

**Whole School Risk Assessment: Bramley Park**

**September return**

Completed by CG/LB/SW 29.6.2020

*\*Guidance for completion at the bottom of the document*



Risk Area	Hazards	Mitigation	Red, Amber, Green	Recording	Responsible Employee
<b>General Health and Safety</b>					
	Prevention if Covid-19	<p><b>Everyone adheres to the system of controls (see attached)</b></p> <ol style="list-style-type: none"> <li>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend the setting.</li> <li>2. Clean hands thoroughly more often than usual.</li> <li>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</li> <li>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</li> <li>5. Minimise contact between individuals and maintain social distancing wherever possible.</li> <li>6. Where necessary, wear appropriate PPE.</li> <li>7. Minimising the number of contacts between people by remaining in consistent bubbles.</li> </ol>			
	Opening and closing of the buildings	<ul style="list-style-type: none"> <li>● Opens building at 7am before any employees arrive</li> <li>● LK to place cones on the playground 1m apart.</li> <li>● Parents waiting for siblings wait in holding bays in the football cage or MUGA</li> <li>● Staggered starts and finishes</li> </ul>			Lenny

		<table border="1"> <tr> <td>8:30am start</td> <td>EYFS Blue cones on KS2 playground Year 1 HV - KS 2 playground Yellow cones Year 1 / 2 KG - KS1 playground Orange cones Year 2 NB - KS1 playground Yellow cones</td> <td>2:30pm finish</td> </tr> <tr> <td>8:45am start</td> <td>Year 3 EW - KS1 playground Orange cones ER - KS1 playground Yellow cones Year 5 MG - KS2 playground Yellow cones KM - KS2 playground Blue cones</td> <td>2:45 finish</td> </tr> <tr> <td>9:00am Start</td> <td>Year 4 MW - KS1 playground Orange cones HJ - KS1 playground Yellow Cones Year 6 POD A SW/AS - KS2 playground Yellow cones POD b MH/EB - KS2 playground Blue cones</td> <td>3:00pm finish</td> </tr> </table> <ul style="list-style-type: none"> <li>• Children to enter bubble room directly from their classroom door</li> <li>• Closes building at 5:30pm after employees leave</li> <li>• Opens the rooms that are in use only</li> <li>• Should LK fall poorly, PH is key holder</li> </ul>	8:30am start	EYFS Blue cones on KS2 playground Year 1 HV - KS 2 playground Yellow cones Year 1 / 2 KG - KS1 playground Orange cones Year 2 NB - KS1 playground Yellow cones	2:30pm finish	8:45am start	Year 3 EW - KS1 playground Orange cones ER - KS1 playground Yellow cones Year 5 MG - KS2 playground Yellow cones KM - KS2 playground Blue cones	2:45 finish	9:00am Start	Year 4 MW - KS1 playground Orange cones HJ - KS1 playground Yellow Cones Year 6 POD A SW/AS - KS2 playground Yellow cones POD b MH/EB - KS2 playground Blue cones	3:00pm finish		
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	Cleaning	<ul style="list-style-type: none"> <li>• Academy open 8:15am - 3:15 for staggered start</li> <li>• All staff off site by 4:30pm everyday to allow for a thorough clean</li> <li>• Site cleaned regularly, door handles, play equipment, handrails etc see attached rota.</li> <li>• Cleaners work individually</li> <li>• They work after the staff and children have gone</li> <li>• Signage on doors if been in use that day</li> <li>• Classrooms are deep cleaned on Wednesday and Friday</li> <li>• All surfaces and door handles to be wiped down frequently (at least every hour) by a cleaner on site.</li> <li>• Cleaning products keep safely in classrooms</li> </ul>		LK and cleaning team  All staff on site									
	Fire register	<ul style="list-style-type: none"> <li>• Staff to sign in on paper form and register with LB/CB to add their name to fire reg.</li> </ul>		LB/KT/CB									

