

**BRADSHAW HALL PRIMARY SCHOOL****Health and Safety Risk Assessment for the Return to School September 2021**

As a school we have re-visited our previous COVID 19 risk assessment and reviewed our previous procedures. This updated risk assessment considers the increased numbers of pupils and staff returning.

We have put safety measures in to address the 9 control measures in the guidance:

**Prevention:**

- 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 school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

**Numbers 1 to 4 must be in place in all schools, all the time.**

**Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.**

**Number 6 applies in specific circumstances**



**Response to any infection:**

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

The control measures have not changed from previous guidance with the exception of the requirement to now fully engage with the NHS Test and Trace process.

Schools should also consider staff that may be at higher risk due to certain demographic factors and should complete an individual risk assessment for that person using the template provided.

**Student/staff focused planning**

Student focused planning	Control Measures	Review date
<p><b>Mixing &amp; Bubbles</b></p> <p>At Step 4 (July 19<sup>th</sup>) we will no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). When we proceed to Step 4, this means that bubbles will not need to be used for any summer provision (for example, summer schools) or in schools from the autumn term. If your school is still open at Step 4, you may wish to continue with these measures until the end of your summer term. As well as enabling flexibility in curriculum delivery, this means that assemblies can resume, and you no longer need to make alternative arrangements to avoid mixing at lunch. You should make sure your outbreak management plans cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups. Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.</p>	<p><b>Entry &amp; Exit to school</b></p> <ul style="list-style-type: none"> <li>Nursery/Reception/Yr 3 and 4 entrance 3 between 8.45-8.55 Year 3 and 4 children should be dropped at the gate. Nursery and Reception children no change to current arrangements (Gate 3)</li> <li>Year 5/6 drop off between 8.45 and 8.55 no change to current arrangements from main entrance gate (gate 1)</li> <li>Year 1 and 2 drop off between 8.45 and 8.55 no change to current arrangements (middle gate, gate 2)</li> </ul> <p><b>End of day times</b></p> <ul style="list-style-type: none"> <li>Nursery/Reception no change to current arrangements Gate 3</li> <li>Year 3 and 4 pick up from the playground at 3.15 (year 4 from classrooms) Year 3 from glazed link (Bella Lowrey) and from headteachers exit (Louise Jones) Gate 3</li> <li>Year 5 and 6 3.15 Main entrance gate 1</li> <li>Year 1 and 2 pick-up from outside the classrooms at 3.15. Middle entrance gate 2.</li> </ul> <p><b>Break times and lunchtimes:</b></p> <p>Bubbles (4 core bubbles + Class SW7)            Class SW7 to integrate with KS1 bubble for playtime and lunch.</p> <ol style="list-style-type: none"> <li>EYFS (reception and nursery).</li> <li>KS1</li> <li>Lower KS2</li> <li>Upper KS2</li> </ol> <p>Staggered lunchtimes. Hot meals provided (Overview of timetable attached) Sanitising station outside hall:</p> <ul style="list-style-type: none"> <li>Nursery – 11:45am in hall</li> <li>EYFS -11:30am – 12:00pm in hall.</li> <li>EYFS playtime in own area @ 12 until 12:30pm. Nursery have play at 12:30am in own area.</li> </ul>	



	<ul style="list-style-type: none"> <li>• KS1: 12:00pm – Year 1. 12:10pm – Year 2. Year 1 and 2 leave lunch hall by 12:30pm and play outside in main playground until 12:50pm</li> <li>• Lower KS2 – 12:30pm. Wash hands and use toilet. Enter hall at 12:40pm until 1pm. Play outside in main playground until 1:25pm</li> <li>• Upper KS2 – 12.30pm. Playtime at 12.30 – 12.50 (annex field will remain an option)</li> </ul> <p>All areas of the playground/pods/field/ball court will be available to all classes by rota.</p> <p><b>Classroom layout</b> No COVID restrictions to classroom layout Layouts will be flexible according to learning and the curriculum Classrooms to revert back to ‘normal’ set up – furniture and teaching resources</p> <p><b>Support for high need students</b> Refresh all EHC Plans and Behavioural Plans, complete RA’s and addition requirement plans for new children</p> <p><b>Assemblies</b> Assemblies will be offered as follows: KS1 (online), KS2 in hall or on radio depending on COVID cases.</p> <p><b>Music room, Multi-media suite &amp; Hall</b> - will be available for the full timetable. Music and singing taught in year groups. Depending on COVID cases, classes may be taught individually.</p> <p><b>Swimming</b> - Will be available for year 3 &amp; 4 as normal</p> <p><b>Staff rooms</b> – KS1, Lower KS2 and EYFS rota for main staff room to minimise numbers in room. Room well ventilated. Upper KS2 use Rainbow Room.</p>	
<p><b>Tracing Close Contacts and Isolation</b> Settings will only need to do contact tracing up to Step 4. From Step 4, close contacts will be identified via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing. As with positive cases in any other setting, NHS Test and Trace will work with the positive case to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case specifically identifies the individual as being a close</p>	<p>Testing - for those with symptoms must isolate and book a PCR test and isolate until the results are known.</p> <p>NHS Test and Trace to contact individuals to advise if isolation is required.</p>	



