

## RISK ASSESSMENT FORM

**Part A**

<b>DEPARTMENT/ SERVICE</b>			Aire Valley Nursery Schools Federation – Midland Road Nursery School						
<b>Assessor/ Person(s) assisting with the assessment</b>		Acting Headteacher		<b>DATE</b>	02/01/21				
<b>TASK / ACTIVITY</b> <small>(Include duration and frequency of task activity)</small>		<b>Full opening of the school from 3<sup>rd</sup> September 2020 during Covid-19</b>							
<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)	<b>B</b>	New Employees	<b>F</b>	Visitors
	3 Possible	LOW (3)	LOW (6)	MEDIUM (9)	HIGH (12)	<b>C</b>	Contractors / Sub-Contractors	<b>G</b>	Volunteers
	4 Probable	LOW (4)	MEDIUM (8)	HIGH (12)	HIGH (16)	<b>D</b>	Young person / Work experience	<b>H</b>	Clients / Service users
	5 Very Likely	LOW (5)	MEDIUM (10)	HIGH (15)	HIGH (20)	<b>Likelihood of occurrence X Severity of outcome = Risk Rating</b>			
<b>Example:</b>									
Likelihood (possible 3) X Severity (Moderate 3) = Risk Rating (Medium 9)									

### System of controls

#### Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID19) symptoms or who have someone in their household who does or have been advised by NHS test and trace to self-isolate, do not attend settings
- 2) Where recommended, the use of face coverings
- 3) Clean hands thoroughly and more often than usual
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents
- 6) Minimise contact between groups of children where possible
- 7) Where necessary, wear appropriate personal protective equipment (PPE)
- 8) Keep occupied spaces well ventilated

Numbers 1, 3, 4, 5 and 8 must be in place in all settings all the time.

Numbers 2 and 6 must be properly considered, and settings must put in place measures that suit their particular circumstances.

Number 7 applies in all specific circumstances.

### **Response to any infection**

- 9) Engage with the NHS Test and Trace process
- 10) Manage and report to Ofsted and the PHE advice line confirmed cases, of coronavirus (COVID-19) amongst the setting community
- 11) Contain any outbreak by following local health protection team advice

Numbers 9 to 11 must be followed in every case where they are relevant.

On Monday 4<sup>th</sup> January the Prime Minister announced a national lockdown. Our school remains fully open to all Early Years children.

Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
<p><b>Site Access-</b> Staff arrival, children's arrival and numbers of entrances open, security and social distancing, visible guidance, lines on ground, signs etc. Start and finish times. <b>See also social distancing and pupil well-being.</b></p>	<p>A - H</p>	<p>Staff, parents/carers, students, volunteers and visitors advised to adhere to 2 metre social distancing rules on entry into and exit from school premises.</p> <p>Senior leaders available to welcome children and support entry and exit procedures.</p> <p>Children and parents attending the 3-4years classrooms to gain access via the playground gate located by the car park.</p> <p>Children to be escorted by their parent to the handwashing stations outside the appropriate classrooms.</p> <p>Every child should wash their hands at the handwashing stations outside the classrooms for at least 20 seconds with their parent support. School staff will provide support through teaching and singing the handwashing song. Hands should also be washed regularly throughout the day, before and after eating, when children leave and after using a tissue as part of the NHS's Catch it, Bin it, Kill it strategy.</p> <p>Parents should then stand in the veranda area outside the classroom and drop off their child.</p> <p>Practitioners will greet children at the classroom door. Parents can then leave via the playground gate. On collecting children, parents should wait behind the fence in the playground and a member of staff will bring their child out to them.</p> <p>Children and parents attending the yellow or red room should gain access via the main entrance. These children will</p>	<p>15</p>	<p>Social distancing signs in place to ensure 2 metre spacing at waiting points on the school premises.</p> <p>Start and finish times operate across a period of time to avoid queueing. Blue, green, purple room – drop off 8:45-9:15am or 12:30-12:45pm Pick up 11:30-11:45am or 3:15-3:30pm</p> <p>New pedestrian access gate installed near to the playground gate for ease of access.</p> <p>Information about children to be communicated to parents/carers verbally on collection as usual. General information matters will be conveyed digitally by email, text, facebook, website or via post. Telephone calls will be made to parents during the day to inform them of any urgent matters.</p> <p>Walkie talkies in use throughout the building to assist staff and senior leaders in entry and exit procedures and to alert the team to any potential issues.</p>	<p>9</p>