		<ul style="list-style-type: none"> <li>● Register of children to be submitted to KT/LB and DfE by 9:45am</li> <li>● Fire registers to be kept on back of doors</li> <li>● Register taken on Arbor</li> <li>● Register spreadsheets to be held on Google Drive</li> <li>● Should the fire alarm sound, registers to be taken outside by LB/CB</li> </ul>		
	Fire drill	<ul style="list-style-type: none"> <li>● When the fire alarm sounds, all children and staff to leave using their nearest exit and meet at the fire drill muster points as normal for the identified room</li> <li>● This should be done at a social distance - each identified classrooms to have stack of cones</li> <li>● LB/ CB to take registers</li> </ul>		LB/CB
	Poorly children	<ul style="list-style-type: none"> <li>● Should a child begin to show symptoms, they will be moved to quarantine room (Caretakers house) with the support staff member from that bubble</li> <li>● If a parent phones to say children are showing any symptoms they will be encouraged to stay at home and seek a test for confirmation.</li> <li>● Staff member should wear PPE - Grab bags available in each identified classroom and caretakers house</li> <li>● Parents contacted</li> <li>● When the child goes home, parent to be informed to seek a test if confirmed the whole 'bubble' must isolate for 10 days</li> <li>● Children/Parents developing symptoms should get a test -negative results they must remain in isolation for 14 days as they could still display symptoms</li> </ul>		All staff on site
	Test, Track & Trace	<ul style="list-style-type: none"> <li>● book a test if displaying symptoms, staff and pupils must not come into school.</li> <li>● Provide details of anyone they've come into close contact within school</li> <li>● Isolate if they've been in contact with a confirmed case</li> </ul>		
	Intimate care/ First aid	<ul style="list-style-type: none"> <li>● Should a child require intimate care or first aid, staff should wear PPE</li> <li>● PPE grab bags will be available</li> <li>● Visors to be available</li> <li>● Thoroughly washed hands before and after dealing with incident</li> </ul>		All staff on site
	Mental health and wellbeing of staff	<ul style="list-style-type: none"> <li>● Continued strategies for connectedness</li> <li>● Facebook group</li> <li>● Emergency contact whatsapp group</li> <li>● google hangouts</li> </ul>		CG/SW/KL

		<ul style="list-style-type: none"> <li>● Regular emails</li> <li>● Understanding and supportive of individual staff situations</li> </ul>			
	Mental health and wellbeing of children	<ul style="list-style-type: none"> <li>● Warm welcome to children coming into the building - recovery curriculum to be deployed</li> <li>● Regular breaks and check-ins</li> <li>● Break out rooms if children needs time and space</li> <li>● Regulation toys should they be needed (washed after use)</li> <li>● Regular updates on social media so that children and families feel connected</li> <li>● Regular letters and communication to home</li> <li>● Restorative/ relational approach to families</li> <li>● Staff to utilise staff room, meeting room, executive principal office for breakout areas. Maintaining space and social distancing at all times.</li> </ul>			All staff working with children
	Good hygiene practises	<ul style="list-style-type: none"> <li>● Appendix to behaviour policy created and shared with staff, pupils and parents</li> <li>● Adults discuss good hygiene practices with 'bubbles' during the first session (and intermittently repeat as appropriate) including... <ul style="list-style-type: none"> <li>- hand washing/sanitising</li> <li>- good practice when going to the toilet</li> <li>- social distancing when in corridors, playground, classroom etc.</li> <li>- promote good respiratory hygiene 'catch it, bin it, kill it' approach</li> </ul> </li> </ul>			All staff on site
	Behaviour policy	<ul style="list-style-type: none"> <li>● The school's behaviour policy will remain the same, however this may need amending when pupils are welcomed back and any issues have been identified.</li> <li>● Restorative conversations should happen at a social distance</li> <li>● Member of SLT on hand to support with this however; the adult involved should try to restore in the first instance to support with building and maintaining relationships</li> <li>● We still believe that behaviour is communication</li> <li>● If children use regulation toys, these must be washed afterwards in hot soapy water</li> <li>● Physical intervention and use of the 'hands on' team teach strategies are an absolute last resort. It is strongly advised that staff avoid these completely an use the de-escalation techniques instead</li> <li>● If a child goes into crisis and you are unsure what to do to help, get a member of SLT</li> </ul>			All staff and SLT

