions and enforcement will happen in line with the point of mutual respect above and the student absolutes. We are asking students to cooperate with this guidance in the same way as hand washing. Repeated failure to comply should be dealt with in line with the school behaviour policy on not following instructions. 4. Those with exemptions should carry a visual indicator. This will be an orange coloured lanyard.	

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	ii) break-times	Stagger breaks so that fewer pupils outside at any one time. Make sure pupils go straight outside. Indoor breaks to be avoided, but if necessary, pupils should stay in socially distant classroom and go to toilet by themselves. 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. Encourage children to stand two metres apart whilst talking outside (temporary playground markings?)	**3 x 4 = 12**
		4 x 4 = 16	iii) lunchtimes	Consider delivering lunches to classrooms. Consider staggered lunches Increase the number of service points and dining facilities 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.	**3 x 4 = 12**
		3 x 4 = 12	iv) school start/end	Parents to be asked to keep two metres apart when collecting / dropping off pupils. Stagger start/ finish times. Use as many entrances as practical rather than 'funnelling' through one entrance. Parents should not congregate around doorways. 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	**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)
				prior appointment and ensure social distancing arrangements are adhered to.	
		5 x 4 = 20	v) large events/assemblies	*Groups should be kept apart, meaning that schools should avoid gatherings such as assemblies or collective worship with more than one group.* Under no circumstances should physical meetings / assemblies occur with pupils from more than one bubble.	**3 x 4 = 12**
		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. 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. 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	**6. 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*	**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 under their normal uniform to facilitate this Select classrooms or spaces which allow for maximum ventilation whilst maintaining thermal comfort.	**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	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 **10** 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: • 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 Secondary schools will normally identify close contacts using information on classroom seating plans and by identifying social groupings and contacts. Depending on circumstances whole classes or year groups will need to self-isolate.	**3 x 4 =12**
		4 x 4 = 16	**Contain any outbreak by following local health protection team advice** *If schools have two or more confirmed cases within 10 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	**4 x 4 = 16**
		3 x 4 = 12	**School Workforce**	Staff who are not pupil facing/directly operational to work from home wherever possible.	**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)
			Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are clinically vulnerable (CV). We expect this will allow most CV staff to return to the workplace, although we advise those in the most at risk categories to take particular care.	Staff who are considered to be clinically extremely vulnerable to work from home 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.	
		3 x 5 = 15	Protect staff with medical vulnerabilities / living with vulnerable people.	Staff who are considered to be clinically extremely vulnerable to work from home from until a change in national guidance Advice for those who are clinically-vulnerable, including pregnant women, is available. Follow HR guidance to undertake or update individual risk assessments of those in a Clinically Vulnerable group. This will include staff who live with someone vulnerable – complete RA to be in school. 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**
		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	**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)
				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	
		4x 4 = 16	Reduce social contact during staff and other meetings. **Reduce informal contact between staff.** The Government and Public Health England continually remind us that maintaining 2m between adults (and children when possible) is a very important safeguard. This includes in staff rooms and during any informal social contact between staff in school.	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. 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. Kitchen area needs to be regularly cleaned and staff must wash hands before and after using the kitchen. **Staff must be regularly reminded to avoid informal social contact at all times, in or around school, unless the 2m rule is strictly applied.**	**3 x 4 = 12**
		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.*	**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)
				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.	
		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 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. 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	**2 x 4 = 8**
		4 x 4 = 16	19. 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. **School trips.**	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. 17th May Roadmap: Face coverings should still be worn by pupils over 11 years of age on public transport. Pupils will be reminded about this'. Educational trips, both day and residential, may recommence to destinations in the UK. Overseas trips will not take place until after 5th September 2021 at the earliest. A thorough risk assessment will	**4 x 4 = 16**

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)
				be completed for all trips, having reference to the full guidance (page 47-49) and annex C of that guidance. Advice will be sought from the Trust Compliance Officer and/or the Outdoor Education Team at the Council.	
		3 x 4 = 12	20. Evacuation / Invacuation protocols – consider how to manage both evacuation and Invacuation.	Fire drills to be carried out immediately after the Spring Bank Holiday (unless inappropriate in the context of Government guidance). Think about escape routes and muster points. Use same routes and muster points as for entry. Establish protocols to try to achieve social distancing, as far as is reasonably practicable, in an emergency. Invacuation drills only to be undertaken when school is satisfied that local infection rates are low and restrictions are such that they can happen safely. Advice will be sought from the Trust Compliance Officer.	**3 x 4 = 12**
Staff physical and mental wellbeing adversely affected	A	**3 x 3 = 9**	21. Consider staff wellbeing.	Communication from Headteacher(s) about staff welfare including breaks and social spaces and use of PPA time. Trust Matters website for wellbeing information and School HR systems. Updated Staff Welfare document – 21/10/2020	**3 x 3 = 9**
Children's physical and mental wellbeing adversely affected	E	**3 x 3 = 9**	22. Consider pupil wellbeing	Student induction, letters home. Tutor point of contact. Facilitating social time at break and lunch Student bulletins home. Well being Team support and other Pastoral Teams. January 2021 student wellbeing survey and actioned taken from findings. 2 November reset of expectations RA session 3 November session reinforcing 2 November 5 March assembly remotely of expectations to students and support for them. w/b 8 March tutor sessions on well being and expectations	**3 x 3 = 9**

