

RISK ASSESSMENT FORM

Part A

DEPARTMENT/ SERVICE			Aire Valley Nursery Schools Federation – Midland Road Nursery School						
Assessor/ Person(s) assisting with the assessment		Headteacher		DATE	06/09/21				
TASK / ACTIVITY <small>(Include duration and frequency of task activity)</small>		Operation of school activities during Covid-19							
Likelihood of Occurrence	Severity of Outcome					Persons / groups at risk			
	1 Negligible	2 Slight	3 Moderate	4 Severe	5 Very Severe	A	Employees	E	General Public / Pupils
	2 Unlikely	LOW (2)	LOW (4)	LOW (6)	MEDIUM (8)	B	New Employees	F	Visitors
	3 Possible	LOW (3)	LOW (6)	MEDIUM (9)	HIGH (12)	C	Contractors / Sub-Contractors	G	Volunteers
	4 Probable	LOW (4)	MEDIUM (8)	HIGH (12)	HIGH (16)	D	Young person / Work experience	H	Clients / Service users
	5 Very Likely	LOW (5)	MEDIUM (10)	HIGH (15)	HIGH (20)	Likelihood of occurrence X Severity of outcome = Risk Rating			
Example:									
Likelihood (possible 3) X Severity (Moderate 3) = Risk Rating (Medium 9)									

As COVID-19 becomes a virus that we learn to live with, there is now an imperative to reduce the disruption to children and young people's education.

Our school will no longer conduct routine contact tracing. NHS Test and Trace will work with either the positive case to identify close contacts. NHS Test and Trace already manages the contact tracing process for the rest of society.

This document has been completed by referring to the following guidance documents:

1. Schools Coronavirus (Covid19) operational guidance 27/08/2021
2. Actions for Early Years and Childcare providers during the coronavirus (Covid-19) outbreak 17/08/21
3. Managing coronavirus (COVID-19) in education and childcare settings. Contingency framework: education and childcare settings 17/08/2021
4. Out-of-school settings: COVID-19 guidance for parents and carers 17/08/2021
5. Cleaning in non-healthcare settings- 19th July 2021

6. Use of PPE in education, childcare and children's social care 20/07/2021
7. What parents and carers need to know about early years providers, schools and colleges during COVID-19. 17th August 2021
8. Coronavirus: how to stay safe and help prevent the spread 31/08/2021
9. Guidance for schools: coronavirus (COVID-19) 17th March 2021
10. New guidance for Covid-19 management in education settings Bradford Council - 31 August 2021

Our school will take an outbreak management approach to Covid-19. The principles guiding Covid-19 management are now:

1. Protect face-to-face education
2. Minimise disruption and ensure
3. Ensure the response to COVID-19 is proportionate to risk.

The risk of transmission in education settings and the risk of severe illness in children and young people is low; in contrast, there are significant harms associated with missed education.

Covid-19 controls

The Government has advised that some control measures that were in place until the summer break will cease from the autumn term (September 2021):

- Teaching in bubbles
- Restriction to some school activities
- Use of face coverings in schools (they are still required in dedicated school transport)
- Contact tracing and isolation of contacts of Covid-19 confirmed cases (exemptions still apply, but this will be decided by NHS Test and Trace)

Other control measures should remain in place as long as there is Covid-19 circulation in the community. These are:

- Good hygiene and appropriate cleaning regimes
- Good ventilation of buildings
- Prompt testing and isolation of suspected cases
- Asymptomatic testing (to be reviewed by end of September) •
- Vaccination for those eligible

Contact tracing

Our school will not routinely trace contacts. Cases and their contacts will be followed up by NHS Test and Trace.

Outbreak thresholds

In Bradford, in line with national guidance, the agreed thresholds that should trigger additional assessment and seeking advice as necessary are:

- 5 cases or 10% (whichever is reached first) test-confirmed cases of COVID-19 within 10 days among students or staff clustered in a consistent group (i.e. evidence of close contact in family household and/or school settings)
- Evidence of severe illness e.g., students or staff members admitted to hospital or a death as a result of a COVID-19 infection.

