**RISK ASSESSMENT FORM**

**Part A**

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| **DEPARTMENT/ SERVICE** | | | Aire Valley Nursery Schools Federation – Strong Close Nursery School | | | | | |
| **Assessor/ Person(s) assisting with the assessment** | Headteacher | | | | | | **DATE** | 20/04/22 |
| **TASK / ACTIVITY**  (Include duration and frequency of task activity**)** | | **Covid-19 Risk Assessment** | | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Likelihood of Occurrence** | **Severity of Outcome** | | | | | | 1  Negligible | 2  Slight | 3  Moderate | 4  Severe | 5  Very Severe | | 1  Very Unlikely | **LOW (1)** | **LOW (2)** | **LOW (3)** | **LOW (4)** | **LOW (5)** | | 2  Unlikely | **LOW (2)** | **LOW (4)** | **LOW (6)** | MEDIUM (8) | **MEDIUM (10)** | | 3  Possible | **LOW (3)** | **LOW (6)** | **MEDIUM (9)** | **HIGH (12)** | **HIGH (15)** | | 4  Probable | **LOW (4)** | **MEDIUM (8)** | **HIGH (12)** | **HIGH (16)** | **HIGH (20)** | | 5  Very Likely | **LOW (5)** | **MEDIUM (10)** | **HIGH (15)** | **HIGH (20)** | **HIGH (25)** | | | | | **Persons / groups at risk** | | | | |
| **A** | Employees | **E** | General Public / Pupils | |
| **B** | New Employees | **F** | Visitors | |
| **C** | Contractors / Sub-Contractors | **G** | Volunteers | |
| **D** | Young person / Work experience | **H** | Clients / Service users | |
| **Likelihood of occurrence X Severity of outcome = Risk Rating**  **Example:**  **Likelihood (possible 3) X Severity (Moderate 3) = Risk Rating (Medium 9)** | | | | |

On 21 February the Prime Minister set out the next phase of the Government’s COVID19 response. COVID-19 continues to be a virus that we learn to live with and the imperative to reduce disruption to children’s education remains. Our priority is to support you to deliver face-to-face, high-quality education and care to all children. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health and presents safeguarding risks. This document has been completed by referring to the relevant national guidance documents of: -

1. Schools Coronavirus (Covid19) operational guidance

2. Actions for Early Years and Childcare providers during the coronavirus (Covid 19) outbreak

3. Managing coronavirus (COVID-19) in education and childcare settings. Contingency framework: education and childcare settings

4. Out-of-school settings: COVID-19 guidance for parents and carers

5. Cleaning in non-healthcare settings-

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

8. Coronavirus: how to stay safe and help prevent the spread

9. Guidance for schools: coronavirus (COVID-19)

10. New guidance for Covid–19 management in education settings Bradford Council -

**Staff shortages due to sickness or self-isolation** Settings that are experiencing staff shortages should:  • work with their local authority to identify how appropriate provision can be put in place while keeping staffing arrangements as consistent as possible  • where necessary, pool staff with another setting or take on qualified and Disclosure and Barring Service (DBS) checked staff from other educational settings (including local registered childminders) which have been closed or invite local registered childminders to work with them at the setting - registered childminders can already do this under the 50 / 50 registration flexibility they have.

**Prioritising early years places**- If high levels of workforce absence mean we need to restrict attendance (for example, where a setting is oversubscribed, or unable to operate at full capacity) we will give priority to: • children of critical workers, and vulnerable children – some children may be vulnerable who are not officially in statutory systems and we will seek to support any children who we believe may have challenging circumstances at home • then 3- and 4-year-olds, in particular those who will be transitioning to Reception • followed by younger age groups Local authorities should work with settings to identify provision for children who need places.

**Individuals previously considered to be clinically extremely vulnerable** Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again. If people were previously identified as being in one of these groups, they are advised to continue to follow Guidance for people previously considered clinically extremely vulnerable from COVID-19. Staff with a weakened immune system should follow Guidance for people whose immune system means they are at higher risk from COVID-19. Staff in some circumstances, staff may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. Whilst individual risk assessments are not required, employers are expected to discuss any concerns that people previously considered CEV may have. Employers will need to follow this specific guidance for pregnant employees. COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding contains further advice on vaccination. Our workplace risk assessment already considers any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. **Children** Children previously considered clinically extremely vulnerable (CEV) should attend their setting and should follow the same coronavirus (COVID‑19) guidance as the rest of the population. In some circumstances, a child may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. Children with a weakened immune system should follow Guidance for people whose immune system means they are at higher risk from COVID-19

**Contact tracing**

Public health advice for People with COVID-19 and their contacts changed from 24 February. Contacts are no longer required to self-isolate or advised to take daily tests, and contact tracing has ended.

