

### RISK ASSESSMENT FORM

**Part A**

<b>DEPARTMENT/ SERVICE</b>		Beckfoot Heaton Primary School & Nursery								
<b>Assessor/ Person(s) assisting with the assessment</b>		Julie Jepson / Zoe Mawson		<b>DATE</b>	14/07/2020					
<b>TASK / ACTIVITY</b> (Include duration and frequency of task activity)		8 <sup>th</sup> of March 2021 Full Opening of School Updated 17 <sup>th</sup> of May 2021								
		<p><b>THIS DOCUMENT SUPPLEMENTS AND DOES NOT REPLACE DfE Guidance:</b> See the end of this document for full list of guidance used to compile this RA. Quotes from the guidance appear in italics.</p> <p><b>This Risk Assessment follows the 'Overall Operational Guidance updated for Schools in Line with Step 3 of the Roadmap'</b> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985138/10_May_Schools_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985138/10_May_Schools_Guidance.pdf</a></p>								
<b>Likelihood of Occurrence</b>	<b>Severity of Outcome</b>					<b>Persons / groups at risk</b>				
	1 Negligible	2 Slight	3 Moderate	4 Severe	5 Very Severe	<b>A</b>	Employees	<b>E</b>	General Public / Pupils	
2 Unlikely	LOW (2)	LOW (4)	LOW (6)	MEDIUM (8)	MEDIUM (10)	<b>B</b>	New Employees	<b>F</b>	Visitors	
3 Possible	LOW (3)	LOW (6)	MEDIUM (9)	HIGH (12)	HIGH (15)	<b>C</b>	Contractors / Sub-Contractors	<b>G</b>	Volunteers	
4 Probable	LOW (4)	MEDIUM (8)	HIGH (12)	HIGH (16)	HIGH (20)	<b>D</b>	Young person / Work experience	<b>H</b>	Clients / Service users	
5 Very Likely	LOW (5)	MEDIUM (10)	HIGH (15)	HIGH (20)	HIGH (25)	<p><b>Likelihood of occurrence X Severity of outcome = Risk Rating</b></p> <p><b>Example:</b></p> <p style="text-align: center;">Likelihood (possible 3) X Severity (Moderate 3) = Risk Rating (Medium 9)</p>				

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, where possible staff should maintain 2m social distancing with minimal proximity contact, of less than 15 minutes over a day, between themselves and others. It is the expectation that staff will maintain 2m social distancing with minimal proximity contact, of less than 15 minutes over a day, between and other adults, this will be strongly encouraged by School Leaders.

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	<p><i>Schools will re-open to all pupils from 8<sup>th</sup> 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.</i></p>	Continue to monitor DfE, PHE, LA, HSE guidance, amend risk assessment and take any decision to close accordingly.	2 x 4 = 8
Spread of Covid-19 between pupils; staff; families of pupils/ staff.	ALL	4 x 4 = 16	<p><b>1a. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</b></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> <ul style="list-style-type: none"> <li>• Staff to be aware of policies and procedures.</li> <li>• RA and related details to be emailed and kept electronically as well as a copy on site.</li> <li>• Staff to receive appropriate instruction via induction and Staff Handbook, on infection control, RA and processes in place within the school.</li> <li>• Staff to be aware of symptoms and checking visually with Student on their entry to school each day.</li> <li>• Site Staff and First Aid aware of Infection Control.</li> <li>• Infection control and cleaning information in the Staff Handbook</li> </ul> <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> <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> <p>If a member of staff, pupil, parent or any other adult show symptoms of Coronavirus or they have tested positive within the last 10 days, <b><u>they are not to attend school</u></b>. The symptoms have been communicated with all members of the school community on multiple occasions and will be shared again before the 8<sup>th</sup> of March.</p>	3 x 4 = 12

				<p><b>Staff</b></p> <ul style="list-style-type: none"><li>• If anyone develops symptoms, they should self-isolate and book a PCR test immediately.</li></ul> <p>For those asymptotically testing:</p> <ul style="list-style-type: none"><li>• Staff test at home and should get a confirmatory PCR if their LFD is positive or if they get two voids. They self-isolate on the basis of the PCR result</li></ul> <p>If an adult becomes unwell in school, they are to remove themselves from the setting as soon as possible.</p> <ul style="list-style-type: none"><li>• Please contact Catherine Phillips, inform her that you need to leave and request cover. Please leave the building as soon as possible, with as little contact to others as possible.</li><li>• You should request a test to be completed and inform the school of your result as soon as possible.</li><li>• From displaying symptoms, you will need to isolate for 10 days,</li><li>• if you have a positive test result for covid you will need to isolate for 10 days.</li><li>• If it is a family member who is positive, you will need to isolate for 10 days.</li></ul> <p>If a Student in the setting becomes unwell, the existing guidelines will be followed i.e. the Student will be removed to a designated isolated space where they can be monitored and supported until they are collected by their parents or carers. The room that the Student utilised will be immediately cleaned with Protect+ solution (or bleach) and the Student/adults will wash their hands thoroughly for 20 seconds.</p> <p>Regular communication with parents to inform school, as a matter of urgency, if there is anyone in their household displaying symptoms, use regular School Ping notifications, on the website and texts as well as visual checks of Student and asking Student. Details of knowledge of families to be shared to SLT.</p> <p>All to follow the 'Guidance for Households with Possible Coronavirus Infection', and communicate to students, staff and parents that household should isolate for 10 days if someone in the household displays symptoms or they are told to by NHS Track and Trace</p> <p><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></p>	
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		5 x 4 = 20	<p>1b. Fully co-operate with the Government's rapid (LFD) testing programme. Tests will be undertaken at home by staff.</p>	3 x 4 = 12

When dealing with a suspected case within school:

Follow guidance 'What to do if someone develops symptoms of coronavirus (COVID-19) whilst at an educational setting.'

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

**Parents**

- To commit to having someone available during the day, to collect a Student if required, non-negotiable

Staff to check in with pupils and use visual checks, if symptoms arise or Student becomes unwell ring for First Aid

**The designated Covid Isolation Room is the Willow Unit, consisting of five isolation areas, separate toilet and kitchen areas.**

Bubble staff to call for First Aid, via Willow Number (15053) if required

**First aid Non-Covid** (Only where it can be confirmed that this is not Covid-19 related, i.e. wound)

Child to be taken to Medical Room

Reception/FA to ring parents for immediate collection, if the child needs to go home

FA to wear PPE as noted in point 6

**First Aid Covid**

First Aid to follow FA guidance & RA, use PPE & where possible keep 2m distance at all times. (RA appendix III)

*From the 15/03/2021 the Covid Bay will move to the Atrium Classroom, the below will stay in place, with separating dividers to keep staff & children separated.*