Once these thresholds are met, advice on additional control measures will be followed.

Close contacts / consistent groups

Identifying a group that is likely to have mixed closely will be different for each setting, but a group will rarely mean a whole setting or year group. In most settings, it will usually be a class or clustering in a particular part of the school.

Outbreak management

Tiered system of response. The previous system of response which consisted of escalating measures for dealing with single cases, clusters and outbreaks is being replaced by a two-tiered system. Additionally, the DfE helpline will continue to provide public health advice and escalate issues to PHE/HPTs as indicated, including prioritising higher risk settings.

Tier 1 of local response to Covid-19 in schools – non-linked cases Definition

- Less than five cases within 10 days
- More than five cases, but not clustered in a consistent group and still below 10% of the school students/staff
- The Council will remain the main point of contact for activating support to schools
- The Council will continue acting as a gatekeeper for escalating outbreaks to PHE/HPT

Tier 2 of local response to Covid-19 in schools – outbreaks Definition

- When outbreak threshold has clearly been reached 5 cases within 10 days among staff/students in a consistent group
- When there has been a Covid-related death, hospitalisation, or media interest
- When the school needs support to reach this decision
- In high-risk settings e.g., boarding/residential schools or special schools, the threshold for asking for Council support can be reduced to 2 cases within 10 days within a clustered group, at the discretion of the Headteacher

Our schools will contact the Council either if an outbreak threshold is reached or if we require support on reaching this decision.

Contingency plans are in place for any outbreak of Covid-19. Revert to an earlier version of the risk assessment and reintroduce bubble systems/social distancing and mask wearing as required if and when any such outbreak occurs or on the advice of health professionals.

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>Site Access- Staff arrival, children's arrival and numbers of entrances open, security. Start and finish times.</p>	A - H	<p>Senior leaders available to welcome children and support entry and exit procedures.</p> <p>Children and parents attending the 3-4years classrooms continue 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,</p>	15	<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>Contingency plans in place for any outbreak of Covid-19. Revert to previous version of the risk assessment and bubble structure should this situation arise.</p>	9

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		<p>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 in the playground and a member of staff will bring their child out to them. If children are upset or need some support their parent may enter the classroom space and remain until such time as their child is settled and happy.</p> <p>Children and parents attending the yellow or red room should gain access via the main entrance. These children will 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 visiting with new children on transition visits are permitted to enter the classroom spaces.</p>			

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		<p>However, keep this to a maximum of 3 parents at any one time in each classroom.</p> <p>Parents/carers may enter the main part of the building if needed to support children’s well- being.</p>			
<p>Infection Control- see also cleaning and social distancing</p>	<p>A-H</p>	<p>Hand sanitiser in entrance vestibule and the portacabin entrance area for use by staff, visitors and parent/carer. A table with hand sanitiser available has also been set up outside the main entrance to avoid queuing inside.</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 MUST sanitize their hands before signing in.</p> <p>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>12</p>	<p>Hand sanitiser dispenser installed in the entrance for staff, parents/carers, students, volunteers and visitors to use.</p> <p>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.</p> <p>Bins are emptied at the end of the day and again if there is a suspected corona virus case in school- see also Cleaning after a suspected or confirmed case of Coronavirus. The ‘catch it, bin it, kill it’ approach continues to be very important.. As with hand cleaning, staff must ensure younger children and those with complex needs are helped to get this right, and all children understand that this is now part of how the setting operates.</p> <p>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:</p> <p>-book a PCR test if they are displaying symptoms. This must be a PCR test. Staff and children must not come into the setting if they have symptoms and must be sent home</p>	<p>9</p>