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		<p>generally be arriving at various different times due to paying for extended day provision. The parent and child should sanitize their hands together on entry.</p> <p>Admin team to contact a member of staff to collect each child via the walkie talkies. A familiar member of staff will collect each child from Reception. The staff member must then escort the child to the classroom and they should both wash their hands together.</p> <p>This process will be repeated when parents/carers collect their child at the end of the session.</p> <p>Parents/carers advised that only one parent may collect or drop off children to avoid social distancing problems.</p> <p>Parents/carers not allowed into the main part of the building unless essential to children's well- being.</p>			
<b>Infection Control-</b> see also cleaning and social distancing	A-H	<p>Hand sanitiser in entrance vestibule and the portacabin entrance area for use by staff, visitors and parent/carer.</p> <p>Admin staff to keep glass window closed between office and reception area. Only to be opened to accept paperwork /deliveries.</p> <p>Desks, telephones and workstations to be cleaned with antiviral wipes before and after use. Staff to avoid sharing equipment and workstations as much as possible. Clean down equipment between use.</p> <p>Staff to avoid touching their face.</p> <p>On entry staff <b>MUST</b> sanitize their hands before signing in.</p>	12	<p>Hand washing routines must be built into everyday school culture, and staff to ensure younger children and those with complex needs understand the need to follow them. Skin friendly cleaning wipes can also be used as an alternative.</p> <p>Hand sanitiser dispenser installed in the entrance for staff, parents/carers, students, volunteers and visitors to use. Lidded (and where possible foot pedal operated lidded bins) available in each room. Catch it, bin it, kill it visual signs on all lidded bins. Bins are emptied at lunchtime as well as</p>	9

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		<p>Once through the inner security door staff <b>MUST</b> wash their hands in the toilets. Staff must regularly carry out hand washing with soap for at least 20 seconds, including before and after eating, between activities and after moving from outside to inside with the children.</p> <p>A supply of disposable tissues to be available in all areas to ensure implementation of the “Catch it, bin it, kill it.” Strategy from NHS England.</p> <p>Children encouraged to cough into their elbow if no tissue available.</p> <p>Every child should wash their hands before entry to the classroom for at least 20 seconds with parental support. Hands should also be washed regularly throughout the day.</p> <ul style="list-style-type: none"> <li>• when they arrive at the setting</li> <li>• when they return from breaks</li> <li>• when they change rooms</li> <li>• before and after eating</li> <li>• when they leave the setting.</li> </ul> <p>Regular and thorough hand cleaning is needed for the foreseeable future.</p> <p>Use outdoor areas as much as possible.</p> <p>All rooms should be well ventilated whilst maintaining a comfortable teaching environment.</p> <p>This will be achieved by opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks</p>		<p>the end of the day and again if there is a suspected corona virus case in school- see also <b>Cleaning after a suspected or confirmed case of Coronavirus.</b></p> <p>Some children and young people with special educational needs, may be unable to follow social distancing guidelines, or require personal care support. In these circumstances, staff need to increase their level of self-protection, such as minimising close contact (where appropriate), cleaning frequently touched surfaces, and carrying out more frequent handwashing.</p> <p><b>As part of the NHS Test and Trace process staff members, students and volunteers and parents/carers will need to be ready and willing to:</b></p> <ul style="list-style-type: none"> <li>-<b>book a test</b> if they are displaying symptoms. <b>Staff and children must not come into the setting if they have symptoms</b> and must be sent home to self-isolate if they develop them in the setting. All children can be tested, including children under 5, but children under 11 will need to be helped by their parents or carers if using a home testing kit</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> </ul>	

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		<p>to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</p> <p>Natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</p> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures will also be used as appropriate:</p> <ul style="list-style-type: none"> <li>• opening high level windows in preference to low level to reduce draughts</li> <li>• increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused)</li> </ul> <p>Each year group to use their own designated outdoor area. Cleaning with virucidal spray to be conducted after each group use.</p> <p>The main symptoms of corona virus are: -a high temperature -a new continuous cough -a loss of, or change to, your sense of smell or taste.</p> <p>If anyone in the setting has symptoms of coronavirus (COVID-19): -a high temperature, -new and persistent cough or -a loss of, or change in, normal sense of taste or smell (anosmia), however mild, they should self-isolate for at least <b>10 days</b></p>		<p><b>-self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19) symptoms</b></p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS website, or ordered by telephone via NHS 119 for those without access to internet. Essential workers, which includes anyone involved in education or childcare, have <a href="#">priority access to testing</a>.</p> <p><b>Parents, carers and staff, students and volunteers to immediately inform the school of the results of the test:</b></p> <p>If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.</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</li> </ul>	

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		<p><b>from when their symptoms started;</b> or if they are not experiencing symptoms, but have tested positive for coronavirus (COVID-19), they should self-isolate for at least <b>10 days starting from the day after the test was taken.</b> If they have tested positive whilst <b>not experiencing symptoms</b>, but develop symptoms during the isolation period, they should <b>restart the 10 day isolation period from the day they develop symptoms.</b></p> <p>All staff have been offered online Coronavirus training course.</p> <p>Parents, staff, students and volunteers and pupils are encouraged to walk or cycle to school if possible.</p> <p>Parents advised not to use public transport where possible.</p> <p><b>Water area</b> – washing up liquid added <b>Sand area</b> – Small sand trays are provided for groups of children to access. This is rotated through the week. <b>Dough area</b> – Fresh dough made at the start of the week and small sections are provided to children daily as required, then disposed of. <b>Role play</b> – Face coverings and cloth hats removed. Hard hats can be washed after use. Rotate clothing available to children. <b>Sensory room</b> – clean down after each use Books – Rotated daily. <b>Bedding</b> – To be washed straight after use. Bedding is not shared and children are spaced apart when sleeping.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.</p>		<p>face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none"> <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>If someone with symptoms tests positive, they should follow the <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days from the day after the individual tested positive.</p> <p><b>Side effects of children taking a vaccination or teething</b></p>	