				<p><i>Parents to collect children swiftly.</i></p> <ul style="list-style-type: none"> <li>• Child / Person to be asked to place a mask on themselves, immediately, if this is not possible, child to stand at the door facing outward and wait for FA to collect them.</li> <li>• Y2 Chestnut class to stand outside class door in corridor &amp; be collected internally to go to Covid unit.</li> <li>• Y3 Hornbeam to wait outside Fire Door in corridor to be collected &amp; taken externally to Covid unit.</li> <li>• Child to be removed from class to isolation area.</li> <li>• Where possible, if more than one child is ill, keep in separate areas / rooms.</li> <li>• Use of the Willow Rooms as an isolation area, using separate rooms if required (5 in total).</li> <li>• Reception/FA to ring parents for immediate collection.</li> <li>• If a sibling in school, another FA to collect the sibling and take to the Covid Bay.</li> <li>• Request that a test is undertaken.</li> <li>• Thoroughly clean areas.</li> <li>• Waste (that is potentially infectious) – should be bagged &amp; left for 72 hours before placing in the bins outside, use PPE at all times.</li> <li>• Follow advice from Trust, DfE &amp; PHE.</li> </ul> <p>If confirmed case close the bubble and request tests, returning only when cleared to do so.</p> <p>All to follow guidance on referring individuals suspected of having Covid-19, and subsequent actions (return to the setting or isolation of cohort)  <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/ask-for-a-test-to-check-if-you-have-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/ask-for-a-test-to-check-if-you-have-coronavirus/</a></p> <p><b>Test &amp; Trace see point (7)</b></p> <p>Cases of COVID-19 should be reported to the Council, in line with current local arrangements.</p>	
		3 x 4 = 12	<p><b>2. Clean hands thoroughly more often than usual</b>  <i>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser.</i>  <i>Only use alcohol hand rub or sanitiser if soap and water not available.</i></p>	<p><i>Schools <b>must</b> 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> <ul style="list-style-type: none"> <li>• Promote handwashing through posters and regular reminders and building it into school routines and behaviour expectations.</li> </ul>	2 x 4 = 8

				<ul style="list-style-type: none"> <li>• Demonstrate good hygiene practice</li> <li>• Make use of resources from e-bug and other sources</li> <li>• Provide alcohol rub where a sink is not readily available, and supervise it given the risks around ingestion.</li> </ul> <p>Adults and Students to sanitise and/or wash their hands on the following occasions:</p> <ul style="list-style-type: none"> <li>• Entry to the School (sanitiser).</li> <li>• Where possible, Students to wash their hands-on entry, if not use sanitiser on class on entry.</li> <li>• Before / after break times.</li> <li>• Before lunch.</li> <li>• Before leaving school.</li> <li>• Anytime that they visit the toilet or cough/sneeze into their hands.</li> <li>• If hand washing not possible to use sanitiser.</li> </ul> <p>Hygiene station in each classroom area, and at appropriate stations around the school, such as the Main reception, offices etc, including sanitiser hand gel and skin friendly cleaning wipes.</p> <p>Hand hygiene protocols to be re-visited at the start of the year</p> <ul style="list-style-type: none"> <li>• Teacher in class to remind Students at the start and end of day and use of posters in the classroom / throughout the school.</li> </ul> <p>Supervision of hand washing for Students that require it..</p>	
		3 x 4 = 12	<p><b>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</b> Implement the 'catch it, bin it, kill it' approach.</p>	<p>Students should be regularly reminded of the posters around school that encourage them to catch it, bin it and kill it.</p> <ul style="list-style-type: none"> <li>• Teacher in class remind Students of process and use of posters in the classroom / throughout schools.</li> <li>• Tissues provided as part of each class hygiene station and at appropriate areas around school.</li> <li>• Tissues disposed of in the unlidded bin, when going to the bin / sink maintain social distancing, where possible.</li> <li>• To ensure bins are emptied regularly by day cleaners.</li> <li>• Monitor bins / place safely to ensure that children do not reach into the bins.</li> <li>• On the playground, Students to have own tissues, use this and place in the bin on the playground (or keep and take in to class to dispose of there).</li> <li>• Students to use the hand sanitiser station on entry and exit of their classroom.</li> </ul> <p>Cross Reference to point to 1a and 1b, check Student for symptoms of Covid-19, contact FA if necessary.</p>	2 x 4 = 8

			<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><b>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</b></p> <ul style="list-style-type: none"> <li>Follow PHE Enhanced cleaning advice <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> </ul> <p>At various intervals (as per the cleaning schedule), adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment in a caddy. It will be stored appropriately within the classrooms.</p> <p>Enhanced cleaning of areas in use, by day cleaner (toilets, communal areas and classrooms).</p> <ul style="list-style-type: none"> <li>Areas cleaned only when no Students / staff are in the area.</li> <li>Cleaning schedule in place (<i>Appendix II</i>).</li> <li>Touch point surfaces cleaned at regular intervals, include all surfaces; desks, keyboards, phones, sink area, chairs, handles, door surrounds (minimum twice daily).</li> <li>Teacher desks / sinks / areas to be kept clear of clutter in order to allow this to take place.</li> <li>PPE available for cleaning staff, rooms to be only cleaned when empty and cleaning staff to remain socially distanced at all time.</li> <li>Each class have a bottle and cloth / paper towel staff to clean regularly / as required.</li> <li>Use of dousing system, each class have a bottle &amp; cloth / paper towel staff to clean regularly / as required</li> </ul> <p>Fire door &amp; class door &amp; windows open, staff to close if leaving due to a fire risk Staff to close main Fire door, if ALL of the class (bubble) is leaving the room, for security reasons.</p> <p>If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> . This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.</p>	2 x 4 = 8
		3 x 4 = 12	<p><b>5. Minimise contact between individuals and maintain social distancing wherever possible</b></p> <p>The purpose of 'class bubbles' is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Heaton Primary will do everything it can to maintain this whilst still delivering a broad and balanced</p>	2 x 4 = 8



			<p>Different elements of minimising contact and maintaining distancing are detailed by activity below</p>	<p>curriculum. Within bubbles, children and adults must also take measures to distance themselves where at all possible.</p> <p>It is stressed that Staff are to adhere to 2 metre's distance whenever possible, with only short proximity contact as noted in point 5b.</p> <p>Uniform the DfE Guidance states '<i>We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal</i>'</p> <p>Therefore, children will be expected to wear their full uniform to school.</p> <p>There is a staggered start to the day with families arriving over a 15-minute period to allow distancing to be achieved easily. Playground markings, signs and staff monitoring remind families about the requirements.</p>	
		<p><b>3 x 4 = 12</b></p>	<p><b>a) Grouping Children (Bubbles)</b>  <i>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group</i></p>	<p>, It is important to keep group sizes as small as possible without causing large numbers of staff to be required within the setting.</p> <p>Groups should be kept apart from other groups</p> <p>Children should be encouraged to keep distance within groups where possible</p> <p>Where capacity allows, limit interaction and sharing of rooms and social spaces between groups.</p> <p>The objective should be to maximise the opportunities to maintain 2m distance, with minimal proximity contact, of less than 15 minutes over a day, and keep groups separate. Benefits exist even if separating groups and maintaining distance can only be partially implemented.</p> <p><b>The Bubble system at Beckfoot Heaton Primary School is as follows:</b></p> <p><b>Bubbles consist of the class, of no more than 32, with the addition of classroom staff.</b></p> <p><b>Years 1 to 6</b></p> <ul style="list-style-type: none"> <li>• Pupils remain in class group bubbles.</li> <li>• Designated members of staff to each bubble on a rota basis.</li> </ul>	<p><b>2 x 4 = 8</b></p>