When an individual develops COVID-19 symptoms or has a positive test children and staff, including children aged 0 to 4 years, should return to the setting as soon as they can. Asymptomatic testing From 21 February 2022, staff in early years’ settings will not be expected to continue taking part in regular asymptomatic testing and should follow asymptomatic testing advice for the general population. Further information is available in the managing coronavirus (COVID-19) in education and childcare settings guidance. In the event of an outbreak, a setting may also be advised by their local health team or Director of Public Health (DPH) to increase testing for a period of time.

**Outbreak thresholds**

National thresholds were outlined to assist settings to consider seeking public health advice. These thresholds can be reviewed and adapted at the discretion of the local Director of Public Health.

**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 should be followed. This will usually be subsequent to risk assessment by a public health or education support professional.

Where it is judged that **sustained transmission** is occurring, or there are other risks such as a variant of concern (VOC) or increased severity of illness, the LA/ HPT may decide to convene an outbreak control meeting (OCT) or incident management team (IMT).

**Outbreak management - new-tiered system of response**

Consistent with the changes in national guidance, Bradford Council is now focusing on outbreak management rather than reacting to each single Covid-19 case. The previous system of response which consisted of escalating measures for dealing with [single cases, clusters and outbreaks](https://bso.bradford.gov.uk/userfiles/file/Public%20Health/Updated%20files_Jorge/Covid%20Action%20Cards%20For%20Schools%20June%202021.pdf) 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**

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| 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   Procedures   * The Council will remain the main point of contact for activating support to schools * We will ask schools to keep reporting cases through the web forms, which will be monitored by the Council COVID support team for schools. This will help us maintain an overview of the district situation and ensure speedy and proportionate support to outbreaks in schools. Reporting cases through the web form will also allow schools to ask for a call back from a Council support officer. * The Council’s public health & education team are forming a single collaborative support team for this support. * 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**

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| 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   Procedures   * We ask schools to contact the Council either if they reach an outbreak threshold or need support on reaching this decision. * The Council COVID support team provide first line of advice/support to schools * If school requires further support, Council officers will fill in the PHE web form on behalf of the school to request PHE support * After PHE are contacted they take over the outbreak with Council support   + PHE to assess risk and advise school   + Council COVID support team is involved when requested by PHE or directly contacted by the school to support liaison with PHE   + PHE and Council COVID support team liaise to decide if an IMT is needed   + PHE to call and chair IMT – local Council officer always involved |

