



**WHOLE SCHOOL MANAGEMENT OF HEALTH AND SAFETY**

**Years 1 - 6**



***Risk Assessment for the full re-opening of school during the Coronavirus (COVID-19) pandemic***

**Date of this assessment:** 08<sup>th</sup> March 2021

**Name of competent person completing this assessment:** Lynette Clapham (Executive Head Teacher)

**Name of person(s) assisting with this assessment:** Eleanor Monnery (Senior Assistant Head) Ruby Hanif, Steph Canning, Hannah Kershaw (Assistant Heads), Danielle Clifford (Operations Manager)

**Name of person(s) or year group(s) affected:** All pupils & staff from year 1 to year 6.

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| <b>This Risk Assessment has been reviewed by the Chair of Governors, Head of School and Executive Head Teacher</b> |   |                        |   |
| <b>Chair of Governors</b>  |  | Executive Head Teacher |  |

| Risk rating   |   | Likelihood of occurrence |          |            |
|---------------|---|--------------------------|----------|------------|
|               |   | Probable                 | Possible | Remote     |
| Likely impact | <b>Major</b><br>Causes major physical injury, harm or ill health.       | High (H)                 | H        | Medium (M) |
|               | <b>Severe</b><br>Causes physical injury or illness requiring first aid. | H                        | M        | Low (L)    |
|               | <b>Minor</b><br>Causes physical or emotional discomfort.                | M                        | L        | L          |

| Identification of Hazard  | Risk Rating prior to action | Control Measures   | Risk Rating following action | HoS and SLT Review | Executive Head Review |
|---|-----------------------------|--|------------------------------|--------------------|-----------------------|
| <b>1) Morning Routine</b>   |                             |  |                              |                    |                       |
| How is the risk of transmission of Covid 19 minimised on arrival to school?                                     | H                           | <ul style="list-style-type: none"> <li>▪ Children are organised into year group bubbles.</li> <li>▪ A soft start to the day allows pupils to arrive at school in a socially distant fashion and parents to leave the school site immediately.</li> <li>▪ The Dining hall is closed and cannot be used as a thoroughfare.</li> <li>▪ Teaching Assistants monitor external doors as children enter the building and direct children into classrooms where their teacher is waiting.</li> <li>▪ Staff are proactive in supporting parents to be socially distant and ensuring parents go home quickly.</li> <li>▪ Leaders are actively encouraging staff and parents to wear masks at morning drop off.</li> <li>▪ Track and Trace QR codes are displayed in the entrance.</li> </ul>                           | L                            | SC/RH/HK/EM        | LC                    |
| What procedure is in place to prevent a child who is displaying Covid-19 symptoms entering the school building? | M                           | <ul style="list-style-type: none"> <li>▪ Staff are regularly updated on symptom updates and what to look for via email.</li> <li>▪ Children and parents are asked if they are well on arrival to school.</li> <li>▪ If a child is identified as being unwell before entering the building, their parents are told to take them home.</li> <li>▪ Class teachers are emailed an absence list daily to allow them to check that a child who has been isolating does not come into school until they are permitted to do so.</li> <li>▪ Parents receive regular updates via text and letter</li> <li>▪ EHT are updated daily on new cases and those with symptoms.</li> <li>▪ SLT work with the admin team to identify siblings and ensure that whole families are isolating if a child has symptoms.</li> </ul> | L                            | SC/RH/HK/EM        | LC                    |

| 2) Movement Around School & Contact Between Pupils, Staff and Parents    |   |  |   |                 |    |
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| How is pupil-to-pupil contact managed to reduce transmission?            | H | <ul style="list-style-type: none"> <li>▪ Movement around school is strictly timetabled to ensure that contact between year group bubbles does not happen.</li> <li>▪ There are no key stage assemblies. Instead, assemblies are delivered virtually, directly into classrooms.</li> <li>▪ Children will remain within their year group bubble at all times including lunch and break times.</li> <li>▪ Children are escorted to play and lunch to ensure they do not come into direct contact with anyone who is not in their year group bubble</li> <li>▪ Children are escorted to the toilet to ensure they do not come into close contact with other children and they wash their hands thoroughly.</li> <li>▪ Children are escorted to and lunch to ensure they do not have direct contact with those in other bubbles. Their hands are washed or sanitised before leaving the classroom.</li> </ul> | L | SC/RH/HK/<br>EM | LC |
| How is staff contact minimised to reduce transmission?                   | H | <ul style="list-style-type: none"> <li>▪ Staffing is strictly controlled and tracked. The same adults are in classes from day to day.</li> <li>▪ Adults do not move between the classes.</li> <li>▪ Staff have designated break times and only have contact with those in their year group bubble.</li> <li>▪ Cleaning products are available in staffroom spaces should staff want to use them.</li> <li>▪ Sanitiser is available in staff room spaces for staff to use on arrival and as they leave the space.</li> </ul>  | L | SC/RH/HK/<br>EM | LC |
| How do staff communicate to reduce the risk through face to face contact | H | <ul style="list-style-type: none"> <li>▪ Staff are not permitted to be in any other classroom but their own</li> <li>▪ Staff are not permitted to move between the buildings in which they are based.</li> <li>▪ Teacher communication with other staff through Google Hangout, Google Meet, Email or class telephones.</li> <li>▪ Phase meetings are carried out through Google Meet allowing teachers to remain in their own classroom.</li> <li>▪ Staff are directed to work from home for their PPA time or if staff meeting time is directed</li> <li>▪ SLT meetings are carried out through Google Meet</li> </ul>   | L | SC/RH/HK/<br>EM | LC |