		<ul style="list-style-type: none"> <li>All staff to keep their mobiles and utilise the emergency contact group if required, as per emergency lockdown procedures.</li> </ul>		
<b>Physical Environment</b>				
	Entrance and exit to school	<ul style="list-style-type: none"> <li>Gates to be opened at 8:15am. Separate drop off points for all 'bubbles'</li> <li>Cones mark 1M distancing outside entrances</li> <li>Children to wash hands as soon as they enter school and go straight to their desk</li> <li>See staggered starts Rota</li> <li>Transporting children requires maximum social distances in vehicles, constant transport 'bubble', clean hands before boarding and after disembarking additional cleaning of the vehicle. Thorough ventilation while in the vehicle.</li> </ul>		LK
	Classroom/ Corridor social distancing	<ul style="list-style-type: none"> <li>Children sit 2 per desk facing forward.</li> <li>Teachers stay at the front of the classroom at all times.</li> <li>Teacher and Support staff remain in classrooms, Support to facilitate interventions in their year group wherever possible</li> <li>Movement around the school site kept to a minimum.</li> <li>Children to be escorted down the corridor to the toilet to ensure social distancing, children remain in bubbles.</li> <li>No assemblies</li> <li>Social distancing posters to be displayed in corridors</li> <li>Teachers/ TAs to remain at the front of class maintaining 2 m distance wherever possible</li> <li>Wherever possible Google classroom to be used rather than books</li> </ul>		All staff on site
	Bubbles	<ul style="list-style-type: none"> <li>Children to remain in consistent classroom bubbles throughout the school day</li> <li>PPA covered by allocated support staff to bubbles. Contact reduced to a minimum</li> <li>bubbles will only use their classroom door to enter and exit</li> <li>Year 6 within pods will use Pod A year % entrance. Pod B to use fire exit at main entrance</li> </ul>		
	Curriculum	<ul style="list-style-type: none"> <li>all phases of learning to focus on core areas of learning as catch up throughout the Autumn term.</li> <li>EYFS year 1 to focus on prime areas</li> <li>KS1 and KS2 to focus on Maths, Reading , writing, grammar, handwriting. RE, PE and PSRHE should have a strong focus</li> </ul>		

		<ul style="list-style-type: none"> <li>All other curriculum subjects should remain broad but be focused through the above core areas. extended social distancing for these areas must be in place.</li> <li>During PE pupils should be kept in consistent groups. SPorts equipment cleaned between each use. Contact sports avoided. Outdoor sports prioritised. Only use large indoor spaces where ventilation flows. Social distancing between pupils and hand washing before and after each session.</li> </ul>		
	Classroom setup	<ul style="list-style-type: none"> <li>No soft furnishings</li> <li>1 metre distancing at all times. 2 metres wherever possible</li> <li>No sharing of equipment</li> <li>Learning to be accessed via the classroom</li> </ul>		All staff on site
	Playtimes	<ul style="list-style-type: none"> <li>Staggered playtimes as normal for each 'bubble'/year group. Key Worker/vulnerable group KS2 break times, to go on KS1 playground at break and lunch time See rota's</li> <li>social distancing rules apply at playtime</li> <li>Equipment will be minimal. Outside equipment not to be used.</li> <li>Hand-washing before and after breaks and lunchtimes</li> </ul>		All staff on site
	Lunchtime	<ul style="list-style-type: none"> <li>Lunchtimes as normal -key worker/vulnerable to go at KS2 time</li> <li>Grab bags so no need for washing plates etc</li> <li>Lunch to be eaten in classroom 'bubbles'</li> <li>Tables to be wiped down before and after lunch</li> </ul>		Annie/Sode xo All staff on site
	Maintainin g communication	<ul style="list-style-type: none"> <li>Emergency contact group if required</li> </ul>		
	Outdoor play equipment	<ul style="list-style-type: none"> <li>Outdoor equipment out of use due to plastic and metal sections that would need to be wiped down after every use. Estate team to tape off</li> </ul>		All staff/Estate s team
	School Visits	<ul style="list-style-type: none"> <li>All overnight residentials will be suspended for the Autumn term until further notice.</li> <li>School educational visits (non overnight) will be kept to class bubbles only. Places of visit must have strict measures in place</li> <li>Considerations taken to transport</li> </ul>		

	Extra curricular provision	<ul style="list-style-type: none"> <li>● Breakfast club and Rockets will be kept to working parents in the school hall as a consistent group</li> <li>● Parents advised to minimise the number of out of school providers they use.</li> <li>● Each class teacher will offer one after school club per week for their class bubble only</li> </ul>			
<b>Attendance</b>					
	Attendance	<ul style="list-style-type: none"> <li>● All children must attend school. Fines will be issued for children not attending.</li> <li>● Children shielding must produce their shielding letter</li> </ul>			
<b>Staffing</b>					
	Breaks	<ul style="list-style-type: none"> <li>● Breaks at staggered times see rota</li> </ul>			All staff on site
	Staff sickness	<ul style="list-style-type: none"> <li>● Should a staff member begin to show symptoms, they should immediately leave and message SLT to inform</li> <li>● They should follow isolation Government protocol</li> <li>● Seek a test if confirmed whole bubble must isolate for 14days</li> <li>● Clear protocol for this shared with staff</li> </ul>			All staff Coordinate d by CG
	Pregnancy & Shielding	<ul style="list-style-type: none"> <li>● Pregnant staff members must follow the guidance for clinically vulnerable</li> <li>● Staff shielding. Staff who are clinically vulnerable must take particular care around school and follow strict social distancing guidelines.</li> </ul>			