Beckfoot Oakbank 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 = 12
Spread of Covid-19 between pupils; staff & families of pupils/staff.			**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**	
1.		4 x 4 = 16	1. Take steps to reduce the risk when anybody starts to display symptoms in a school setting passing on the infection to others.	3 x 4 = 12
1b.		5 x 4 =20		3 x 4 = 12
2.		3 x 4 = 12	**2. Clean hands thoroughly more often than usual**	2 x 4 = 8
3.		3 x 4 = 12	**3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach**	2 x 4 = 8
4.		3 x 4 = 12	**4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach**	3 x 4 = 12
5a		3 x 4 = 12	5. Minimise contact between individuals and maintain social distancing wherever possible a) Grouping Children (Bubbles)	2 x 4 = 8
5b		3 x 4 = 12	**b) Measures within the classroom**	3 x 4 = 12
5ci		4 x 4 = 16	**c) Measures elsewhere** i) corridors	3 x 4 = 12
ii		4 x 4 = 16	ii) break-times	4 x 4 = 16
Iii		4 x 4 = 16	iii) lunchtimes	4 x 4 = 16
Iv		3 x 4 = 12	iv) school start/end	3 x 4 = 12
v		5 x 4 = 20	v) large events/assemblies	3 x 4 = 12
vi		3 x 4 = 12	vi) meetings	2 x 4 = 8
6.		3 x 4 = 12	**6. Where necessary, wear appropriate personal protective equipment (PPE)**	2 x 4 = 8
7.		4 x 4 = 16	**7. Engage with NHS Track and Trace**	3 x 4 = 12
8.		4 x 4 =16	**8. Manage confirmed cases of Coronavirus amongst the school community**	3 x 4 =12
9.		4 x 4 = 16	**9. Contain any outbreak by following local health protection team advice**	3 x 4 = 12
10		3 x 4 - 12	**School Workforce**	3 x 4 = 12
a.		3 x 5 = 15	Protect staff with medical vulnerabilities / living with vulnerable people.	2 x 5 = 10
b.		3 x 5 = 15	Protect pupils with clinical vulnerabilities	2 x 5 = 10
c.		4 x 4 = 16	Minimise office use by staff, and social distancing applied when they must be used.	3 x 4 = 12

d.		3 x 4 =12	Visitors, agency staff, peripatetic teachers	3 x 4 =12
e.		3 x 4 = 12	Dilute the concentration of any air-borne virus in a building.	2 x 4 = 8
f.		3 x 4 = 12	Keep equipment separate / clean between uses.	2 x 4 = 8
19.		4 x 4 = 16	Travel to School - Encourage parents and pupils to follow guidance on safe travel.	4 x 4 = 16
20.		3 x 4 =12	Evacuation / Invacuation protocols – consider how to manage both evacuation and invacuation.	3 x 4 =12
Staff physical and mental wellbeing adversely affected 21.	A	3 x 3 = 9	Consider staff wellbeing.	3 x 3 = 9
Children's physical and mental wellbeing adversely affected22.	E	3 x 3 = 9	Consider pupil wellbeing	3 x 3 = 9

Part C

Links to other risk assessments and or safe working instructions - please state		
Name and Sign **When the assessment is complete it should be signed to say that is the case and all identified actions have been implemented**	Tina Smith Headteacher 	**Date** 28/08/2020

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	30 September 2020- Headteacher/Associate Headteacher/Site Manager	**Notes**	Cleaning schedule reviewed to cover absent staff
Reviewer Name & Date	Headteacher/Site Manager	**Notes**	Full review at end of first half term. Additions to staff welfare and pupil welfare
Reviewer Name & Date	4/11/20 Headteacher/Associate Headteacher/Site manager	**Notes**	Updated as a results of 2/11/20 guidance out before 5/11/2020 new national lockdown.
Reviewer Name & Date	14/1/2021 Headteacher/Associate Headteacher/Site manager	**Notes**	Updated RA following 5/1/21 national lockdown and new related guidance.

Reviewer Name & Date	26/2/2021 Headteacher/Associate Headteacher/Site manager/Cluster Business Manager	**Notes**	Updated RA following 22/2/2021 national lockdown and new related guidance.
Reviewer Name & Date	25/05/2021 Cluster Business Manager		Updated RA to reflect 17th May Roadmap changes. (DHT Comms 178)

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

School Approach to High Risks

Introduction to Risk Assessments for Parents:
Risk Assessments are a planning process we go through to identify a hazard (something that can cause harm/danger like Coronavirus), to establish the significance of the danger by considering its likelihood of occurring and the seriousness if it did occur. This results in a risk rating score. Once the score is established, the school identifies things it can do to reduce the risk of harm, we call these controls. We then score the risk again to see if the risk of harm has reduced. Some of our school's risks are high, simply because there is always the possibility that planned controls for some reason don't work as planned. The most important thing to note is that risk assessments develop over time as we learn more about risks and day-to-day practice.