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|   |   | <ul style="list-style-type: none"> <li>▪ Should it be essential to visit the office, they talk to staff through a protective screen.</li> <li>▪ Only those who work in that area can access the space along with SLT who can enter in an emergency.</li> <li>▪ Any papers or documents that need to be passed to the office are done so via the office 'post box'</li> <li>▪ Letters are emailed to parents to prevent admin staff delivering things to classrooms.</li> <li>▪ Room capacity signage is in place to limit the number of people authorised to be in a given space. Where social distancing is more difficult, staff have the option of wearing a visor.</li> </ul> |   |                 |    |
| How can parents communicate without entering the school building? | H | <ul style="list-style-type: none"> <li>▪ Parents can email or contact the school office via telephone to pass on messages.</li> <li>▪ Each year group has a dedicated email address where parents can make contact with class teachers.</li> <li>▪ Parents are not permitted to enter the building</li> <li>▪ If a parent arrives at school, staff communicate with them via the front door buzzer system.</li> <li>▪ If parents want to talk to teachers on the playground they are reminded to use the appropriate methods of communication.</li> </ul>   | L | SC/RH/HK/<br>EM | LC |
| <b>2 Hygiene</b>  |   |   |   |                 |    |
| How are spaces in school well ventilated?                         | M | <ul style="list-style-type: none"> <li>▪ Windows in classrooms, offices and communal spaces remain open at all times.</li> <li>▪ If it is raining, the windows may be pulled to slightly, still allowing for a flow of fresh air</li> <li>▪ Teachers will make the most of outdoor learning opportunities within their bubbles.</li> </ul>  | L | SC/RH/HK/<br>EM | LC |
| How is good hand hygiene ensured for all?                         | M | <ul style="list-style-type: none"> <li>▪ Classroom spaces have access to running water and hand soap in addition to anti-bacterial hand gel.</li> <li>▪ Hand sanitiser dispensers are installed in key areas of school, including on entry to the building, communal spaces and between classrooms. These are refilled daily and teachers can request refills using the helpdesk ticketing system.</li> </ul>   | L | SC/RH/HK/<br>EM | LC |

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|  |   | <ul style="list-style-type: none"> <li>▪ Children wash or sanitise hands on arrival to school, before break, after break, before lunch, after lunch and before they go home as a minimum. This is a non-negotiable.</li> <li>▪ Children are escorted to the toilet and adults check that hands have been thoroughly washed after each visit, before returning to the classroom. This also ensures year group bubbles do not cross.</li> <li>▪ Pupils are taught and reminded about regular handwashing for at least 20 seconds, as part of everyday life.</li> <li>▪ Additional signage is in place to remind everyone of the importance of regular handwashing.</li> </ul>                                   |   |                 |    |
| How is good general hygiene promoted for all?                      | H | <ul style="list-style-type: none"> <li>▪ Each classroom has a supply of tissues and paper towels</li> <li>▪ 'Catch/Bin/Kill' posters are displayed around school. Banners are places on the railings outside school to remind both pupils and parents.</li> <li>▪ Pedal bins are in each classroom to ensure the safe disposal of used tissues.</li> <li>▪ Children are taught and reminded regularly about the need to catch coughs and sneezes in a tissue or in their elbow.</li> <li>▪ Parents are reminded regularly of covid-19 symptoms and what to do if their child feels unwell.</li> <li>▪ A dedicated Covid area of the website holds up to date information to keep parents informed.</li> </ul> | L | SC/RH/HK/<br>EM | LC |
| <b>3 Classroom Space and Resources</b>                             |   |   |   |                 |    |
| How is the classroom space organised to promote social distancing? | H | <ul style="list-style-type: none"> <li>▪ Children are taught and regularly reminded not to be close to each other.</li> <li>▪ Age appropriate signs are in place to act as visual reminders.</li> <li>▪ Adults should remain at last 1m away from children in line with DfE Guidance.</li> <li>▪ Children are not permitted to get up and walk around the classroom.</li> <li>▪ Bookshelves of furniture have been turned around to prevent non-essential contact.</li> </ul>   | L | SC/RH/HK/<br>EM | LC |
| How are resources cleaned, in order to prevent transmission?       | M | <ul style="list-style-type: none"> <li>▪ Pupils from year 1 – 6 have their own pencil case/zip wallet containing pencils, pens, rulers and anything they will need to use frequently to complete their work.</li> </ul>   | L | SC/RH/HK/<br>EM | LC |