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		<p>Resources that are shared between classes or bubbles, such as in the Orange room will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Ozone cleaning products will be used in each room daily to eliminate any remaining traces of bacteria and viruses.</p> <p>Staff should inform the leadership team if they are planning to go abroad during holiday periods so that if self-isolation is required on arrival back in the UK the dates can be checked to ensure staff are not absent during term time periods.</p>		<p>Vaccines may cause a mild fever in children. This is a common and expected reaction, and isolation is not required unless coronavirus (COVID-19) is suspected.</p> <p>Whilst teething can cause some known side effects such as flushed cheeks and sore gums, <a href="#">NHS guidelines</a> state that fever is not a symptom of teething.</p> <p>Parents and carers should monitor side effects from a vaccination or teething, and if they are concerned about their child's health, they should seek advice from their GP or NHS 111.</p> <p>If coronavirus (COVID-19) is suspected, settings should follow the advice in the <a href="#">system of controls</a>.</p>	
<b>Cleaning-increased cleaning needed</b>	A-H	<p>All frequently touched surfaces, equipment, toys, books, light switches, door handles and plates, grab rails in corridors and stairwells, toilets and sinks used during the day both inside and outside to be cleaned thoroughly and more frequently each day with virucidal spray.</p> <p>Stringent cleaning for food preparation and dining areas and table coverings in classrooms with virucidal spray.</p>	12	<p>All items that are laundered e.g. towels, flannels, bedding are not shared by children between washes</p> <p>Staff and parents informed that children should not bring toys into school. Soothers are permitted, but must be appropriately cleaned on arrival or remain in school and be washed every evening.</p>	9



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		<p>All unnecessary items removed from learning environments, where there is space to store them elsewhere. All soft toys and toys that are hard to clean, such as those with intricate parts have been removed. Soft furnishings e.g. pillows, cushions, bean bags and rugs have been re-introduced in parts of the provision to aid comfort. These need to be washed daily or rotated to reduce the spread of infection.</p> <p>Toys and equipment that are shared can easily be cleaned between groups use.</p> <p>Enhanced cleaning regimes in place.</p> <p>Kitchen food deliveries to be supplied as normal through the kitchen side entrance ensuring social distancing rules.</p> <p>Outdoor playground equipment will be more frequently cleaned.</p> <p>Pupils must limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats and bags.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p> <p>Education staff have priority access to testing.</p>		<p>New virucidal deep cleaning machine on order for use across all areas at the end of the day.</p> <p>When using virucidal spray leave on the surface for the required amount of time (as indicated on the label of the product) before wiping down.</p> <p>All procedures covered on staff training sessions.</p> <p>Large amounts of hand sanitiser could be a fire hazard and will be stored in the metal container outside.</p>	

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<b>Cleaning after a suspected or confirmed case of Coronavirus. See also Response to suspected COVID-19 case</b>	A-H	<p>Cleaning to be completed in all affected areas with PPE to be worn-disposable gloves, apron, facemask, and eye protection.</p> <p>Disposable cloths or paper roll and mops should be used and disposed of as detailed below.</p> <p>On disposal these should be tied and double bagged, then marked and stored securely for 72 hours or until the individual's test results come back as negative, Then the waste can be thrown away in the external council bins.</p> <p>Hands should be washed with soap and water for 20 seconds after all PPE has been removed</p> <p>Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors but which are not visibly contaminated with bodily fluids can be cleaned thoroughly as normal.</p> <p>Dirty laundry that has been in contact with an unwell person can be washed with other people's items. Do not shake dirty laundry, this minimises the possibility of dispersing the virus through the air.</p> <p>Clean and disinfect anything used for transporting laundry with virucidal spray.</p> <p>Use the ozone machine in the areas where people with symptoms have been isolating.</p>	15	<p>Staff training on these cleaning procedures and the correct use and take off of a mask.</p> <p>Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be double bagged, then stored securely for 72 hours before being thrown away in the external council bins.</p>	12
<b>Social Distancing</b> - For example, staggered social	A-H	<p>Green, Blue and Purple room will form one bubble.</p> <p>Red room and Yellow room will be a separate bubble.</p>	12	The use of communal spaces in school will be managed to limit the amount of mixing between groups as much as possible.	9