Framing High Risks and current scoring of residual risks
As we prepare for full opening, the prevalence of Coronavirus is falling, but there remains some uncertainty around the circumstances we will find ourselves in in September. We also have series of control measures which are untested with a fully occupied school, and therefore there is some caution in some of the scoring of residual risks. As schools become fully occupied, staff and students will become more familiar with the procedures and expectations, and the effectiveness of the controls will be better understood.

In the days and weeks leading up to September opening, the national and local conditions will also be clearer, and the controls and risk ratings associated with them may evolve. Risk assessments will remain a live document and updated and reviewed as circumstances change.

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.
Schools will take all the steps they can to prevent symptomatic children and adults coming to school, but it considers the risks of this happening to remain high because all the controls rely on information provided by pupils and staff. For lots of reasons, probably accidental, this information may not be true and the residual risk will remain high.

Take steps to reduce the risk when anybody starts to display symptoms in a school setting passing on the infection to others.
Clearly, at the point symptoms display, those present will be at risk of infection. The Government has clearly defined the process for dealing with a child or adult that starts to display symptoms at school. These procedures will be implemented rigorously. However, the residual risk in this particular set of circumstances will remain high.

5. a) Grouping children (Bubbles)
The school has made group sizes as small and consistent as possible to reduce the risk of transmission. In order to deliver a broad and balanced curriculum, there will be a need for pupils, particularly at KS4 and 5 to access different rooms and be in different groups. To allow for effective teaching of specialist subjects, staff will need to interact with several groups/bubbles in a day.

5. b) Measures within the classroom
Avoid close face to face contact and minimise time spent within 1m of anyone
The school has very clear guidelines in place to reduce social mixing a much as possible in classrooms and all its staff are aware of the requirements. However, ensuring the practice is properly implemented every time is challenging, for this reason the residual risk will remain high.

5. c) i) Measures elsewhere: corridors.
The school has very clear guidelines in place to reduce social mixing as much as possible on corridors and all its staff are aware of the requirements. However, ensuring the practice is properly implemented every time is challenging, for this reason the residual risk will remain high.

5. c) ii) Measures elsewhere: break-times.
The school has very clear guidelines in place to reduce social mixing at break times and all its staff are aware of the requirements. However, ensuring the practice is properly implemented every time is challenging, for this reason the residual risk will remain high.

5. c) iii) Measures elsewhere: lunchtimes.
The school has very clear guidelines in place to reduce social mixing at lunch times and all its staff are aware of the requirements. However, ensuring the practice is properly implemented every time is challenging, for this reason the residual risk will remain high.

5. c) iv) Measures elsewhere: school start/end.
The school has very clear guidelines in place to reduce social mixing at the start and end of the school day and all its staff are aware of the requirements. Additionally, parents have been informed of the need for them to act as role models. However, ensuring the practice is properly implemented every time is challenging, for this reason the residual risk will remain high.

5. c) v) Measures elsewhere: large events/assemblies.
The school has very clear guidelines in place to minimise large event happening in school. However, should there be a need for one of these events to take place, the residual risk will remains high. Large events should be subject to a separate risk assessment.

Response to infection
7. Engage with NHS Track and Trace
The school will follow PHE, HPT and DfE guidance on engaging with Track and Trace, and will communicate these key message to staff, parents and pupils. There remains a risk that individuals may choose not to get tested, or not respond to Track and Trace.

8. Manage confirmed cases of Coronavirus amongst the school community
The school has attendance processes in place to monitor absence, and this has been amended to include Coronavirus protocols. There remains a risk that individuals will fail to identify Coronavirus as the reason for absence or may choose not to get tested.

9. Contain any outbreak by following local health protection team advice
The school has a clear understanding of the expectations associated with working with the Health Protection Team and will engage fully with that process. It remains a risk that transmission will have occurred asymptomatically prior to the involvement of HPT or that a complete list of contacts cannot be compiled.

School Workforce
There is an expectation that as schools return to full attendance, that most staff will attend school. This will increase the number of people working in shared spaces, and therefore the likelihood of mixing and an increased number of contacts.

Minimise office use by staff, and social distancing applied when they must be used.
The school has procedures in place to ensure the safety of staff, and provide the ability to distance and minimise contacts. However, ensuring the practice is properly implemented every time is challenging, for this reason the residual risk will remain high.

Visitors, agency staff, peripatetic teachers
The school has procedures in place to make visitors, agency staff and peripatetic teachers aware of the schools procedures and expectations, and to minimise the number of them attending site.

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.
The school has explained to parents the advice on safe travel provided by the Government. However, ensuring the practice is properly implemented every time is challenging, for this reason the residual risk will remain high.

Evacuation / Invacuation protocols
The school has reviewed the evacuation protocols and amended to maximise social distancing. However, due to the nature of evacuation and the necessity to move large groups quickly to muster points is the reason residual risk will remain high.

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