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		<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"> • when they arrive at the setting • when they return from breaks • when they change rooms • before and after eating • when they leave the setting. <p>Regular and thorough hand cleaning is needed for the foreseeable future. Staff working with children who salivate uncontrollably may want more opportunities to wash their hands than other staff. Children who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' should also wash their hands more often.</p> <p>Staff should continue to help children with complex needs to clean their hands properly.</p> <p>Handwash basins are located in or adjacent to all classrooms the rooms children use. Staff should utilise these to maximise hand washing.</p> <p>Frequent and thorough hand cleaning should now be regular practice. Staff must build hand washing routines into setting culture, supported by behaviour expectations and helping ensure younger children and</p>		<p>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.</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a PCR 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 priority access to testing.</p> <p>Parents, carers and staff, students and volunteers to immediately inform the school of the results of the test:</p> <p>If someone tests negative and they feel well and no longer have Covid-19 symptoms, they can stop self-isolating. They could still have another virus, such as cold or flu, in which case it is still best to avoid contact with other people until they are better.</p> <p>If someone with symptoms tests positive, they should follow the guidance for households with possible coronavirus (COVID-19) infection</p> <p>Staff are advised to complete lateral flow tests twice-weekly. Staff to book a PCR test and inform the Headteacher if they test positive using an LFT.</p> <p>CO2 monitors to be delivered to school shortly.</p>	

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		<p>those with complex needs understand the need to follow them. Skin friendly cleansing wipes can be used as an alternative.</p> <p>Staff are provided with their own 50ml hand sanitiser to use frequently.</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 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"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused) 			

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		<p>If anyone in the setting has symptoms of coronavirus (COVID-19):</p> <ul style="list-style-type: none"> -a high temperature, -new and persistent cough or -a loss of, or change in, normal sense of taste or smell (anosmia), <p>however mild, they should book a PCR test, stay at home and self-isolate immediately. If you have symptoms of COVID-19, you should arrange to have a PCR test as soon as possible. This still applies even if you have received one or more doses of COVID-19 vaccine</p> <p>Contacts of a confirmed case of COVID-19 aged under 18 years and 6 months and / or those fully vaccinated are now exempt from the legal duty to self-isolate. Instead, they will be strongly advised to take a PCR test and, if positive, then will need to isolate.</p> <p>Parents, staff, students, volunteers and pupils are encouraged to walk or cycle to school if possible.</p> <p>Dough area – Fresh dough made at the start of the week and small sections are provided to children daily as required, then disposed of.</p> <p>Sensory room – clean down after each use</p> <p>Bedding – 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 across groups; these will be cleaned regularly, along with all frequently touched surfaces.</p>			

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		<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>Cleaning-increased cleaning needed</p>	<p>A-H</p>	<p>All frequently touched surfaces, light switches, door handles and plates, grab rails in corridors, 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> <p>All unnecessary items removed from learning environments, where there is space to store them elsewhere.</p> <p>Toys and equipment that are shared can easily be cleaned between groups use.</p> <p>Kitchen food deliveries to be supplied as normal through the kitchen side entrance ensuring social distancing rules.</p>	<p>12</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>Large amounts of hand sanitiser could be a fire hazard and will be stored in the metal container outside.</p>	<p>9</p>

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<p>Cleaning after a suspected or confirmed case of Coronavirus. See also Response to suspected COVID-19 case</p>	<p>A-H</p>	<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>	<p>15</p>	<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>	<p>12</p>
<p>Pupil Well-being -</p>	<p>E</p>	<p>All children who normally access education and childcare are strongly encouraged to attend so that</p>	<p>12</p>	<p>Refer to Safeguarding Policy addendum and Learning and Teaching Policy During Covid-19,</p>	<p>9</p>

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See also Parent and family well-being and Access for Learning.		<p>they can gain the learning and wellbeing benefits of early education.</p> <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>Particular care is needed when supporting children with Special Educational Needs (SEND) with a return to their setting. Re-adjustment to the routines in a setting may prove more challenging for some children with SEND than others, and consideration and planning will need to be given.</p> <p>Staff should be alert to the fact that there may be children:</p> <ul style="list-style-type: none"> • with additional or worsened social, emotional and mental health needs as a result of coronavirus (COVID-19) • who have fallen further behind their peers as a result of time out of childcare settings, or missed diagnosis as a result of a period of absence 		<p>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 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</p>	