				<ul style="list-style-type: none"> <li>• HLTA / Music / PE coaches / Inclusion / Leaders allowed to enter a bubble where necessary but will maintain two-metre distance as much as possible, as these staff may interact with more than one bubble in a day.</li> <li>• Intervention teaching within class bubble only and at a 2metre distance</li> </ul> <p><b>Early Years 2Y Nursery to Reception</b></p> <ul style="list-style-type: none"> <li>• Nursery bubble of 2YN and 3YN due to numbers attending. This allows minimal staff on site.</li> <li>• Reception bubble, to remain as class bubbles.</li> </ul> <p><b>Locations</b></p> <p>Pupils will remain in their allocated year group classroom bubble as an enclosed bubble</p> <p>If a child were to go into crisis and need removing from class, there is a plan in place as part of their EHCP / Behaviour Plan (see CP / DJ for the detailed information).</p> <p><b>Each bubble has an allocated playground zone.</b></p> <p>Hall spaces are never used by more than one bubble at the same time.</p>	
		<b>3 x 4 = 12</b>	<p><b>b) Measures within the classroom</b></p> <p>Avoid close face to face contact and minimise time spent within 1m of anyone</p>	<p><b>Measures within the Classrooms</b></p> <p>Quiet, calm voices where possible, expressly no signing.</p> <p>Classroom need to be adapted to support distancing where possible.</p> <p>Training of children paramount.</p> <p>Classroom set up to be mindful of bubble teaching, whilst aiming where possible to maintain some form of social distancing. Please see SLT regarding layout.</p> <p>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.</p> <p>Children to remain in specific desk (1m+) apart where possible, aside from attending guiding group work, curriculum to allow, reading to end at a break time to allow areas to be cleaned.</p> <p>Curriculum planning to enable self-marking / verbal discussion as much as possible.</p> <p>Minimal proximity contact, of less than 15 minutes over a day, following below instructions.</p> <p>Feedback interaction positioning –from behind and above the child avoiding face to face at same level as much as possible.</p> <p>Classroom volume needs to be low so that voices don't need to be raised (more likely to spread droplets)</p> <p>Registers completed on SharePoint</p> <p>Coats to be hung over chairs, lunch boxes to be kept on the floor under desk.</p> <p>Trays can be in use, as long as they are used in a controlled, socially distanced</p>	<b>2 x 4 = 8</b>

				<p>manor and they are cleaned regularly. Healthy snacks for children – Kitchen to delivered (or collected) bagels as per lunch For classroom equipment, see note (16)</p> <p>Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.</p> <p>Staff to stay 2m away from pupils with minimal proximity contact, of less than 15 minutes over a day, 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. The scope for achieving social distancing between staff and pupils in a primary setting is limited, where possible it will be attempted. To maintain for adult to adult contact.</p> <p>Make small adaptations to the classroom to support distancing where possible, this might include moving unnecessary furniture out of classrooms to make more space. Pupils will sit side by side facing forward in the classroom, where possible.</p> <ul style="list-style-type: none"><li>• Staff to wash hands after marking and frequently throughout the day</li><li>• Cleaning schedule in place for classrooms, on rota basis in line with timetabled breaks.</li></ul> <p>In addition, each Classroom will have;</p> <ul style="list-style-type: none"><li>• Set of full hygiene equipment, dousing unit spray bottle, clothes, sanitiser, wipes etc</li><li>• First Aid kit in each room, for minor first aid.</li><li>• In case of an evacuation, either register printed or lead awareness of their bubble</li></ul> <p><b>Toilets</b> Access to the toilet throughout the day, children encouraged to use toilet at the start and end of break-time &amp; lunchtime, set toilet times encouraged. Enhanced cleaning schedule. Where possible toilets to be identified to a specific bubble, in some areas this is not possible: Green Base – 1 boy / girl toilet per bubble. Blue Base – Classes to have a coloured ribbon to use to access the toilet in class time, 1 in one out (for both Girl / Boys) to minimise contact in small corridor.</p>	
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				<p>Toilet area supervised by a member of staff.  Year 2 – boys / girls.  Year 1 – boys / girls.  Playground toilets can be used and cleaned at the end of each lunch break.  Toilets to be identified to their specific bubble.  Toilets visits supervised by a member of staff.  1 child in the toilet at a time, where possible.  Hands to be washed for 20 seconds after going to the toilet.  On return to class to use the sanitiser gel.</p> <p><b>Early years</b>  Toilets / Nappy changing area to be designated to a specific am/pm bubbles  Staff to wear appropriate PPE when changing nappies, gloves etc.</p> <p><b>Enhanced Cleaning</b>  Enhanced cleaning schedule in place, utilising day cleaner.  Dousing unit in school, classes provided with filled spray bottle, cloth / disposable wipes. Areas to be cleaned throughout the day by staff / cleaners.</p> <p><b>Behaviour</b>  Any behaviour issues report to SLT via Sam Bolton number, SLT on site to follow up.  Behaviour RA for children on Behaviour plans / EHCP etc if in. (LS/DBJ)  Clear expectations for children and staff.  Children only removed from classes as an emergency measure.</p>	
		4 x 4 = 16	<p><b>c) Measures elsewhere</b>  i) corridors  <i>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</i></p>	<p>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.</p> <ul style="list-style-type: none"> <li>Corridor usage kept to a minimum, use of Fire Doors where possible. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</li> <li>Use of fire door for entrance / egress to the building</li> <li>Minimal use of corridors, children to remain in class bubbles wherever possible</li> <li>No queuing on corridors / outside classrooms, children to go straight into classroom</li> </ul>	2 x 4 = 8
		4 x 4 = 16	ii) break-times	<ul style="list-style-type: none"> <li>Staggered Breaks (see plan).</li> <li>Staff / Pupils to remain in their designated Bubble, bubble marked out in assigned playground.</li> <li>Hands to be washed before exit / entry, using the troughs.</li> </ul>	2 x 4 = 8

		<ul style="list-style-type: none"> <li>• Entry / egress via Fire Door.</li> <li>• Breaks to be outside, where possible, if raining remain inside classrooms.</li> </ul>	
4 x 4 = 16	iii) lunchtimes	<ul style="list-style-type: none"> <li>• Staggered Lunches in class.</li> <li>• Lunches to be delivered to class bubble daily &amp; eaten in class.</li> <li>• Black bin bag delivered with lunch for waste.</li> <li>• Hands to be washed before after lunch, using the route provided to the sink, in single file.</li> <li>• Pack lunches from home to be kept under a child's desk &amp; only accessed / near to that child.</li> <li>• Food not consumed should be disposed of in the bin, using the route provided individually.</li> <li>• Pack lunches from home to be taken home daily.</li> <li>• Children are encouraged to bring in re-usable Water bottles from home and that these are taken home &amp; washed &amp; reused the next day.</li> <li>• However, If children do not have a water bottle one will be provided &amp; named, contact. parents to remind them of home school agreement &amp; request one provided the next day.</li> <li>• Parents requested to pay via ParentPay.</li> </ul> <p><b>Playground / PE</b>  Playground to be zoned, for each class bubble / year group.  Staggered usage.  2m distance to be adhered to where possible.  No contact sports, rather passing rather than contact football.  The main school field is also available for use, if required and safe to do so.  Maintain social distancing, Class Bubbles to be supervised at all times, especially when entering / leaving the field via the car park / road area.  Where possible, have a set of outdoor equipment for each bubble, encourages sole use / social distancing, to be cleaned nightly.  Outdoor equipment - children to wash hands after use.  Initially, PE to be in school uniform (jumper taken off), children can come in trainers (always)  PE to be guided in bubble only, use of specific equipment.  PE / Games to be strictly socially distanced, where possible, to be guided by Little Sports Company.  Where possible, PE Halls not to be used, (dependent on weather), if used, maintain 2m social distancing &amp; request for enhanced clean.  Little Sports Company, to provide own risk assessment for socially distancing PE.</p>	2 x 4 = 8
3 x 4 = 12	iv) school start/end	<p><b>See Start of Term Plan &amp; Route Plan (appendix I)</b></p> <p><b>Start of the Day</b>  Using in/out markings on the playground  Fencing barriers to be added to congestion points</p>	2 x 4 = 8