| **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) |
| --- | --- | --- | --- | --- | --- |
| **Site Access-**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. **See also social distancing and pupil well- being.** | A - H | Opening of main entrance door controlled by school staff to ensure social distancing.  Staff, patents/carers and families to adhere to 2 metre social distancing rules on entry into and exit from school.  Main entrance- red and green group children dropped off by one parent/carer in the entrance one at a time and wash hands on entrance to nursery rooms  Back entrance - blue and yellow group children dropped off by one parent/carer one at a time and wash hands in the outdoor sink. Supported to their classroom by a member of staff. SLT on the entrances to admit one at a time.  Parents/carers not allowed into the main part of the building unless essential to children’s well- being  It is not necessary to take children’s temperatures on entry or throughout the day unless there is a concern.  Every child should wash their hands with soap on entry to the class room at the front entrance and in the outside sink at the back entrance for at least 20 seconds with staff support 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.  Walkie talkie operation in each room checked daily as part of the usual daily risk assessment. This is important for communication but especially from the office. Staff to confirm receipt of information from the office by stating “Message received.” | 15 | Staggered start and finish times for each entrance group and set of sessions.  Social distancing signs, lines or barrier markers outside and circular signs inside to ensure 2 metre spacing on entry to the building.  Staff and visitor pause, protect, proceed instruction signs prior to entry with hand sanitiser dispenser outside the entrance door and hand sanitiser at back entrance  Limit of one parent/carer at drop off and pick up.  Supplementary staff to support and marshal entry and exit at key times.  Lead member of staff with an overview register to monitor entry and exit.  Admin to check registers at door of room at 9.30 and 1.30 each day.  Information during and at the end of the day to be conveyed verbally and /or digitally by email, text, through the administration team.  Any other information to sign left on green chairs in front entrance or in the to sign box for the back entrance.  PHE is clear that routinely taking the temperature of children is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).  Walkie Talkies- Staff to confirm receipt of information from the office by stating “Message received.”  Afternoon drop off all children playing at lunchtime to be in classrooms by 12.25 before the gates are opened | 6 |
| **Infection Control**- see also cleaning and social distancing | A-H | Every child should wash their hands on entry to the class room for **at least 20 seconds** with staff support and singing the handwashing song.  Children and staff must clean their hands regularly, including:   * when they arrive at the setting * when they return from breaks * when they change rooms * before and after eating   Regular and thorough hand cleaning is needed for the foreseeable future.  Hand sanitiser in entrance vestibule area for use by staff, visitors and parent/ carer.  Admin staff to keep glass window closed between office and reception area.  Only to be opened to accept paperwork /deliveries.  Desks, telephones and workstations to be cleaned with virucidal spray before and after use.  Staff to avoid touching their face.  Staff to have their own 50 ml hand sanitiser kept securely for immediate personal use when needed. Regular hand washing with soap for at least 20 seconds by staff and or use of hand sanitiser, but especially on entry and exit and before and after eating. 500 ml hand sanitiser also available in each classroom office and the staff room.  Staff to use their own pens.  Visitor pens to be cleaned after each use by office staff  A good 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.  Keep windows and or ventilation vents on outside doors open in all occupied areas as much as possible to ensure ventilation and use outdoor areas as much as possible. Open the windows for at least 15min 3x day (before/after classes plus one more time)  Avoid the use of lifts wherever possible.  Symptoms of coronavirus (COVID-19) can now include:  Symptoms of COVID-19 can include:   * a high temperature or shivering (chills) – a high temperature means you feel hot to touch on your chest or back (you do not need to measure your temperature) * a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours * a loss or change to your sense of smell or taste * shortness of breath * feeling tired or exhausted * an aching body * a headache * a sore throat * a blocked or runny nose * loss of appetite * diarrhoea * feeling sick or being sick   In the staff room all cutlery and crockery etc. to be cleaned in the dishwasher which can clean everything at a high temperature. No washing up to be left on surfaces or draining board. This includes the poppy staff room- staff to put all their crockery and utensils in staff room dishwasher | 12 | 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.  Hand sanitiser dispenser installed under the canopy of the entrance outside for staff, parents/carers and visitors to use prior to entry.  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 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.**  Acrylic sheet to protect office staff at sliding window when window is open.  Staff in each group to ensure cleaning station boxes are replenished  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. | 6 |