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				immediately.	
Staff well-being	A B	<p>Staff, students and volunteers can access mental health support at this NHS website https://www.nhs.uk/oneyou/every-mind-matters</p> <p>The DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers and Wellbeing for Education return programme is available.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>The governing body has produced a well-being leaflet for staff.</p> <p>Leaders encourage all staff members to speak up and talk about any concerns or issues.</p> <p>Mental health first aider and mental health champions in place.</p> <p>Staff member also have access to the Healthy Minds school staff support. https://bso.bradford.gov.uk/userfiles/file/School%20Staff%20Support%20Flyer.pdf</p> <p>Test and trace support payment advice can be found below: https://www.bradford.gov.uk/health/health-advice-and-support/test-and-trace-support-payment/</p>	12	<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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Parent and family well-being	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>Parents will be sent regular information and signposted to the website, Facebook pages, Learning Journals as well as regular texts and letters with updates on information.</p> <p>Further guidance for parents below:</p> <p>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/step-4-update-what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges</p>	12		9
Access to learning	E	<p>The priorities at this time are helping young children to settle back into the setting and focussing on the prime 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</p>	12	<p>Staff will plan to use the outdoor spaces as much as possible, particularly in the warmer weather, as this can limit transmission.</p> <p>Parent and child groups can continue to operate as normal.</p>	9

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		<p>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.</p> <p>Supervised toothbrushing programmes will be completed using the dry brushing method.</p> <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>			
Online/Home Learning	A-H	<p>All staff have been made aware of the code of conduct during Covid-19</p> <p>Parents are requested to join their children for any online meetings/grouptimes`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 home learning packs to utilise at home.</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>Information about remote learning provided to parents and available on the school website.</p>	6
Safeguarding	A-H	<p>Responsibilities in respect of safeguarding haven't changed, referral routes remain the same.</p>	12	<p>Refer to Safeguarding Policy addendum and Learning and Teaching Policy During Covid-19, including online Learning and Teaching already</p>	9