		<p>1 adult only per child          Parents of EYs and Y1 allowed into the playground to drop the children off.          All other children walk to their classrooms following the marked loops.          Staff on route points.          Parents leave via the one-way loop system.          Children enter via fire door.</p> <p>All children exit via the playground, maintaining social distancing          Parents enter the main gate.          Walk around a blue base exterior corridor loop (lower loop – loop at Cedar /          upper loop – loop at Year 4).</p> <p><b>Parents</b>          Parents informed and asked to come at the correct time, not to loiter and to          keep two metres apart when collecting / dropping off pupils.          Parents asked to be a role model to children.          No conversation at the end of the day, if there are any issues, communicate          these by phone or request a socially distanced meeting if absolutely necessary.</p>	
5 x 4 = 20	v) large events/assemblies	<p>No physical assemblies to take place,          Jigsaw assembly for first day back will be a video which can be used with the          class at a time that works for each class.          Tuesday assembly (live streamed).          Friday – golden assembly (live streamed).          No assembly on Weds / Thurs at present.          To keep children &amp; staff strictly within their bubble.          All student groups, not in a bubble to be kept apart at all times.          No singing to take place, until further guidance received.          No mixing / socialising of class bubbles.          No physical meetings / assemblies occur with pupils from more than one bubble          unless social distanced in exceptional circumstances</p> <p><b>Educational Visits</b>          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 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.</p>	3 x 4 = 12

			<p><b>Transition Days or Open Days</b>  Transition days are now a possibility. You should complete thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with your system of controls and align with the advice contained within this guidance and the roadmap out of lockdown. The guidance is on page 49 in the guidance here <a href="https://www.publishing.service.gov.uk/guidance/schools-coronavirus-covid-19-operational-guidance">Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</a></p> <p><b>Holiday and After-school Clubs</b>  From 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they will be able to take place in groups of any number. However, it remains important to continue to minimise mixing between children, where possible. This can be achieved by continuing to keep children in consistent groups every time they attend the setting. Smaller groups should be considered when it is not possible to do this. When considering appropriate group sizes it will be important to take into account factors such as the recommended occupancy levels of the premises you are operating from and levels of ventilation. For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person.  The guidance is here <a href="https://www.gov.uk/guidance/protective-measures-for-out-of-school-settings-during-the-covid-19-pandemic">Protective measures for out-of-school settings during the COVID 19 pandemic</a></p>	
	<p><b>3 x 4 = 12</b></p>	<p>vi). Reduce social contact during staff and other meetings. <b>Reduce informal contact between staff.</b></p> <p>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.</p>	<p>No meetings to be held on site, communicate by teams/zoom/email where possible.  If a meeting is absolutely required, 2m distancing rule, well ventilated area, and brief. If longer should be via teams.  Limit length of time of meeting.  No cross-site meetings to be held aside from via Teams/Zoom/Electronically.  Where possible communicate via the phone, have an appointment only system in place, if necessary, sticking to the 2m distance rules.  Enhanced cleaning of staff areas.  Any areas used for a meeting, to be cleaned as part of the on-going cleaning rota.  Additional Staffroom areas added.  Staff rooms to be socially distanced at all times. Hands to be washed on entry.  Table to be wiped down with Dettol wipe when finished eating.</p>	<p><b>2 x 4 = 8</b></p>

			<p>Single file / one-way system to enter / leave the staff room.</p> <p>Any areas used for a meeting, to be cleaned as part of the on-going cleaning rota.</p>	
		<b>3 x 4 = 12</b>	<p><b>6a. Where necessary, wear appropriate personal protective equipment (PPE)</b></p> <p>PPE should be used for the following reasons; where an individual is presenting with coronavirus symptoms, when a child is receiving intimate care (toileting/relevant first aid support), when agreed as part of a staff member's individual risk assessment and for the end of day routine in some classrooms.</p> <p>It is not mandatory for Primary school staff to wear PPE, however, school is making PPE available for classroom staff (visors &amp; clear face coverings) to wear inside school.</p> <p>Masks should be worn in corridors, for socially distanced face to face meetings and at the end of the day.</p> <p>Visors are not suggested as a substitute to face coverings, and do not offer the same level of protection as face coverings However, they act as mitigation where face covering are not appropriate and can be worn by staff if they chose to do so.</p> <p>Please ask a member of SLT if you have any queries or concerns.</p> <p>Note: if staff or children wish to wear PPE, (face coverings / gloves) they are able to do so, however, any PPE used outside of the building, should be removed, kept secure (in a sealed plastic bag) and replaced with a new set in school. It is noted that this is not advised for younger children as it would be difficult to keep the masks secure.</p> <p>Covid First Aid Staff to wear PPE when dealing with a suspected case of Covid-19 and adhere to the First Aid risk assessment.</p> <p>The PPE available in school for dealing with cleaning of potentially infected zones and supporting ill Student or adults is as follows:</p> <ul style="list-style-type: none"> <li>• -Face masks</li> <li>• -Aprons</li> <li>• -Gloves of various sizes</li> <li>• -Face shields (limited quantities)</li> </ul> <p>Student need to know that some adults might be wearing PPE and that it is 'ok'.</p>	<b>2 x 4 = 8</b>
		<b>3 x 4 = 12</b>	<p><b>6b. Dilute the concentration of any air-borne virus in a building.</b></p> <p>Ensure ventilation kept to a maximum.</p> <p>All windows, doors, fire doors in rooms in use to be propped open.</p> <p>Air ventilation to be kept at a max.</p> <p>Set heating / ventilation systems accordingly, open windows.</p>	<b>2 x 4 = 8</b>



			Staff & parents informed that they may need warmer clothing due to this. Two rooms were of concern, 38 Holly room & 146 Y3 class, ventilation checked and all ok to open as normal.	
		4 x 4 = 16	<p><b>Response to infection</b></p> <p><b>7. Engage with NHS Track and Trace</b></p>	2 x 4 = 8
			<p>Parents and staff will be informed that they are expected to engage in the NHS Test and Trace process if required to do so.</p> <p>Anyone who displays symptoms of coronavirus will be directed to get a using the following links:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they are displaying symptoms.</li> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>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.” All cases and suspected cases, and any notification of cases within families will be logged on the School Covid-19 register, which is reviewed daily and tracked in line with attendance.</p> <p>The DfE Guidance states; “By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.”</p> <p>Therefore, If school thinks that the family of the symptomatic Student/adult is unlikely to book a test appropriately, we will provide a home testing kit. We should receive these before the start of the autumn term and they will be stored in the Medical Room. Given the potential low numbers of kits, they will only be issued with the agreement of either ZM / CP or JJ.</p> <p>Contact with the symptomatic family will be maintained so that we can respond appropriately to either a positive or a negative result.</p> <p>If the test result is negative, the Student can return to school assuming they would do so under normal circumstances.</p>	