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|   |   | <ul style="list-style-type: none"> <li>▪ Where resources are used to complete learning, they are either cleaned with Milton or sprayed and left to dry overnight, or left for 48/72 hours before used again in line with DfE guidance.</li> <li>▪ On the occasions that resources need to be shared from class to class, they are cleaned and dried before being passed to the next class.</li> </ul>   |   |                 |    |
| How is the transmission of Covid prevented from being passed between home and school? | M | <ul style="list-style-type: none"> <li>▪ Essential items only are brought to school (coats, lunch boxes, water bottles etc</li> <li>▪ Coats are kept on pegs in classrooms</li> <li>▪ Pupils can return books which are read at home to a class box. These books are then kept in isolation for at least 72 hours before being used again.</li> <li>▪ Pupil exercise books remain in school.</li> </ul>   | L | SC/RH/HK/<br>EM | LC |
| <b>4 Break time and Lunchtime</b>   |   |   |   |                 |    |
| How is the risk of transmission controlled at break time?                             | M | <ul style="list-style-type: none"> <li>▪ Year group bubbles have staggered break times.</li> <li>▪ Pupils only move through school to go outside for break at their allocated time to ensure there is no cross over between year group bubbles.</li> <li>▪ Year group adults supervise their children at break to ensure that adults do not move between year group bubbles.</li> <li>▪ Children are supervised by adults as they move through school.</li> <li>▪ Children use tidy hands to help them remember not to touch anything around them.</li> <li>▪ Year groups will have exclusive use of their assigned playground at break and lunch times.</li> </ul> | L | SC/RH/HK/<br>EM | LC |
| How is the risk of transmission controlled in the dinner hall at lunchtime?           | H | <ul style="list-style-type: none"> <li>▪ Children either wash or sanitise their hands before leaving the classroom for lunch</li> <li>▪ Children are escorted to the dinner hall and supervised as they wait for lunch.</li> <li>▪ Children have their lunch in their year group bubbles</li> <li>▪ Only one, year group bubble will be allowed to eat in the dinner hall at a time. Lunchtime has been extended to accommodate this approach.</li> <li>▪ Tables, seats and touch points in the dinner hall are wiped down before the new year group bubble enters the space.</li> </ul>  | L | SC/RH/HK/<br>EM | LC |

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|   |                 | <ul style="list-style-type: none"> <li>▪ Pupils sit evenly spaced at tables to help exercise some social distance</li> <li>▪ Staff serving food wear mask</li> <li>▪ Doors of the dinner hall will remain open at all times to allow a flow of air. Any windows will remain open to support ventilation.</li> <li>▪ Children sanitise hands as they come back into the classroom for lunch.</li> <li>▪ Lunchtime supervisors are contracted by FM Management and have received training on the COVID guidelines for lunchtimes. The follow guidance set out by the DfE and follow strict hand hygiene as they operate over the bubbles.</li> </ul> |   |                 |    |
| How is the transmission controlled during staff breaks?         | H               | <ul style="list-style-type: none"> <li>▪ Staff have a designated break and lunchtime and a designated space to take this break.</li> <li>▪ Additional space for staff breaks has been organised. Room capacity limits are in place in all these spaces.</li> <li>▪ Staff are told to bring in their own lunch kit including cutlery.</li> <li>▪ Staff can bring flasks of tea and coffee into school which are made at home.</li> </ul>  | L | SC/RH/HK/<br>EM | LC |
| How is the risk of transmission minimised as the children play? | H               | <ul style="list-style-type: none"> <li>▪ Children sanitize their hands before lunch.</li> <li>▪ Each year group bubble class has a box of equipment that is used at lunchtime which is not passed between other year groups. This can easily be identified by colour.</li> <li>▪ Children are reminded to play more socially distant games at a 1m distance.</li> <li>▪ Staff monitor distance between the children and support them with this where possible.</li> <li>▪ Children sanitise hands on re-entry to the classroom.</li> <li>▪ The pirate ship is cleaned daily.</li> </ul>  | L | SC/RH/HK/<br>EM | LC |
| <b>5</b>  | <b>Cleaning</b> |  |   |                 |    |
| How regularly are classroom and office areas cleaned?           | M               | <ul style="list-style-type: none"> <li>▪ Classrooms are thoroughly cleaned at the end of each day.</li> <li>▪ In addition, a touch point clean takes place each lunchtime. This includes the cleaning of toilets.</li> <li>▪ Each classroom is provided with Anti-Bacterial spray and cloths allowing staff to wipe down surfaces and touch points as often as they feel needed.</li> </ul>  | L | SC/RH/HK/<br>EM | LC |