Staff deployment	<ul style="list-style-type: none"> <li>Staff will need to be available to work in school from the start of the autumn term. Therefore staff should be aware of risk factors of any travel arrangements, such as the potential for reinstatement of lockdown measures in the place they are visiting.</li> <li>Staff must be aware that school may need to alter the way staff are deployed.</li> <li>Staff to be ready for any agreed changes</li> <li>Sports Coaches to work outside and only use the school hall in poor weather, social distancing must be maintained</li> </ul>			
Recruitment	<ul style="list-style-type: none"> <li>Recruitment will continue to be virtually.</li> </ul>			
Visitor, peripatetic staff etc	<ul style="list-style-type: none"> <li>Visitors, peripatetic staff, students, outside agencies must read risk assessment before arrival. Hands washed on entry. See consistent bubble children. Maintaining social distancing when in school.</li> </ul>			
<b>Full Closure or Localised lockdown</b>				
Full Closure	<ul style="list-style-type: none"> <li>In the event of a school closure. We will revert back to Google classroom learning and open for Key Worker children wherever possible.</li> </ul>			All Staff
<b>Services</b>				
Catering	<ul style="list-style-type: none"> <li>In grab bags</li> <li>All staff working in the kitchen with separate entrance and exit</li> <li>Back up staff if cook falls poorly</li> <li>Staggered lunchtimes for grab bag collection</li> </ul>			Annie
Cleaning	<ul style="list-style-type: none"> <li>Discussed at hub meeting - standard of cleaning needs to be high</li> <li>Cleaning - deep clean every Wednesday to the highest standard, all touch surfaces and designated rooms cleaned.</li> <li></li> </ul>			Cleaning team
<b>Resource Provision</b>				
Resource Provision	<ul style="list-style-type: none"> <li>Minimise the number of pupils transitioning into resource provision to maintain social distancing and a calm approach <ul style="list-style-type: none"> <li>➤ Autumn 1 - 4 pupils</li> <li>➤ Autumn 2 - 8 pupils</li> <li>➤ Spring 1 - 12 pupils</li> </ul> </li> <li>Each pupil assessed on a need by need basis re physical intervention</li> <li>All pupils to be risk assessed</li> </ul>			



## Guidance

Risk Area	Hazards	Mitigation	Red, Amber, Green	Recording	Responsible Employee
<p>This builds on the <i>Future Planning Considerations</i> document.</p> <p>By structuring your considerations into these broad themes, your planning, monitoring and responding activities will be easier.</p>	<p>Think about the Hazards associated with Covid-19 and safe operation</p> <p>How might employees, pupils, visitors be harmed?</p> <p>Use this to engage with employees at the appropriate point. What are their views</p>	<p>How likely is it that harm will occur?</p> <p>Detail mitigations you have designed/implemented to minimise the likelihood of occurrence.</p> <p>Be clear – other than the most extreme risks, it is not practicable to <b>eradicate</b> risk, particularly re Covid-19.</p> <p>Our responsibility is to minimise the likelihood of harm caused by the identified hazards.</p> <p>If you identify extreme risks you cannot control – you have identified a reason to stop what you are planning to do.</p> <p>Different ways of working are the tools we have here. A simple example is, it is extremely unsafe to re-open to all pupils. So we are not doing so. This represents a departure from normal practice to mitigate an extreme risk.</p> <p>Be practical and pragmatic.</p>	<p>Engagement with staff and stakeholders is supported by simple visual aids.</p> <p>Highlight your initial Hazards in a <b>R, A or G</b> and then highlight your Mitigation in the same way.</p> <p>You should see more <b>R and A</b> in your Hazard section, and only <b>A</b> and <b>G</b> in your Mitigation section.</p> <p>If you are left with <b>R</b> in your Mitigation section, you have identified an unacceptable ‘residual risk’ which we then need to think differently and creatively about.</p> <p>This should be a helpful process to</p>	<p>This document will help you to plan, monitor and respond to the risks Covid-19 is presenting.</p> <p>It is good practice to record material incidents or amendments to your Mitigations over time.</p> <p>You could simply use this box to keep a track/chronology, with any material incidents reported via usual channels/processes.</p>	<p>It is worth structuring your risk management activities.</p> <p>Use this box to record the member of staff responsible for planning, monitoring, responding and reviewing the specific Hazard(s) and Mitigation(s) identified.</p> <p>This gives structure, clarity and avoids you being responsible for thinking about and doing everything.</p> <p>This is common-sense.</p>

			support your planning, not a bureaucratic exercise.  It is also a very useful communication and engagement tool.		
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Signed  Carrie Green Executive Principal

signed \_\_\_\_\_ Scott Jacques Chair of Governors