| **Cleaning- increased cleaning needed** | A-H | Deep clean the kitchen prior to opening before food preparation resumes  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.  Stringent cleaning for food preparation and dining areas and/or table coverings in classrooms with virucidal spray.  Cleaning box stations in each office, toilet and classroom.  Specific cleaning box station with extra PPE in each isolation area.  Remove unnecessary items from learning environments, where there is space to store them elsewhere. Remove all soft toys, toys that are hard to clean, such as those with intricate parts, soft furnishings e.g. pillows, cushions, bean bags and rugs.  Ensure any toys that are shared can easily be cleaned between groups use.  Kitchen food deliveries to be supplied as normal through the kitchen side entrance ensuring social distancing rules.  Snack deliveries to be separated for each class group. | 12 | If during a fire the kitchen needs to be accessible as an exit the key is available in the smash glass container at the side of the door.  Cleaning company to use the virucidal steam deep cleaning system each evening and clean toilets and frequently touched surfaces at lunchtime and the end of the day in addition to their other duties.  When using virucidal spray leave on the surface for 20 seconds before wiping down.  Each class to have their own hand held steam cleaner for cleaning with virucidal solution in all areas needed but especially of toys such as wooden blocks. **To be used with a fluid resistant face mask for protection which can also be re-used** in these circumstances as detailed by Lyn Sayles.  Communicate to staff and parents that items and toys should not be brought into school unless absolutely necessary, in which case the items should be appropriately cleaned on arrival e.g. soothers and dummies.  All procedures covered on staff training sessions. | 6 |
| **Cleaning after a suspected or confirmed case of Coronavirus.**  **See also Response to suspected COVID-10 case** - | A-H | Cleaning should be completed of all affected areas with PPE to be worn-disposable gloves, apron, blue fluid resistant deposable surgical mask, and eye protection.  Disposable cloths or paper roll and mops should be used and disposed of as detailed below.  On disposal these and all PPE 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.  Hands should be washed with soap and water for 20 seconds after all PPE has been removed  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.  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.  Clean and disinfect anything used for transporting laundry with virucidal spray. | 15 | Staff training on these cleaning procedures and the correct use and take off of a mask and PPE equipment.  Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be double bagged, in the white waste bags, date labelled on it with a permanent marker, then stored securely for 72 hours outside in specified container area before being thrown away in the external council bins. | 9 |
| **Social Distancing** - For example, staggered social times, children and staff working in 'pods', one way systems, entrances and exits | A-H | Brief, transitory contact, such as passing in a corridor or when moving to a different part of the school is low risk, but wherever possible staff will only move one group at a time using one-way circulation.  Ensure that classroom toilets do not become overcrowded by limiting the number of children that use the toilets at any one time.  School office workstations spaced out and desks moved to ensure 2 metre social distancing system with increased staff in school. No more than three people in the main office at any one time.  New electronic fob system programmed to only allow access to office by admin and leadership staff. | 12 | Make up of children and staff in each year group will be shared on staff training sessions and then with registers and specific individual risk assessments.  The use of communal spaces in settings will be managed to limit the amount of mixing between groups as much as possible.  Entrance 4 sets of doors- please look, stop and wait. / Staff to toilet  In communal adult areas such as staff room and offices, available chairs are measured to ensure 2 metre social distancing.  Only use the overflow staff room **IF** the main staff room is full  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.  - frequent hand cleaning and good respiratory hygiene practices of catch it, bin it, kill it.  -regular cleaning of setting.  -minimising contact and mixing.  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. | 6 |
| **Pupil Well-being** -  See also **Parent and family well-being and Access for Learning.** | E | 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.  Parents/carers are 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 or will be starting for the first time and may be feeling anxious, work with parents/carers, children and familiar staff to support this process.  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. 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. Staff should be alert to the fact that there may be children:   * 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 | 12 | Refer to Safeguarding Policy addendum and Learning and Teaching Policy During Covid-19, including online Learning and Teaching already shared with staff. SEND policy.  Updates to policies to be emailed to staff as they occur.  School will work with local authorities, midwives and health visitors where relevant, to monitor the welfare of vulnerable children who are not attending provision, and other children they may wish to keep in touch with for safeguarding purposes.  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. Use the more in depth All About Me template from the LA for those children/ parents needing extra support after Lockdown and the SSIF Leuven wellbeing scales and Tiny Little Minds website to support any concerns.  Individual children’s risk assessments to be updated and adapted and shared with their staff and senior leadership.  Parents / Carers will continue to be involved through standard (phone, text, email, post and socially distanced conversations) as well as virtual communication, where staff are available, in planning and agreeing any changes to support for children with needs including EHC plans.  Sleeping children should be spaced apart on the wipe down mats. All bedding to be washed immediately.  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. | 6 |