				<p>If the test result is positive, the Student and family need to follow the 'stay at home' guidelines.</p> <p>All to follow attached 'Guidance for Households with Possible Coronavirus Infection'</p> <p><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></p>	
		<p>4 x 4 = 16</p>	<p><b>8. Manage confirmed cases of Coronavirus amongst the school community</b></p> <p>Schools <b>must</b> take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).</p> <p>Schools must contact the Local Authority on the number provided. Each case will be logged and referred to Public Health England (as appropriate).</p> <p>Schools should also Contact the Trust Covid Operations Team for support.</p>	<p>Schools <b>must</b> send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 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). At Heaton Primary this will include the whole class bubble, who have been in contact with the person who has tested positive.</p> <p>Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The School will provide</p> <p>The details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.</p> <p>The admin team will prepare a report that shows the contact details of each member of the phase class bubbles to support the contact tracers.</p> <p>School will inform parents of the infection, in line with PHE and Trust guidance, but we will not reveal the name of the infected child/adult, if there is a need to isolate a bubble.</p> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, the school will 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 <a href="#">section 5 of system of control</a> for more on grouping</p>	<p>2 x 4 = 8</p>

			<p>pupils).</p> <p>Beckfoot Heaton Primary will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation, as directed by Government guidance</p>		
		<b>4 x 4 = 16</b>	<p><b>9. Contain any outbreak by following local health protection team advice</b></p> <p><i>If schools have two or more confirmed cases within 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.</i></p>	<p><i>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</i></p> <p>Contact the Trust Covid Operations team for support</p>	<b>2 x 4 = 8</b>
		<b>3 x 4 = 12</b>	<p><b>10a. School Workforce</b></p> <p><i>Under the national lockdown, the expectation is that everybody should work from home where possible. School leaders are best placed to determine the workforce that is required in school, taking into account the updated guidance for those staff who are clinically extremely vulnerable. The expectation is that those staff not attending school will work from home where possible. We [the DfE] have worked closely with the Department of Health and Social Care (DHSC) and PHE to develop this specific guidance for school settings. The PHE and DHSC endorsed system of controls outlined in this document sets out the measures that school leaders and all school staff should follow. Where schools implement the system of controls outlined in this document, in line with their own workplace risk assessment, PHE and DHSC confirm that these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.</i></p>	<p>Staff to work from home wherever possible.</p> <p>Staff who are not pupil facing / directly operational to work from home wherever possible.</p> <p>Access to the building in agreement with SLT – e.g teaching live lessons from the classroom</p> <p>Staff rota in place to minimise staff in the building who are teaching Critical worker and Vulnerable children.</p> <p>Staff who are considered to be clinically extremely vulnerable to work from home from 05.01.21 until a change in national guidance. If unable to work from home, they are not to come into work.</p> <p>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)</p> <p>The use of offices will be kept to a minimum, with maximum occupancy and adhere to 2m distance and an enhanced hygiene regime.</p> <p>Staff are informed of and advised to follow the steps within the risk assessment and any staff requiring a specific risk assessment should request this from HR.</p>	<b>2 x 4 = 8</b>
		<b>3 x 5 = 15</b>	<p>10b. Protect staff with medical vulnerabilities / living with vulnerable people.</p>	<p><i>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</i></p>	<b>2 x 4 = 8</b>

			<p><i>advise those in the most at risk categories to take particular care whilst cases in the community remain high.</i></p> <p>Follow HR guidance to undertake or update individual risk assessments of those in a CV group. Risk assessments completed with all relevant staff</p> <p>These staff should be considered if there is a school outbreak in any bubble/local lockdown.</p>	
		<b>3 x 5 = 15</b>	<p>10c. Protect pupils with clinical vulnerabilities</p> <p>The parents of pupils with vulnerabilities should seek medical advice before the pupil attends school.</p> <p>Medical conditions list to be reviewed and parents to be contacted individually regarding attendance.</p> <p>Review of those Students with a specific medical plan and / or EHCP plan internally and with parents to ascertain any revisions to their plan due to Covid-19.</p> <p>Maintain constant communications with Parents.</p> <p>Pupils to be considered if there is a school outbreak in any bubble/local lockdown.</p>	<b>2 x 4 = 8</b>
		<b>4 x 4 = 16</b>	<p>10d. Minimise office use by staff, and social distancing applied when they must be used.</p> <p>Follow government guidance for working safely in offices.  <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres</a></p> <p>Staff working from home where possible, or on a rota basis to minimise contact</p> <p>Offices to have maximum numbers per space.</p> <p>If staff working at school necessary to man the reception line, FA etc</p> <p>No Hot desking.</p> <p>Plastic Screens in place, where required.</p> <p>Keep to the guidance noted in this risk assessment &amp; documents.</p> <p>Staff must adhere to the 2m social distancing at all times, staggered use of toilets &amp; staffroom &amp; single file, one way in corridors.</p> <p>Staff to wipe down their area on entry and exit.</p>	<b>2 x 4 = 8</b>
		<b>3 x 4 = 12</b>	<p>10e. Visitors, agency staff, peripatetic teachers  <i>Schools can continue to engage supply teachers and other supply staff during this period.</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> <p><b>Visitors must sign in and complete the school track and trace documents, before entry.</b></p>	<b>2 x 4 = 8</b>

				<p><i>Staff and visitors who cannot maintain social distancing between themselves and other adults should wear face coverings (e.g. on corridors and in other communal areas).</i></p> <p><b>Deploying support staff and accommodating visiting specialists</b> As per government guidance, teaching assistants may be deployed to lead groups or cover lessons under the direction and supervision of a qualified, or nominated, teacher. This will become an important measure to reduce the necessity of bringing in agency staff and compromising the integrity of bubbles, should there be a need to arrange cover for any reason.</p> <p><b>Supply teachers and other temporary or peripatetic teachers</b> Supply teachers will be used as a last resort to cover classes, however if required they will need to maintain stringent distancing.</p> <p><b>Consistent Visitors</b> <b>PE Little Sports Company</b> Likewise, will be permitted to teach various groups of children assuming that they are able to follow stringent distancing also. Where possible, PE to take place outside. To provide own risk assessment for socially distancing PE. These will need to be consistent people, not changing week-to-week.</p> <p><b>School Councillors / Coach</b> To continue provision. Move from existing room, to alternative well ventilated room, ensures privacy and higher degree of ventilation.</p> <p><b>NHS Nurses, Midwife, other occasional visitors.</b> To continue provision. School requires notice of expected visits. School request a copy of RA, especially with regard to Midwife / pregnancy risk. Attendees to be isolated &amp; use a designated toilet. Use of Community C, ensures privacy and higher degree of ventilation.</p>	
		<b>3 x 4 = 12</b>	10f. Keep equipment separate / clean between uses.	<p>Follow Government Guidance for EYS / Childcare setting, updated 17/05/2021 to reflect the changes in Step 3 here <a href="#">Actions for early years and childcare providers</a></p> <p><b>Early Years Resources</b> Sand and water not in use. Dough will be used in individual child packs, only. Outdoor - gross motor play a priority. Some bubble resources available but not</p>	<b>2 x 4 = 8</b>