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|   |   | <ul style="list-style-type: none"> <li>▪ Pedal bins are emptied daily or more often if needed.</li> <li>▪ A deep clean timetable is in place. Classrooms are deep cleaned on a rota basis.</li> </ul>   |   |                 |    |
| Are cleaning products used effective and fit for purpose?   | H | <ul style="list-style-type: none"> <li>▪ Selgiene extreme, Anti bac spray Bio products are used to clean surface areas.</li> <li>▪ FM Management are contracted to carry out cleaning in school. Their staff have received additional training.</li> <li>▪ Classrooms are 'fogged' fortnightly or after a positive case.</li> </ul>   | L | SC/RH/HK/<br>EM | LC |
| <b>6 Evacuation Procedures</b>  |   |   |   |                 |    |
| How will you ensure children and staff can evacuate the building safely in the event of a fire?     | L | <ul style="list-style-type: none"> <li>▪ Fire evacuation procedures will remain in place as per Health &amp; Safety guidelines.</li> <li>▪ Fire evacuation points have been revisited to allow them to be as socially distanced as possible in an emergency.</li> <li>▪ Staff are familiarised with fire evacuation procedures at the beginning of each year.</li> <li>▪ The Fire Alarm is tested each Wednesday afternoon.</li> <li>▪ Children will sanitise their hands on re-entry to the building.</li> </ul>                                       | L | SC/RH/HK/<br>EM | LC |
| How will you ensure children are safe in the event of invacuation?                                  | M | <ul style="list-style-type: none"> <li>▪ The existing invacuation procedures remain in place.</li> <li>▪ Staff know they have a duty of care to safeguarding our pupils</li> </ul>  | L | SC/RH/HK/<br>EM | LC |
| <b>7 Relationship Policy and Pupil Welfare</b>  |   |   |   |                 |    |
| How will pupils be supported to meet school expectations for behaviour and conduct?                 | M | <ul style="list-style-type: none"> <li>▪ Senior Leaders will have reviewed and amended the school Relationships Policy</li> <li>▪ The school relationship policy is embedded.</li> <li>▪ A weekly virtual assembly will be held in classrooms to support pupil understanding of our 'Ready, Safe, Respect' approach.</li> <li>▪ If staff identify children to be struggling, they will be referred to their phase leader for advice and support.</li> <li>▪ Senior Leaders will involve parents in supporting their child where appropriate.</li> </ul> | L | SC/RH/HK/<br>EM | LC |
| How will pupils be supported to understand their feelings and emotions are their Covid experiences? | M | <ul style="list-style-type: none"> <li>▪ Class teachers will hold circle times and regular time to talk and discuss anything they identify as worrying the children.</li> <li>▪ The soft start to the day will allow opportunity for children to settle in and speak to adults in their room about anything they need to.</li> </ul>  | L | SC/RH/HK/<br>EM | LC |