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		<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 and local authority.</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> <p>A DSL will be onsite at all times.</p>		<p>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 2021.</p>	
<p>Response to suspected COVID-10 case</p> <p>- See- implementing protective measures in education and childcare settings/ cleaning in non-healthcare settings See also</p>	<p>A-H</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"> • must be sent home to begin isolation for 10 days • are advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection • should arrange to have a PCR test <p>Members of staff should wash their hands after having contact with the child.</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 displaying symptoms is the disabled toilet.</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>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)
Cleaning after a suspected or confirmed case of Coronavirus.		<p>How to count self-isolation periods For symptomatic confirmed cases: day 0 = day symptoms start, self-isolation starts next day = day 1 to 10, day 11 = can return to school</p> <p>For asymptomatic confirmed cases: day 0 = day the first test was done, self-isolation starts next day = day 1 to 10, day 11 = can return to school (when a confirmatory PCR is taken after a positive LFD, self-isolation should still count from the day after the LFD test)</p> <p>For asymptomatic confirmed cases where new symptoms start after the test is done: restart your 10 days of self-isolation, day 1 = day symptoms start, self-isolation = day 1 to 10, day 11 = can return to school</p> <p>For selected close COVID contacts (adults without a full Covid-19 vaccination completed): day 0 = day the first person in the household/school developed symptoms or, if they do not have symptoms, day their test was taken; self-isolation of the contact starts next day = day 1 to 10, day 11 = close contacts can return to school</p>		<p>Once the child or member of staff has left the setting follow Cleaning after a suspected or confirmed case of Coronavirus</p> <p>If you have a negative COVID-19 PCR test result after being tested because you had symptoms If your PCR test result is negative but you still have symptoms, you may have another viral illness such as a cold, flu or a stomach bug. You should stay at home until you feel well and for at least 2 more days if you have had diarrhoea or vomiting. Seek medical attention if you are concerned about your symptoms.</p> <p>You can stop isolating as long as:</p> <ul style="list-style-type: none"> • you are well and have not had diarrhoea or vomiting for at least 2 days • no one else in your household has symptoms • no one else in your household has tested positive for COVID-19 • you have not been advised by NHS Test and Trace that you are legally required to self-isolate 	
<p>Response to confirmed COVID-19 case</p> <p>- See- implementing protective measures in education and</p>	A-H	<p>Parents/carers are asked to inform school immediately of the results of a test.</p> <p>For staff and children in the under 3years childcare provision the school will notify Ofsted of any confirmed cases in the setting (either child or staff member) within 14 days. Please read the guidance on reporting incidents to ensure all of the information required is included.</p>	15	<p>Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of a positive COVID-19 case and any of the following apply:</p> <ul style="list-style-type: none"> • they are fully vaccinated. • they are below the age of 18 years 6 months 	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)
childcare settings.		<p>If a pupil/staff member has a positive test LFD result but do not have symptoms, stay at home and self-isolate as soon as you receive the results. Arrange to have a PCR test online or by phone by calling 119 if you have not already had one. Stay at home while you are waiting for a home test kit, a test site appointment or a test result. You can leave your home in a few specific circumstances, but do not go to work, school, or public areas and do not use public transport or taxis. See circumstances in which you can leave home.</p> <p>If you need to leave your home to get to a test site, wear a face covering, stay at least 2 metres apart from other people who you do not live with, and return home immediately afterwards.</p> <p>Staff/Pupils can return to your normal routine and stop self-isolating after 10 full days if your symptoms have gone, or if the only symptoms you have are a cough or anosmia, which can last for several weeks. If you still have a high temperature after 10 days or are otherwise unwell, stay at home and seek medical advice.</p> <p>If you are isolating because of a positive test result but did not have any symptoms, and you develop COVID-19 symptoms within your isolation period, start a new 10 day isolation period by counting 10 full days from the day following your symptom onset.</p> <p>If you develop COVID-19 symptoms at any point after ending your first period of isolation you and your household should follow the steps in this guidance again.</p>		<ul style="list-style-type: none"> • they have taken part in or are currently part of an approved COVID-19 vaccine trial • they are not able to get vaccinated for medical reasons <p>Instead they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.</p> <p>Children who are aged under 5 years old who are identified as close contacts will only be advised to take a PCR test if the positive case is in their own household.</p> <p>Staff who do not need to self-isolate, and children who usually attend the setting, and have been identified as a close contact, should continue to attend the setting as normal.</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>Most people with COVID-19 will experience a mild illness. Seek prompt medical attention if your illness or the illness of someone in your household is worsening.</p> <p>Failure to comply with self-isolation may result in a fine, starting from £1,000. Parents/guardians are legally responsible for ensuring that anyone under 18 self-isolates if they test positive for COVID-19 and are contacted by NHS Test and Trace and told to self-isolate.</p>			
Policies and Procedures-	A-H	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.	12	All updated policies saved on the central system under policies and procedures.	9
Site Safety- Electrical supply systems and equipment, heating and ventilation, hot and cold water and fire alarm systems	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.</p> <p>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.</p>	12	<p>Catering equipment checks by ECS initially.</p> <p>Emergency lighting checks to be completed by external personnel.</p>	9
Fire Safety	A-H	Existing measures in place for evacuation and assembly in the outdoor area-see evacuation plans, maps and health and safety policy.	12	Record and implement any amendments needed from drills.	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 fire evacuation plan is in place.			
Invacuation and Lockdown-	A-H	Existing Invacuation plans in place for lockdown in each room.	12	Walkie talkies to be moved between outside and inside as each pod groups move. Record and implement any amendments needed from drills.	9

Part C

Links to other risk assessments and or safe working instructions - please state	Health and Safety - First Aid Policy Evacuation and Invacuation Attendance Policy Visitors Policy Online Teaching and Learning Policy	
Name and Sign When the assessment is complete it should be signed to say that is the case and all identified actions have been implemented	Ginny Robinson – Headteacher	Date
		21/04/21

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	
Reviewer Name & Date		Notes	
Reviewer Name & Date		Notes	
Reviewer Name & Date		Notes	