				<p>shared,  Resources - all soft toys, dressing up clothes, teddy dressing up to be removed.  Resource choice - will be reduced in line with Medium Term Plan. More single use resources to be planned into the curriculum - made and taken home - twigs, junk modelling (from staff bubble only), drawings etc  2YN &amp; 3YN - rotated resources to be used am and pm. All cleaned at the end of the day by the staff team.  2YN - mouthed objects - if spotted by staff member - child to put into a bucket after use</p> <p><b>Enhanced cleaning EYS</b>  Hard resources will have a cleaning schedule - daily for "popular" resources e.g Duplo, twice a week for all other items. LS to discuss the "popular" resources with the team. Class based staff will clean the toys / resources - preferably Milton for 30 mins then taken out to dry and left overnight.</p> <p><b>Whole School (including EYS)</b>  Preparation.  To go through classrooms &amp; remove soft furnishings / hard to clean items.  Removal of any equipment not consistently required in class</p> <p><b>Stationery</b>  Each child to have own wallet with pencil, pen, ruler, rubber, Maths book and English book.  Pair to share felt-tips, glue stick.  Topic book and sketch book to be handed out by a child when needed.  If any child puts these in their mouth, this is to be removed and cleaned,</p> <p><b>IT Equipment</b>  IPad's / Laptops to be designated to a child for use, for the day.  Equipment to be cleaned each night, as part of a rota. Including teachers keyboard, phone, iPads, laptops etc by staff and school cleaners.</p> <p><b>Music / Other Equipment</b>  Each child to use a wipe to clean instrument at the start and the end of the session.</p> <p><b>Enhanced Cleaning</b>  Equipment cleaned at the end of the day. Potentially using the dousing unit spray, or to be rinsed in Milton. Milton to be either kept in class, high up (responsibility of the Teacher). Items to be rinsed and left to dry overnight. Or, if possible could be we have 2 sets per group, on a rota each day with cleaning in-between.</p> <p><b>Areas</b>  No use / entry in to the shared areas, required as fire doors can be used.  If this is not possible due to crisis management (see note 5a) ensure that areas are kept isolated to one class bubble / year group at a time.</p>	
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		4 x 4 = 16	<p>11. 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>Travel to school, communicate to parents that it is expected that children walk to school, keeping the 2m distance rule and parents do this on their return and journey to school.</p> <p>No walking bus in operation</p> <p>Only one parent should accompany children who need accompanying.</p> <p>If using public transport, follow Government guidance on 'wearing masks on public transport'</p> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></p> <p>See Start and End of Day plans in risk assessment and in the new normal point</p>	3x4 = 12
		3 x 4 = 12	<p>12. Evacuation / Invacuation protocols – consider how to manage both evacuation and invacuation.</p>	<p>During the period of restricted attendance, ensure that an accurate register of all those on site is available for use in this situation.</p> <p><b>Evacuation / invacuation –</b></p> <p>Evacuation practices to be carried out immediately after the Spring Bank Holiday (unless inappropriate in the context of Government guidance).</p> <p>Evacuation – In the event of a Fire –</p> <p>Staff provided with a fire evacuation booklet at the start of term.</p> <p>Normal Fire evacuation to take place</p> <p>Additional social distancing to be adhered to</p> <p>Plan set in place for the flow of children out of the building to allow social distancing</p> <p><b>Invacuation –</b></p> <p>Remain in bubble, move under desks</p> <p>Close windows &amp; Fire door (lock / use door stop under the door).</p> <p>Await all clear.</p>	2 x 4 = 8
Staff physical and mental wellbeing adversely affected	A	3 x 3 = 9	<p>13. Consider staff wellbeing.</p>	<p><b>It is important that Staff observe the control measures set out in this risk assessment, for the safety of each other and our community. Staffroom(s) All Staff will fully co-operate with the Government's rapid (LFD) testing programme. Tests will be undertaken at home by staff. This is dependent on consent from staff to take part.</b></p> <p>Staff to keep in their respective class bubbles &amp; take breaks at the time of their bubble break staggered breaks between staff in bubble.</p> <p>Refreshments &amp; lunch facilities for Staff in separated areas:</p> <p>Y5/6 Staff in the GB conservatory.</p> <p>EYS – 2YN, 3YN, Reception &amp; Y1 in the Early Years Hall.</p> <p>Main Staffroom for Years 2-4 &amp; Other non-classroom based staff.</p> <p>Class bubbles to take care not to meet when passing, potential one-way route in</p>	2 x 3 = 6

			<p>/ out, IN via main door, OUT via Exit door &amp; through Main Hall to Y1.          Ensure 2mt distance adhered to.          Staff to bring own crockery &amp; items to use &amp; take home daily, only &amp; to wash thoroughly at home (if possible using a dishwasher).          Dishwasher(s) to be used, as higher temperature, for any school items.</p> <p><b>Staff Toilets</b>          Staff to maintain a one in / one out rota into the toilets.          Staff to ensure that toilets are used restrictively, to maintain social distancing.          Staff to sanitise on entry and exit from the toilet.          Toilet set aside in the community area for any vulnerable, or anxious staff to use to minimise use, in line with individual risk assessments.</p> <p><b>Enhanced Cleaning</b>          Equipment &amp; touching surfaces, surface to be cleaned after each visit / by visitor &amp; regularly by cleaners.          Staff to wash hands before and after using (opening &amp; removing / putting in) items in the fridge.</p> <p><b>Staff Wellbeing</b>          Free tea &amp; coffee, coffee machine on free vend, equipment to be wiped down before / after use.          Free 'treat area' mindful of staff wellbeing.          Regular breaks, as per timetable.          Access to wellbeing coach &amp; Trust wellbeing information.</p> <p><b>Staff areas</b>          Staff workroom can be used for short periods – printing, laminate etc.          LTS staff role to be adjusted to accommodate changes to lunchtime routine.          PPA to be taken in ventilated community room.          Staff to use Laptops for PPA.</p>		
Children's physical and mental wellbeing adversely affected	E	3 x 3 = 9	14. Consider pupil wellbeing	<p><b>Pupil Wellbeing</b>          Individual Support Plans reviewed and discussed with staff involved.          Curriculum to be reviewed to meet children's needs – including additional PHSC sessions as required.          Use of CPoms to alert DSL / Safeguarding of any concerns re child welfare / anxiety etc that needs to be picked up with parents / other staff members.          Parent welfare / mentoring calls for parents, clear regular communication.          Regularly reassuring children, positive reinforcement.          Staff aware of family circumstances and referral to counselling service as required.          Staff and pupil bereavement is managed in line with the Bereavement document forwarded by Trust / Special Schools.</p>	2 x 3 = 6
		4 x 5 = 20	15. Contingency Plans	<p>Preparations have been made by way of a contingency plan so that learning can still continue and the community can remain safe.</p>	2 x 5 = 10



			Remote learning will be available for pupils who are isolating due to shielding, or due to a positive test.	
		<b>4 x 5 = 20</b>	16. Remote Learning <p>The School would follow the Trust guidance on the provision for devices to those that require them, on a loan basis.  Year 6 would be prioritised in terms of the devices available.  There would be a seamless transition of the curriculum medium term planning to the current sway / zoom programme which would be rolled out to all pupils.  Teachers would continue the lessons prepared for in school on the electronic programme  If electronic programme is not available to a pupil, this would either be made available and / or Workbooks would be provided.  EYS would continue to use seesaw programme  Additional packs would be available for EYS and Holly children.</p>	<b>1 x 5 = 5</b>