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times, children and staff working in 'pods', one way systems, entrances and exits		<p>Groups of children will be organised so that there is no mixing between groups wherever possible.</p> <p>Brief, transitory contact, such as passing in a corridor or when moving to a different part of the school is low risk.</p> <p>Separate entrances in place for the different rooms and groups of children.</p> <p>Ensure that classroom toilets do not become overcrowded by limiting the number of children that use the toilets at any one time.</p> <p>Office workstations spaced out and desks arranged to ensure 2 metre social distancing system with increased staff in school. No more than <b>three</b> people in the main reception office at any one time.</p> <p>Any staff, students or volunteers requiring access to the office spaces or photocopier should wait at the entry door and communicate their needs to the admin staff or senior leader before entering to ensure social distancing can take place.</p> <p>Staff, students and volunteers are not permitted to move around the building with children, for example, they must not visit the photocopier, etc. Staff and children <b>MUST</b> remain in their designated classroom and outdoor space throughout the day.</p> <p>Staff, students and volunteers to use designated toilets. Female staff should use the toilet in the main corridor. Male staff should use the male toilet in the corridor. Office based staff should use the disabled toilet in the corridor.</p>		<p>Staff lunchbreaks are staggered to avoid overcrowding in the staffroom. Green, Blue and purple rooms to commence their lunchbreak at 11:45am. All staff will use the main staffroom. Please ensure social distancing is maintained.</p> <p>Red room staff to commence lunch breaks at 11:30am. Yellow room to commence lunchbreaks from 12:15pm.</p> <p>Admin team and leaders to take lunch breaks after teaching staff from 12:30pm onwards to ensure social distancing.</p> <p>Maximum of 3 adults in the main reception office.</p> <p>Staff, students and volunteers to wait at door entry points to office spaces and make requests for items, rather than walking straight in.</p> <p>Children in the early years cannot be expected to remain 2 metres apart from each other so staff. ensure:- -reduction in close face to face contact with children e.g. cuddle from behind. -parents are advised to keep children with any symptoms at home. -staff who are symptomatic do not attend work and are tested.</p>	

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		School will keep a record of any accidental close contact between groups of children.		<p>- frequent hand cleaning and good respiratory hygiene practices of catch it, bin it, kill it. -regular cleaning of setting. -minimising contact and mixing.</p> <p>On sunny days sun lotion to be applied by parents/carers prior to school drop off and where possible include 20 minute exposure without sun lotion first for benefits of vitamin D. Staff to re-apply sun lotion when needed using disposable gloves which are changed with each child.</p>	
<p><b>Pupil Well-being -</b> See also <b>Parent and family well-being and Access for Learning.</b></p>	E	<p>Parents/carers not allowed into the building unless essential to children's well-being. As some children will not have been attending for a number of weeks and may be feeling anxious, work with parents/carers, children and familiar staff to support this process.</p> <p>Children that are upset on returning to school can be supported in the outdoor areas with activities that interest them. Staff should encourage their parent to stay and play outside until the child settles.</p> <p>All children who normally access education and childcare are strongly encouraged to attend so that they can gain the learning and wellbeing benefits of early education.</p> <p>Children in the extremely clinically vulnerable (shielding group) can attend school unless directed not to attend by their GP. Children with a household member in this group should also attend school.</p>	12	<p>Refer to Safeguarding Policy addendum and Learning and Teaching Policy During Covid-19, including online Learning and Teaching already shared with staff.</p> <p>Use the Leuven scales as a useful tool to help monitor children's well-being.</p> <p>Staff to consider resilience factors when working with children and support children's resilience through intuitive interactions, listening, sensitive relationships.</p> <p>School will work with local authorities, midwives and health visitors where relevant, to monitor the welfare of vulnerable children and/or other children they may wish to keep in touch with for</p>	9

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		<p>Staff to plan how all children will be supported to address the specific issues that may have arisen due to coronavirus, taking into account children’s individual needs and circumstances. The coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some children. Be alert to harm that may have been hidden or missed while they have not been attending settings. Consider the mental health, pastoral or wider health and wellbeing support children may need, including with bereavement, and how to support them to transition into the setting after a long period of absence.</p>		<p>safeguarding purposes.</p> <p>Involve parents and carers to identify specific support for children and how children’s needs may have changed and to prepare for their return to your setting.</p> <p>Individual children’s risk assessments in place and communicated to staff where needed.</p> <p>Parents / Carers will continue to be involved through standard (phone, text, email, post and socially distanced conversations) as well as virtual communication, in planning and agreeing any changes to support for children with needs including EHC plans.</p> <p>Sleeping children should be spaced apart on the wipe down mats. All bedding to be washed immediately.</p> <p>A very small number of children no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to the settings, usually at their next planned clinical appointment. You can find more in <a href="#">Shielding guidance for children and young people</a> from the Royal College of Paediatrics and Child Health (RCPCH)</p>	