| **Staff well-being** | A B | Staff can access mental health support at this NHS website <https://www.nhs.uk/oneyou/every-mind-matters>  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](https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers) and [Wellbeing for Education return programme](https://www.gov.uk/government/publications/wellbeing-for-education-return-grant-s31-grant-determination-letter) is available.  The [Education Support Partnership](http://www.educationsupport.org.uk/) provides a free helpline for school staff and targeted support for mental health and wellbeing. See below for additional resources and guidance.   * [**School Staff Welfare Support Service**](https://bso.bradford.gov.uk/userfiles/file/Public%20Health/Updated%20files_Jorge/NEW_School%20Staff%20Support%20Flyer.pdf) * [**COVID advice and support for families**](https://bso.bradford.gov.uk/userfiles/file/Public%20Health/Community%20Action%20Self%20Care%20Booklet%20December%202020.pdf) * [**Test and Trace support payment**](https://bso.bradford.gov.uk/userfiles/file/Public%20Health/Updated%20files_Jorge/NEW_School%20Staff%20Support%20Flyer.pdf)   Regular staff contact by text, email, face to face and phone through line management. Virtual team meetings.  Existing programme of staff well- being and positive mental health support and training.  .  The school has produced a well-being leaflet for staff.  Leaders encourage all staff members to speak up and talk about any concerns or issues and to feedback on the risk assessment. | 12 | PPE 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 **Response to suspected COVID-10 case** -  And **Cleaning after a suspected or confirmed case of Coronavirus**  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 should be made aware they 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.  **.**  **The disabled toilet upstairs is not to be used by school staff- this is for use by midwife clinics only.**  Toilets upstairs school and council staff cubicles  Written messages to a bubble to be passed under the door when staff alerted to come to the door by walkie talkie message. | 6 |
| **Parent and family well-being** | E H | Resources available on our website and Facebook pages-weekly 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.  Where staff are available, families at home contacted weekly and signposted to the website, and Facebook pages, Early Essence as well as regular texts and letters with updates on information. | 12 | Email to parents regarding return/start to school with details of new routines and specific support for children emotional well- being and support for specific needs.  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.  Socially distanced and /or virtual review meetings to be arranged.  Families signposted to multi-agency working and relevant information such as family hub initiatives or the relationship matters website.  Staff and the parental Involvement Officer to plan virtual coffee morning groups, welcome and parent forum meetings.  Ensure first aider goes on any parent groups outside e.g. our Walk and Talk Café to Parkwoods with the Parkwoods Risk assessment. | 6 |
| **Access to learning** | E | The priorities at this time are helping young children to adapt to their new routines and supporting children to settle back into the setting, especially where there have been staffing changes. 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. Stories, singing and games will be used to help children to socialise and resettle into familiar everyday routines. Opportunities to continue our project and schema books and displays will continue to be developed.  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.  Supervised tooth brushing programmes will be completed using the dry brushing method.  Our weekly What’s Happening at Home 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, the 50 things to do before your 5 app and <https://literacytrust.org.uk/family-zone/birth-4/>. | 12 | Outdoor space will be planned for as much use as is possible as this can limit transmission. Avoid using tablets with children. Tablets used by staff must be cleaned before and after each use. Take home library to be suspended. Readjustment to the routines in a setting may prove more challenging for under 3s and some children with SEND. Staffing ratios are higher in these groups to support the children in their care however where ratios cannot be met in any class due to absence of staff the provision may be affected. | 6 |
| **Safeguarding** | A-H | Responsibilities in respect of safeguarding haven't changed, referral routes should remain the same.  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.  Registers of attendance monitored by Headteacher and LA  Parents and carers contacted by phone if not attending school.  Information about vulnerable children gathered prior to start dates for external children.  Registers monitored by SLT and returned to DfE and LA daily. | 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  School will work with local authorities, midwives and health visitors where relevant, to monitor the welfare of vulnerable children who are not attending provision, and other children they may wish to keep in touch with for safeguarding purposes.  Staff to be aware of concerns that may arise with families where previously we didn’t have any concerns.  Staff training on safeguarding and Keeping Children Safe in Education prior to opening | 6 |
| **Communication** - | E H | 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.  New admission forms to include parent/carer email details to aid smoother communication with home. Details of emails of parent/carers for existing children on roll to be obtained in the first week.  Ensure that all parents and carers understand any new procedures and 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 and they are encouraged to get tested in this scenario. | 12 | Bi- lingual staff and translation resources may be needed to ensure correct understanding of all the new procedures for opening.  Anything for parents to sign at pick up to be put on a clipboard on the green chairs in the front entrance and in a signing box for the back entrance.  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. | 6 |