Part B - Beckfoot Heaton Primary School & Nursery Risk Summary Table

Hazard	Affected Group	Risk Rating before controls	Category of control measures	Residual Risk Rating
Decision to close against national scientific advice & government policy	ALL	5 x 4 = 16	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	1a 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	3 x 4 = 12
		5 x 4 = 20	1b 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
		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	3 x 4 = 12
3 x 4 = 12	vi) Reduce social contact during staff and other meetings. Reduce informal contact between staff	2 x 4 = 8		
3 x 4 = 12	6a. Where necessary, wear appropriate personal protective equipment (PPE)	2 x 4 = 8		
3 x 4 = 12	6b. Dilute the concentration of any air-borne virus in a building.	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	10a. School Workforce	2 x 4 = 8
		3 x 5 = 15	10b. Protect staff with medical vulnerabilities / living with vulnerable people.	2 x 4 = 8
		3 x 5 = 15	10c. Protect pupils with clinical vulnerabilities	2 x 4 = 8
		4 x 4 = 16	10d. Minimise office use by staff, and social distancing applied when they must be used.	2 x 4 = 8
		3 x 4 = 12	10e. Visitors, agency staff, peripatetic teachers	2 x 4 = 8
		3 x 4 = 12	10f. Keep equipment separate / clean between uses.	2 x 4 = 8
		4 x 4 = 16	11. Travel to School - Encourage parents and pupils to follow guidance on safe travel.	2 x 4 = 8
		3 x 4 = 12	12. Evacuation / Invacuation protocols – consider how to manage both evacuation and invacuation.	2 x 4 = 8
Staff physical and mental wellbeing adversely affected	A	3 x 3 = 9	13. Consider staff wellbeing.	2 x 3 = 6
Children's physical and mental wellbeing adversely affected	E	3 x 3 = 9	14. Consider pupil wellbeing	2 x 3 = 6
		4x 5 = 20	15. Contingency Plan	2 x 5 = 10
		4x 5 = 20	16. Remote Learning	1 x 5 = 5

**Part C**

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

<b>Links to other risk assessments and or safe working instructions - please state</b>		Link to DfE & PHE Guidance Link to Trust Guidance H&S & associated documents	
<b>Name and Sign</b> <b>When the assessment is complete it should be signed to say that is the case and all identified actions have been implemented</b>		Zoe Mawson	<b>Date</b>
			14/07/2020
For example, are there any significant changes, additions or omissions at the site not identified on the assessment? Are there any additional hazards or risks?			
Please record any changes required and or action taken, then date and sign			
<b>Reviewer Name &amp; Date</b>	J Jepson 06/09/2020	<b>Notes</b>	Revised for DfE guidance on local lockdown
<b>Reviewer Name &amp; Date</b>	J Jepson 27/09/2020	<b>Notes</b>	Revision of amendments to planned arrangements.
<b>Reviewer Name &amp; Date</b>	J Jepson 06/11/2020	<b>Notes</b>	Updated with new guidance Nov 2020
<b>Reviewer Name &amp; Date</b>	J Jepson / Z Mawson 11/01/2021	<b>Notes</b>	Updated for January 2021 Lockdown
<b>Reviewer Name &amp; Date</b>	J Jepson / Z Mawson 01/03/2021	<b>Notes</b>	<b>Updated for 8th March 2021, opening</b>
<b>Reviewer Name &amp; Date</b>	J Jepson 17/05/2021	<b>Notes</b>	<b>Updated for 17<sup>TH</sup> OF May Stage 3 opening.</b>

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/coronavirus/education-and-childcare>

<https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings>

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**

**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.**

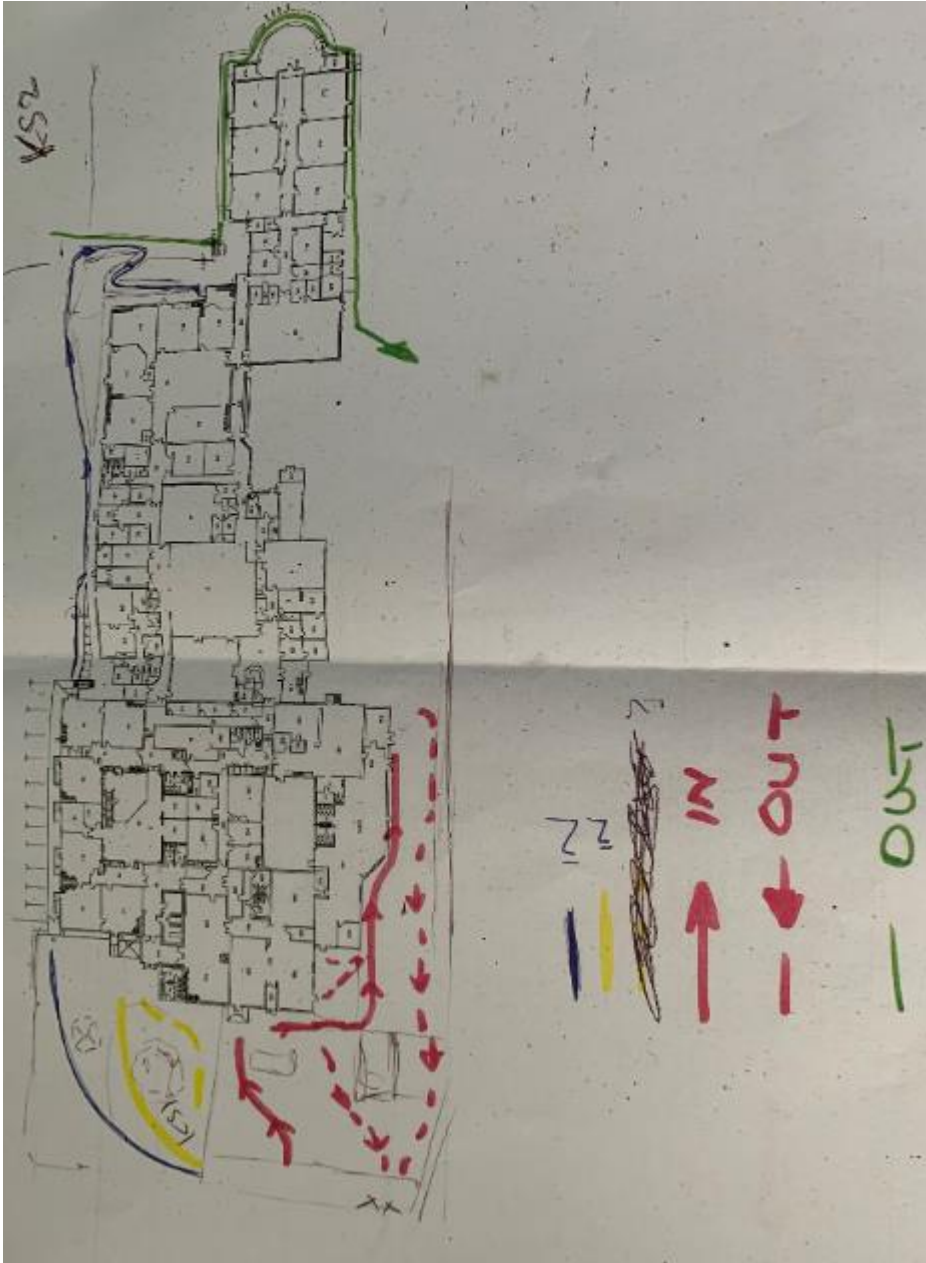
**5. c) v) Measures elsewhere: large events/assemblies. The school has very clear guidelines in place to minimise large event happening in school. However, should there be a need for one of these events to take place, the residual risk will remain high. Large events should be subject to a separate risk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

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

Appendices

**Appendix I**

School Plan for entrance / exit



**Appendix II**  
**Cleaning Schedule**

*Derived from guidance document: Management of Infectious Disease in Childcare Facilities and Other Childcare Setting.*