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Staff well-being	A B	<p>Staff, students and volunteers can access mental health support at this NHS website <a href="https://www.nhs.uk/oneyou/every-mind-matters">https://www.nhs.uk/oneyou/every-mind-matters</a></p> <p>The DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <a href="#">extra mental health support for pupils and teachers</a> and <a href="#">Wellbeing for Education return programme</a> is available. The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>Regular staff contact by text, email, face to face and phone through line management. Virtual team meetings.</p> <p>Existing programme of staff well- being and positive mental health support and training.</p> <p>The governing body has produced a well-being leaflet for staff.</p> <p>While further research is awaited, protecting those who are at higher risk (male, older, BAME and pregnant, those with pre-existing health conditions as well as the group where several factors intersect) will benefit all staff, and services. Individual risk assessment will be completed as required. BAME individual risk assessments have been completed.</p> <p>All individuals with underlying health conditions have been individually risk assessed.</p> <p>The scientific evidence shows that the majority of staff will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. There is no need for anything other</p>	12	<p>PPE is will be needed for children whose care routinely already involves the use of PPE, or if a distance of 2 metres cannot be maintained from any child displaying coronavirus symptoms. See also <b>Response to suspected COVID-10 case</b> -</p> <p><b>And Cleaning after a suspected or confirmed case of Coronavirus</b></p> <p>Coronavirus staff well- being and positive mental health training and staff feedback questionnaire.</p> <p>Although there is no evidence to suggest that Vitamin D gives specific protection against COVID-19 or prevents complications associated with the virus, low levels of Vitamin D may predispose to severe infection. Staff can get their Vitamin D levels tested, especially BAME staff members. Vitamin D supplements and exposure to sunlight for 20 minutes without sun lotion is advised if vitamin D levels are low.</p>	9

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		<p>than normal personal hygiene and washing of clothing following a day with no concerns in school.</p> <p>Staff well-being is discussed as the first agenda item on all team meetings.</p> <p>Leaders encourage all staff members to speak up and talk about any concerns or issues.</p>			
<b>Parent and family well-being</b>	E H	<p>What's Happening at home and free resources for you and your child, already in place with home learning support, staff videos of stories and songs, regular information including on Safeguarding and mental health and well-being support available from either school or the local authority.</p> <p>Families that are reluctant to send their child back to school will be contacted weekly and some face to face contact will be encouraged.</p> <p>Parents will be sent regular information and signposted to the website, Facebook pages, Early Essence as well as regular texts and letters with updates on information.</p> <p>Parent letters and communications sent out prior to starting with advice and links to the back to school safely campaign <a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a></p> <p>Welcome meetings to be held virtually for new parents.</p> <p>Virtual tours of the setting available on facebook or the website for parents to view.</p>	12	<p>Parents / Carers will continue to be involved through standard (phone, text, email, post and socially distanced conversations) as well as virtual communication, in planning and agreeing any changes to support for children with needs including EHC plans.</p> <p>Staff and the parental Involvement Officer to plan virtual coffee morning groups, including events for new starters in September.</p>	9

Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
<b>Access to learning</b>	E	<p>The priorities at this time are helping young children to settle back into the setting and focussing on the prima areas of learning. Continuing to support their early language and communication skills is essential. Children who have had limited opportunities for exercise should be encouraged to exert themselves physically. The school will deliver the EYFS learning and development requirements. Stories, singing and games will be used to help children to socialise and resettle into familiar everyday routines.</p> <p>Staff will plan how children can learn in age-appropriate ways about how they can keep themselves safe, including regular handwashing and using tissues. This will be achieved through games, songs and repetition. See also annex B of the planning guide for early years and childcare.</p> <p>Particular care will be taken when children engage in music, dance and drama. Group singing will be limited to one whole class.</p> <p>Additionally, any background or accompanying music will be kept to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on <a href="#">handling equipment</a>.</p> <p><b>Playing outdoors</b> Playing instruments and singing in groups should take place outdoors wherever possible.</p>	12	<p>Organise indoor and outdoor spaces to minimise the sharing of resources between groups. For example, for painting, sticking, cutting and outdoor construction activities, which should be thoroughly cleaned before and after use by different groups. Malleable resources, such as play dough, should not be shared between groups.</p> <p>Staff will plan to use the outdoor spaces as much as possible as this can limit transmission.</p> <p>Readjustment to the routines in a setting may prove more challenging for under 3s and some children with SEND, Therefore staffing ratios are higher in these groups to support the children in their care. All staffing meets minimum EYFS requirements.</p> <p>A qualified teacher will be on site at all times.</p>	9



Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
		<p><b>Playing indoors</b> If playing instruments indoors, numbers will be limited to account for ventilation of the space. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p> <p><b>Singing, wind and brass playing</b> Singing should not take place in groups larger than one whole class.</p> <p><b>Social distancing</b> In the smaller groups where these activities can take place, staff should encourage social distancing between children if possible.</p> <p><b>Seating positions</b> Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.</p> <p>Supervised toothbrushing programmes will be completed using the dry brushing method.</p> <p>Trips to outdoor public places will not take place during the lockdown period. Once this period of lockdown ends then the following will apply. Trips that take place do not need to be <a href="#">limited to 6 people</a>, provided:</p>			

Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
		<ul style="list-style-type: none"> <li>• it is for the purpose of education or childcare</li> <li>• they remain within the EYFS staff child ratios</li> <li>• they conduct a risk assessment in advance</li> <li>• the risk assessment demonstrates that they can remain socially distant (2 metres) from other people and groups, wherever possible</li> <li>• good hygiene is maintained throughout</li> <li>• thorough handwashing happens before and after the trip</li> <li>• the trip is carried out in line with relevant <a href="#">local restriction tier</a> guidance and coronavirus (COVID-19) secure measures on transport and at the destination</li> <li>• appropriate insurance arrangements are in place</li> </ul> <p>What's Happening will continue to provide parents/carers with relevant learning support for their children including staff videos on stories and songs and links to relevant early years sites including Hungry Little Minds, the BBC's Tiny Happy People and the 50 things to do before your 5 app.</p>			
<b>Online/Home Learning</b>	A-H	<p><b>All staff have been made aware of the code of conduct during Covid-19</b></p> <p>Parents are requested to join their children for any online meetings/group times taking place.</p> <p>All apps and websites are checked before being used or recommended for use with children.</p> <p>Children currently working at home are provided with weekly home learning packs to utilise at home.</p>	12	Refer to Safeguarding Policy addendum and Learning and Teaching Policy During Covid-19, including online Learning and Teaching already shared with staff, attendance policy and SEND policy	6

Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
		<p>Weekly dance sessions are posted online for children and parents to engage with at home.</p> <p>SENCO leads a weekly group time for children not currently attending.</p>			
<b>Handling Books</b>	A-H	<p>The amount of books available for children on a daily basis has been reduced and a rotation system is in place.</p> <p>The use of e-books and suitable reading related websites has been promoted through home learning information.</p>	12	<p>Children and adults to wash hands before and after handling books.</p> <p>All library books that are returned from children's homes should be placed in the designated box. These books will be quarantined for 72 hours before being displayed for home learning again.</p>	9
<b>Safeguarding</b>	A-H	<p>Responsibilities in respect of safeguarding haven't changed, referral routes remain the same.</p> <p>Staff will need to identify and support any vulnerable children and parents that return to settings, for example, by reporting to the safeguarding lead on duty so that they can be signposted to appropriate local services such as health visitors, mental health services, and domestic or substance abuse services, and school nurses where applicable.</p> <p>Registers of attendance monitored by Headteacher, LA and DfE.</p> <p>Parents and carers contacted by phone if not attending school.</p> <p>Information about vulnerable children gathered prior to start dates for external children.</p>	12	<p>Refer to Safeguarding Policy addendum and Learning and Teaching Policy During Covid-19, including online Learning and Teaching already shared with staff, attendance policy and SEND policy</p> <p>School will work with local authorities, midwives and health visitors where relevant, to monitor the welfare of vulnerable children or those who are not attending provision.</p> <p>Staff to be aware of concerns that may arise with families where previously we didn't have any concerns.</p> <p>Staff training on safeguarding and Keeping Children Safe in Education 2020 prior to opening in September 2020.</p>	9

Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
		A DSL will be onsite at all times.			
<b>Communication</b> - How does communication need to change? Parents/children without IT access.	E H	Ensure that emergency contacts are up to date. Parents and carers to be contacted by text, phone and letter at relevant stages of planning, ensure they understand their role and will be available to collect their child if necessary. Emergency contact details are checked through weekly contact phone calls with families of children not attending.  Ensure parents are aware of all new measures put in place to reduce risk of transmission of coronavirus, how this impacts them and their responsibilities in supporting this.  Ensure that all parents and carers understand that if a child has coronavirus symptoms, or there is someone in their household who does, they should not attend the setting under any circumstances. Ensure parents and carers are aware that all children attending the setting, and members of their household, will have access to a test if they display symptoms of coronavirus.	12	Bi-lingual staff and translation resources may be needed to ensure correct understanding of all the new procedures for a wider opening.	9
<b>Visitors on site</b> - Managements of planned and unplanned visits to site	A-H	External visitors to the setting are limited and only come into the building when strictly necessary, for essential services or essential support for a child's well-being. Visits that allow a vulnerable child to meet a social worker, key worker or other necessary support should continue on site. Visits for SEND therapies should also continue on site.  All visitors will be asked to wear a facemask while inside the building.	15	Any midwife appointments to be made in advance and a timetable to be handed in to the admin team. People attending appointment must wait in their car until asked to come into the building.  A spare supply of face coverings is available in the main reception for any visitors that do not have one.  A record will be kept of all visitors which	12

Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
		<p>Visitor badges changed to stickers that can be disposed of afterwards.</p> <p>New parents are permitted to see the provision on the first day and there after must drop off and collect their children at the allocated area. All transition visits to take place outside.</p> <p>Visitors <b>MUST</b> follow hand washing and sanitizing procedures.</p> <p>In instances where school needs to use other essential professionals such as social workers, speech and language therapists or counsellors, or other professionals to support delivery of a child's EHC plan, settings should assess whether the professionals need to attend in person or can do so virtually. Visits that allow a vulnerable child to meet a social worker, key worker or other necessary support should continue on site. Visits for SEND therapies should also continue on site.</p> <p>If they need to attend in person, they should:</p> <ul style="list-style-type: none"> <li>• follow guidance relevant to the setting</li> <li>• keep the number of attendances to a minimum</li> <li>• wash hands frequently</li> <li>• where possible to do so, maintain social distancing</li> <li>• be informed about the <a href="#">system of controls</a> in settings</li> </ul>		<p>follows the <b>guidance on maintaining records of staff, customers and visitors to support NHS Test and Trace</b>.</p> <p>Potential new parents wishing to view the school will visit after 3:30pm or they can access the virtual tours on the school website.</p>	
<p><b>Response to suspected COVID-10 case</b></p> <p>-</p> <p>See-</p>	<p>A-H</p>	<p><b>When an individual develops coronavirus (COVID-19) symptoms or has a positive test</b></p>	<p>15</p>	<p>The designated isolation area is Sarah's room (the small sensory room). The designated isolation toilet area for children is in Blue room toilet area. The designated isolation toilet for any staff members</p>	<p>12</p>

Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
<p>implementing protective measures in education and childcare settings/ cleaning in non-healthcare settings See also <b>Cleaning after a suspected or confirmed case of Coronavirus.</b></p>		<p>Ensure children, staff and other adults do not come into settings if they have coronavirus (COVID-19) symptoms for at least 10 full days from:</p> <ul style="list-style-type: none"> <li>the day after the start of their symptoms</li> <li>the test date if they did not have any symptoms but have had a positive test, (whether this was a <a href="#">Lateral Flow Device or Polymerase Chain Reaction test</a>)</li> </ul> <p>Anyone developing those symptoms during the day is to be sent home. These are essential actions to reduce the risk in settings and further drive down transmission of coronavirus (COVID-19). All settings must follow this process and ensure all staff are aware of it.</p> <p>If anyone in the setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia) they:</p> <ul style="list-style-type: none"> <li>must be sent home to begin isolation, the isolation period includes the day the symptoms started and the next 10 full days - if any of the individual's household members are also present at the setting they will need to be sent home at the same time</li> <li>are advised to follow <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a></li> <li>should <a href="#">arrange to have a test</a> to see if they have coronavirus (COVID-19) - those <a href="#">prioritised for testing</a> include education and childcare workers</li> </ul> <p>Other members of their household (including any siblings) should isolate. Their isolation period includes the day the first</p>		<p><b>displaying symptoms is the disabled toilet.</b></p> <p>A face mask must be worn by the adult, eye protection, disposable apron and gloves.</p> <p>Open the window for ventilation.</p> <p>Call 999 if the child deteriorates and this gives cause for concern.</p> <p>Once the child or member of staff has left the setting follow <b>Cleaning after a suspected or confirmed case of Coronavirus</b> All staff and children that display symptoms should be tested for COVID-19. If the test is negative they can return to school. If positive see the next section.</p> <p>Staff training sessions on response to suspected case have taken place before wider reopening.</p>	

Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
		<p>person in their household's <a href="#">symptoms</a> started (or the day their test was taken if they did not have symptoms, whether this was a <a href="#">Lateral Flow Device or Polymerase Chain Reaction test</a>), and the next 10 full days.</p> <p>School has a small number of home testing kits that can be given to parents/carers collecting a child that has developed symptoms at school. They can also be used for staff that develop symptoms at school, however, faster results are usually obtained by making an appointment for a test at a testing centre.</p>			
<p><b>Response to confirmed COVID-19 case</b></p> <p>- See- implementing protective measures in education and childcare settings.</p>	A-H	<p>Parents/carers are asked to inform school immediately of the results of a test.</p> <p>When aware that someone who has attended has tested positive for coronavirus (COVID-19), the school will contact the local health protection team. This team will also contact settings directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the setting – as identified by NHS Test and Trace. The local health protection team will work with the school to carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The local health protection team will work with the school in this situation to guide them through the actions they need to take. Based on the advice from the local health protection team, the school should 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</p>	15	<p>Changes to staff rotas including cover for safeguarding lead, first aid or SENDCo will be made as necessary. The situation will be risk assessed by the Headteacher and Governing body.</p> <p>A template letter will be provided to the school, on the advice of the local health protection team, to send to parents, carers and staff if needed. The school will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those who are sent home do not need to self-isolate themselves unless the child or staff member who is self-isolating subsequently develops symptoms. If someone in a group that has been asked to self-isolate develops symptoms themselves within</p>	12

Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
		<p>in close contact with that person when they were infectious.</p> <p><b>For staff and children in the under 3years childcare provision the school will notify Ofsted</b> of any confirmed cases in the setting (either child or staff member) within 14 days. Please read the <a href="#">guidance on reporting incidents</a> to ensure all of the information required is included.</p> <p><b>The Headteacher will contact the dedicated advice service</b> introduced by PHE and delivered by the NHS Business Services Authority. This can be reached by calling the DfE helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. The team of advisers will inform the school of what action is needed based on the latest public health advice. The dedicated advice service will work with settings to carry out a rapid risk assessment to confirm who has been in <a href="#">close contact</a> with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate the case to the PHE local health protection team. The advice service (or PHE local health protection team (if escalated) will work with settings to guide them through the actions they need to take. Based on their advice, settings should send home those people who have been in <a href="#">close contact</a> with the person who has tested positive, advising them to self-isolate for 10 days from the day after contact.</p> <p>Class lists provide a record of staff /child groupings.</p> <p>Leaders will contact PHE if:</p> <ul style="list-style-type: none"> <li>the number of cases exceeds 2 within 14 days</li> </ul>		<p>their 10-day isolation period, they should follow <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days</li> <li>if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following <a href="#">COVID-19: guidance for households with possible coronavirus infection</a></li> <li>The school should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation</li> </ul>	



Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
		<ul style="list-style-type: none"> <li>• actions outlined have been implemented but the school is still seeing more cases</li> <li>• leaders are thinking school might need to close because of the number of people affected</li> <li>• a child or staff member in the setting has been admitted to hospital</li> <li>• school is receiving significant interest from local media</li> </ul> <p>The local health protection team will advise school on the next steps.</p> <p>In some cases, health protection teams may recommend that a larger number of other children self-isolate at home as a precautionary measure – perhaps the whole site or a group. If settings are implementing the controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole setting closure based on cases within the setting will not generally be necessary, and should not be considered except on the advice of health protection teams.</p>			
<b>Policies and Procedures-</b>	A-H	<p>All policies and procedures relevant to the day to day running of the school have been considered an appendix has been added in the context of COVID-19 where relevant.</p> <p>Ensure policies are revisited with staff and any additions and changes are highlighted. AVNSF Review First Aid Policy, Fire Safety, COSHH, Premises Management, Child Protection and Safeguarding Policy, Staff Well-being Policy, Bereavement Policy, <i>Health and Safety Policy, SEND policy, sickness management.</i></p>	12	All updated policies saved on the central system under policies and procedures.	9

Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
<b>Site Safety- Electrical supply systems and equipment, heating and ventilation, hot and cold water and fire alarm systems</b>	A-H	<p>Existing regular checks of electrical supply systems and equipment, heating and ventilation, and hot and cold water systems through Bradford Council Facilities Management. Minimum of fortnightly flushing of all water systems in the building with ventilation by cleaning and caretaking staff. Dishwashing cycles run on a weekly basis.</p> <p>Where possible, windows should remain open in rooms that are occupied.</p> <p>A Legionella test has been completed by a qualified contractor.</p> <p>Fire call point tests have been completed since wider re-opening in June.</p>	12	<p>Catering equipment checks by ECS initially.</p> <p>Emergency lighting checks to be completed by external personnel.</p> <p>Air conditioning system is currently not in use until further guidance can be sought on the safety of the system from the maintenance company.</p>	9
<b>Fire Safety</b>	A-H	<p>Existing measures in place for evacuation and assembly in the outdoor area-see evacuation plans, maps and health and safety policy.</p> <p>Guidance to staff on decisions around what becomes the greater risk in the ability to socially distance during evacuation if there is a risk of fire.</p> <p>A fire evacuation plan is in place.</p>	12	Record and implement any amendments needed from drills.	9
<b>Invacuation and Lockdown-</b>	A-H	<p>Existing Invacuation plans in place for lockdown in each room.</p> <p>Guidance to staff on decisions around what becomes the greater risk in the ability to socially distance during invacuation and lockdown if there is a risk to safeguarding.</p> <p>Invacuation during lockdown has been practised and explained.</p>	12	<p>Walkie talkies to be moved between outside and inside as each pod groups move.</p> <p>Where possible children to sit /stand spaced out near member of staff. Consider games and songs to use with children until the all clear is given.</p>	9

Category of hazard	Affected persons groups	What are the existing control measures	Risk rating (refer to chart)	Further action required to eliminate or reduce the risk (who by and Date)	Residual risk rating (refer to chart)
				Record and implement any amendments needed from drills.	

**Part C**

<b>Links to other risk assessments and or safe working instructions - please state</b>	Health and Safety - First Aid Policy Evacuation and Invacuation Attendance Policy Visitors Policy Online Teaching and Learning Policy	
<b>Name and Sign</b> When the assessment is complete it should be signed to say that is the case and all identified actions have been implemented	Ginny Robinson – Acting Headteacher	<b>Date</b>
		02/01/21

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

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

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

Reviewer Name & Date	Notes

<b>Room</b>	<b>Drop off time</b>	<b>Pick up time</b>	<b>Entrance Point</b>
Green Room	Full day 8:45am Morning 8:45am Afternoon 12:30pm	3:00pm 11:15am 3:00pm	Playground Gate
Blue Room	Full day 9:00am Morning 9:00am Afternoon 12:45pm	3:15pm 11:30am 3:15pm	Playground Gate
Orange Room	Full day 8:45am Morning 8:45am Afternoon 12:30pm	3:00pm 11:15am 3:00pm	Playground Gate

Red Room funded children	Full day 9:00am Morning 9:00am Afternoon 12:45pm	3:15pm 11:30am 3:15pm	Playground Gate
Red room children accessing paid for child care	Various	Various	Main Entrance
Yellow Room	Various	Various	Main Entrance