| **Visitors on site** - 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.  Contractors Induction in place.  New parents are permitted to enter the provision on the first one to two days and there after must drop off and collect their children where possible.  Where the school needs to use other essential professionals such as social workers, speech and language therapists or counsellors, or 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. If they need to attend in person, they should closely follow the protective measures in the setting, and the number of attendances should be kept to a minimum. Where possible to do so, social distancing should be maintained. Local authority and professionals’ visitors to class, to observe outside where possible. In class, to wear a clear visor and/or mask for observation and more sensitive work with children, for their wellbeing | 15 | Midwife and contact appointments to be arranged around staggered drop off and pick up and planned with appropriate service leads. If in car to wait in car until called by midwife/ contact supervisor.  Disabled toilet upstairs to only be used by midwife’s clients.  See also risk assessment from the midwifery service. | 9 |
| **Response to suspected COVID-19 case** -  See- implementing protective measures in education and childcare settings/ cleaning in non-healthcare settings  See also **Cleaning after a suspected or confirmed case of Coronavirus.** | A-H | 1. If a child or staff member displays COVID symptoms they should be sent home from the school. Contact parent/carer immediately.  2. Isolate child with appropriate adult supervision until collection – PPE should be worn if social distancing cannot be maintained (care needs or age of child)  3. You should move children and staff from affected area to enable cleaning-see cleaning after a suspected case.  4. If life at risk or injury call 999  5. Members of staff who support children who are unwell do not need to go home unless they display symptoms or the child subsequently tests positive.  6. Members of staff should wash their hands following contact with the child | 15 | The designated isolation area is the sunflower room upstairs. Ensure the window is opened for ventilation.  The designated isolation toilet area is in red room 2. Toy box with toys that are easy to clean in both areas.  A blue fluid resistant face mask must be worn by the adult, eye protection, disposable apron and gloves.  Once the child or member of staff has left the setting follow  **Cleaning after a suspected or confirmed case of Coronavirus**  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. | 9 |
| **Response to confirmed COVID-19 case** -  See- implementing protective measures in education and childcare settings. | A-H | Consistent with the changes in national guidance, Bradford Council is now focusing on outbreak management rather than reacting to each single Covid-19 case.. | 15 | Consider changes needed to staff rotas including cover for safeguarding lead, first aid or SENDCo. The situation will be risk assessed by the Headteacher and Governing body.  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. | 9 |
| **Policies and Procedures**- | A-H | Consider all policies and procedures relevant to the day to day running of your school and whether an appendix should be added in the context of COVID-19.  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, *Health and Safety Policy, SEND policy, sickness management.* | 12 | Emailed to staff after staff training and ongoing. | 6 |
| **Site Safety-Electrical supply systems and equipment, heating and ventilation, hot and cold water and fire alarm systems** | A-H | Existing regular checks of electrical supply systems and equipment, heating and ventilation, and hot and cold water systems through Bradford Council Facilities Management.  Weekly flushing of all unused water systems in the building with ventilation by cleaning and caretaking staff. Dishwashing cycles run on a weekly basis.  Keep windows and or ventilation vents on outside doors open in all occupied areas as much as possible to ensure ventilation and use outdoor areas as much as possible. Open the windows for at least 15min 3x day (before/after classes plus one more time)  Electrical systems have remained in use.  Weekly fire tests have continued throughout partial opening and the holidays. | 12 | Water fountains in the classroom to be taped off/ removed/ disconnected.  Further safety checks on systems completed by the council’s Health and Safety Team.  Catering equipment checks by ECS initially.  Aqua trust checks | 6 |
| **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.  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. | 12 | Back car park not to be used by staff and blue and yellow groups to assemble in the marked areas in the back car park to enable wider assembly spacing between groups/pods.  New laminated signs put up outside to make colour group assembly areas clear.  Ensure a fire evacuation procedure is planned, explained and practiced.  Record and implement any amendments needed from drills. | 6 |
| **Invacuation and Lockdown**- | A-H | Existing Invacuation plans in place for lockdown in each room. This will be more spaced out to include the back car park which will not be used for cars as it is a second entrance    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. | 12 | Walkie talkies to be moved between outside and inside as each group moves.  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.  Ensure invacuation and lockdown procedure is planned, explained and practiced.  Record and implement any amendments needed from drills. | 6 |

**Part C**

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| Links to other risk assessments and or safe working instructions - please state | |  | | | |
| 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 | | Helen Jones Headteacher | | | **Date** |
| 20/04/2022 |
| **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** |  | |
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