Areas to be cleaned		
Area	Method	Frequency/Comments
<b>Classrooms / Reception / Staffroom / Corridors (all people traffic areas)</b>  <b>See also</b>	Clean area & items with provided cleaning materials	At break time, lunch time and after students leave.  Immediately, if spillage  Only clean when minimal (no people) in area.  In addition to be cleaned ad-hoc by classroom staff, as and when required.
<b>Offices / Staff workroom / Community rooms (if used for meetings, not recommended, only in emergency)</b>	Clean area & items with provided cleaning materials	Staff member(s) to adhere to strict hygiene in area.  Ensure waste is disposed of & crockery etc is removed.  To be cleaned twice daily, when room is empty  To be thoroughly cleaned after use
<b>Kitchen(s)</b>	Clean area & items with provided cleaning materials	Staff member(s) to maintain strict good hygiene in area at all times.  Clean up after self.  Ensure waste is disposed of & crockery etc is removed.  To be cleaned at least three times a day, after break times, lunch time and after staff leave.  Only clean when minimal (no people) in area.  Immediate clean, if spillage etc
Toilet Area Cleaning Program		
Area	Method	Frequency / Comments



<b>Toilets</b>	<p>Clean area &amp; items with provided cleaning materials</p> <p>To be cleaned inside &amp; out of toilet cubicles / room</p> <p>Welfare items to be removed from areas.</p> <p>Handryers turned off</p>	<p>Staff / Students to maintain strict good hygiene practices</p> <p>Cleaned minimal, 3 times a day after break time, lunch time and after students leave.</p> <p>Immediate clean, if spillage etc</p> <p>Only clean when minimal (no people) in area.</p> <p>Routine in process for checking / cleaning if required.</p>
<b>Items</b>	<b>Method</b>	<b>Frequency / Comments</b>
<b>Wash hand basins, pedestal taps, surrounding counters, soap dispensers.</b>	Clean with detergent and warm water.	As noted for area and immediately if soiled. If soiled with blood or body fluids, following cleaning, disinfect, rinse and dry.
<b>Both sides of toilet seat, toilet handles, door knobs or cubicle handles, both sides of the toilet doors.</b>	Clean with detergent and warm water.	As noted for area. If soiled with blood or body fluids, following cleaning, disinfect, rinse and dry.
<b>Toilet bowls</b>	Use toilet cleaner as per manufacturers instructions.	As noted for area, immediately if soiled. If soiled with blood or body fluids, following cleaning, disinfect, rinse and dry.
<b>Sanitary Bins</b>	<p>Clean with detergent and warm water.</p> <p>Exterior of bin to be washed</p>	As noted for area, immediately if soiled. If soiled with blood or body fluids, following cleaning, disinfect, rinse and dry.

<b>Items to be cleaned</b>		
<b>Area/Item</b>	<b>Method</b>	<b>Frequency / Comments</b>
<p><b>Touchpoint surfaces</b></p> <p>Including light switches, handrails, door handles / push plates, door sides (areas touched), chairs, desks, staff desks, computers, phones, radios, photocopiers, Green push button openings/ door realises, hand sanitisers / dispensers</p>	<p>Clean with neutral detergent, warm water and clean cloth</p> <p>If required, due to infection control, Milton. / wipes for electrical equipment / phones.</p>	<p>As noted for area, immediately if soiled.</p> <p>Regularly checked and cleaned if required</p>

<p><b>All surfaces</b></p> <p><b>Dining / Classroom tables &amp; chairs / splashback areas</b></p>	<p>Clean with neutral detergent, warm water and clean cloth and dry with disposable paper towels</p>	<p>As noted for area, immediately if soiled.</p> <p>In addition to be cleaned ad-hoc by classroom staff, as and when required.</p>
<p><b>Washable floor covering</b></p>	<p>Wash with detergent, warm water and clean utensils</p>	<p>As noted for area, immediately if soiled.</p> <p>Vacuum clean to remove dirt when children are not present.</p> <p>To be cleaned to the edges, including skirting.</p>
<p><b>Carpets</b></p>	<p>Clean with an approved carpet cleaning method</p> <p>Vacuum</p>	<p>Clean carpets only when children will not be present to ensure the carpet is dry before next use</p> <p>Deep clean weekly, washing if required, immediately when soiled</p>
<p><b>Small rugs</b></p>	<p>Where possible to be removed.</p>	<p>Laundry weekly</p>
<p><b>Walls/ Ceilings</b></p>	<p>Clean with warm water and general purpose detergent.</p> <p>If soiled with blood or body fluids, following cleaning, disinfect</p>	<p>Routinely cleaned, especially, areas of frequent hand contact, such as lower wall/door frames in areas occupied by children.</p>
<p><b>Equipment</b></p> <p>Dishwashers, Microwaves, Fridges</p> <p>Kettles</p>		<p>To be cleaned inside and out daily</p> <p>To be cleaned at least twice a day, immediately if spillage.</p> <p>Staff to wash hands before &amp; after use.</p> <p>Staff to wipe after use.</p>
<p><b>Waste bins</b></p>	<p>Remove all lids from bins</p> <p>Empty</p> <p>Clean inside &amp; out with neutral detergent and warm water</p>	<p>At least three times a day and immediately if soiled</p> <p>In isolation room or if suspected illness, to bag waste &amp; securely keep for 72H before placing in the outside bin.</p>

<b>Mops and cleaning cloths</b>	Mop heads should be washed in warm water and detergent, rinsed and air dried	After daily use
	Reusable cloths must be laundered daily on a hot wash cycle (at least 60°C) in a washing machine and then tumble dried	After daily use

**Toy Cleaning Program**

<b>Item</b>	<b>Method</b>	<b>Frequency / Comments</b>
<b>Ipads &amp; Electronic Devices</b>	Clean with anti-bacterial wipes, as per the manufactory instruction.  Ensure no water seepage into equipment.	Immediately, if spillage / infection
<b>Soft toys – if shared.</b>	To be removed from setting and not used at all.	Not applicable
<b>Hard toys/items that go into the mouth or have been in contact with saliva or other body fluids.</b>	To be apportioned to the bubble & if put in mouth to be removed from use.  Clean with warm water and detergent, rinsed and dried thoroughly.  Alternatively, they may be washed in a dishwasher.  Soak in Milton for the evening & dry as part of scheduled class preparation.	After each child's use.  At the end of each day.
<b>Other hard toys e.g. dolls house, climbing frame.</b>	Not to be used during pandemic, to tape off / remove to ensure not used.	Not applicable

### Appendix III

First Aid Risk Assessment in School – this is a separate document provided in bubble packs & on SharePoint separately.

PPE (Masks & Gloves) provided in class, to be used if necessary for suspected cases.

First Aid Timetable

Two first aid staff will be on duty at all times.

First Aid Processes:

If you suspect a case of Covid-19 or someone (including you) becomes unwell, displaying the symptoms of Covid-19, which are:

- Cough
- Fever
- Flu like symptoms
- Shortness of breath

<https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/>

Please follow the following steps:

1. Staff member call FA. Tele No (15053) Willow Telephone.
2. FA member of staff attend to room, (with full PPE, don't be alarmed, it is for their own protection)
3. FA staff to keep to the 2m meter distance, where possible
4. Person removed, via fire door & escorted to the Willow room via the Fire Door.
5. Person isolated in one of the Willow rooms.
6. FA inform reception to ring parents for immediate collection.

### Appendix IV

See separate document for RA & Information provided by Little Sports Company for outside PE.