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|  |   | <ul style="list-style-type: none"> <li>Daily emotional morning check-ins will allow adults in the classroom to unpick and support any anxieties.</li> </ul>  |   |                 |    |
| <b>9 End of Day Pick Up</b>  |   |  |   |                 |    |
| How will the end of the day routine be managed to reduce transmission? | H | <ul style="list-style-type: none"> <li>Senior Leaders will be present across the school site at the end of the school day, to co-ordinate operations and ensure parents leave the school site and make their way home immediately.</li> <li>Parents will be unable to speak to teachers at this time and will be told to use the established channels of communication.</li> <li>Pick up begins at 2.45pm (Year 1 and Year 3) until 3.10pm</li> <li>Classes line up at their pick up point for parents to be collected.</li> <li>Staff are proactive in supporting parents to be socially distant and ensuring parents go home quickly.</li> <li>Leaders are actively encouraging staff and parents to wear masks at pick up.</li> </ul> | L | SC/RH/HK/<br>EM | LC |
| How are parents supported to adhere to social distancing expectations? | H | <ul style="list-style-type: none"> <li>Banners at the key entry points to the school site will encourage social distancing and re-iterate the basic guidelines for staying safe at school.</li> <li>Senior Leaders are present across the school site at the start and end of the school day, reminding parents to leave the site promptly and to keep their distance.</li> <li>Parents receive regular reminders about social distancing and asking for one parent only to drop off/pick up.</li> </ul>   | L | SC/RH/HK/<br>EM | LC |
| <b>8 First Aid</b>   |   |  |   |                 |    |
| How will children be supported who need first aid?                     | M | <ul style="list-style-type: none"> <li>Both the West Wing and Main Building have designated First Aid Areas.</li> <li>Each bubble has a first aider they can access when needed.</li> <li>The school will follow guidance on the use of PPE. PPE is available for staff who choose to wear this, where close contact needs to take place in order to administer First Aid.</li> <li>PPE will be worn if a child already has routine intimate care needs.</li> <li>PPE is situated outside the First Aid rooms.</li> <li>Adults will continue to be trained on the correct use of PPE.</li> <li>Classrooms have access to an emergency aid kit so that first aid can be administered within a classroom if appropriate.</li> </ul>        | L | SC/RH/HK/<br>EM | LC |

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|  |   | <ul style="list-style-type: none"> <li>▪ Lunchtime staff have their own first aid bum bag for use during lunchtime. They only come inside where incidents are more serious.</li> <li>▪ First aid kits and bum bags are left at the office to be replenished.</li> <li>▪ Details of first aiders can be found on posters, which are displayed around school.</li> </ul>  |   |                 |    |
| How are children supported with existing medical needs?  | M | <ul style="list-style-type: none"> <li>▪ Class teachers are aware of children with medical conditions who are in their class.</li> <li>▪ Inhalers are kept in classrooms</li> <li>▪ Each year group bubble has a first aider- more support staff are being trained to ensure each class has a First aider further reducing contact.</li> <li>▪ Those who support children with intimate care wear PPE</li> </ul>  | L | SC/RH/HK/<br>EM |    |
| <b>9 Covid Positive</b>  |   |   |   |                 |    |
| What procedure is in place if a child or adult becomes unwell with Covid-19 symptoms whilst at school? | H | <ul style="list-style-type: none"> <li>▪ Anyone who develops symptoms of COVID-19 whilst in school will immediately be isolated in the isolation room.</li> <li>▪ SLT will be notified via a dedicated WhatsApp group.</li> <li>▪ The member of staff supporting will put on full PPE before entering the room.</li> <li>▪ Their symptoms will be monitored for 10 – 20 minutes.</li> <li>▪ Parents will be contacted and asked to collect their child from school as soon as possible.</li> <li>▪ On collection the parents will be told to book a Covid test for their child as soon as possible and self-isolate whilst they do this.</li> <li>▪ They will be asked to confirm the test outcome to school.</li> <li>▪ Once the child has left, the isolation room will be cleaned and a sign placed on the door to confirm that this has been done.</li> <li>▪ A flow chart has been produced to help everyone understand this procedure.</li> </ul> | L | SC/RH/HK/<br>EM | LC |
| What procedure is in place if an adult or child tests positive for Covid-19?                           | H | <ul style="list-style-type: none"> <li>▪ The Executive Headteacher who will contact PHE quoting the appropriate reference number. They will then contact Bradford Council</li> <li>▪ The school will cooperate fully with Public Health England recommendations.</li> </ul>   | L | SC/RH/HK/<br>EM | LC |

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|  |  | <ul style="list-style-type: none"><li>▪ Anyone with a positive test result will be instructed to stay at home. They should follow the Government guidance and remain at home for 10 days</li><li>▪ They will be allowed to return to school at the end of the isolation period providing they have not had a temperature for two consecutive days.</li><li>▪ When someone tests positive, we will remind them that anyone in their household will also be required to self-isolate and get tested if they display symptoms.</li></ul> |  |  |  |
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