<p>contact. This is likely to be a small number of individuals who would be most at risk of contracting COVID-19 due to the nature of the close contact. You may be contacted in exceptional cases to help with identifying close contacts, as currently happens in managing other infectious diseases. From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case. Instead, children 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. 18-year-olds will be treated in the same way as children until 4 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. At which point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact. Settings will continue to have a role in working with health protection teams in the case of a local outbreak. If there is an outbreak in a setting or if central government offers the area an enhanced response package, a director of public health might advise a setting to temporarily reintroduce some control measures.</p>	<p>Any suspected or confirmed close contacts of the Omicron variant will be asked to isolate for 10 days regardless of vaccination status or age. Anyone affected will be contacted directly by NHS Test and Trace and told to isolate.</p> <p>Continue with LFD home-based testing for staff without symptoms.</p> <p>Follow this local guidance and report cases to the local Single Point of Contact (SPOC).</p> <p>In some outbreak circumstances school may be required to contact trace and recommend PCR tests for close contacts and self-isolation of unvaccinated adult contacts.</p> <p>Support positive cases to isolate, and support contact tracing of staff as per <a href="#">workplace guidance</a>.</p>	
<p><b>Face Coverings</b></p> <p>From Step 4, face coverings will no longer be advised for pupils, staff and visitors either in classrooms or in communal areas. If you have an outbreak in your school, a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils 6 staff and visitors, unless exempt). You should make sure your outbreak management plans cover this possibility. In these circumstances, transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles. The main benefit from a transparent face covering is that they can aid communication, for example enabling lip-reading or allowing for the full visibility of facial expressions, but this should be considered alongside the comfort and breathability of a face covering that contains plastic, which may mean that the face covering is less breathable than layers of cloth. Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission. They may protect the wearer against droplet spread in specific circumstances but are unlikely to be effective in preventing the escape of smaller respiratory particles when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately. The use of face coverings may have a particular impact on those who rely on visual signals for communication. Those who communicate with or provide support to those who do, are exempt from any recommendation to wear face coverings in education and childcare settings. You have</p>	<p>Face coverings should be worn in communal areas by staff and visitors unless they are exempt.</p> <p>Use of face masks will no longer be forced in the following areas. HT to recommend that the use of face masks is optional:</p> <ul style="list-style-type: none"> <li>• At drop off and pick up/exit and entry into school for parents</li> <li>• On transport for children in the Class SW7</li> <li>• Local outbreaks may necessitate, as part of the outbreak management plan, a return to mask wearing.</li> </ul>	



<p>a duty to make reasonable adjustments for disabled pupils to support them to access education successfully. Where appropriate, you should discuss with pupils and parents the types of reasonable adjustments that are being considered to support an individual. No pupil or student should be denied education on the grounds of whether they are, or are not, wearing a face covering.</p>		
<p><b>Stepping measures up and down</b>          'School's Outbreak Management Plans' outline how we would operate if there were an outbreak in our school or local area.          Any measures in school should only ever be considered as a last resort, kept to the minimum number of groups possible, and for the shortest amount of time possible. Central government may offer local areas of particular concern an enhanced response package to help limit increases in transmission. The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.</p>	<p>The '<b>Outbreak Management Plan</b>' may necessitate return to the Covid risk assessment as of March 2021.          The 'Contingency Framework describes the principles of managing local outbreaks of COVID19 in education setting.  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-childcare-settings/contingency-framework-education-and-childcare-settings</a>          If a number of identified cases are confirmed within a 14 day period, this could be considered an outbreak. The dedicated advice service may escalate the issue to the local health and protection team. (DfE helpline 0800 046 8687 option 1).          This may invoke the '<b>Outbreak Management Plan</b>'</p>	
<p><b>Control Measures</b></p> <ol style="list-style-type: none"> <li>1. Ensure good hygiene for everyone.</li> <li>2. Maintain appropriate cleaning regimes.</li> <li>3. Keep occupied spaces well ventilated.</li> <li>4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.</li> </ol>	<p><b>Ensure good hygiene for everyone</b></p> <ul style="list-style-type: none"> <li>• <b>Hand Hygiene</b> - Frequent and thorough hand cleaning should now be regular practice. Ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser and dried properly</li> <li>• <b>Respiratory Hygiene</b> - The 'catch it, bin it, kill it' approach continues to be very important. The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene</li> <li>• <b>Use of Personal Protective Equipment (PPE)</b> Most staff in schools will not require PPE beyond what they would normally need for their work</li> </ul> <p><b>Maintain Appropriate Cleaning Regimes</b> - Using standard products such as detergents, school has an appropriate cleaning schedule. This includes regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces. PHE has published guidance on the cleaning of non-healthcare settings</p> <p><b>Keep Occupied Spaces Well Ventilated</b> - When school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching</p>	



	<p>environment is maintained. Poorly ventilated spaces have been identified as part of our risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, e.g. school meetings. Where possible and practical, rooms with opening external windows can be used to improve natural ventilation, and in addition, opening internal doors will also assist with creating a throughput of air. The glazed Link external opening doors may also be used - where safe to do so. SLT will balance the need for increased ventilation while maintaining a comfortable temperature</p> <p><b>Follow Public Health Advice on Testing, Self-isolation and Managing Confirmed Cases of COVID-19 -</b></p> <p>When an individual develops COVID-19 symptoms or has a positive test Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</p> <p>If anyone in school develops COVID-19 symptoms, however mild, they will be requested to go home and they should follow public health advice. For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</p> <p>If a pupil is awaiting collection, they will be escorted to the RAINBOW room and await collection with a member of staff. A window should be opened for fresh air ventilation. Appropriate PPE should also be used if close contact is necessary, further information on this can be found in the use of PPE in education, childcare and children’s social care settings guidance. Any rooms they use should be cleaned after they have left.</p>	
<p><b>Asymptomatic Testing</b> Testing remains important in reducing the risk of transmission of infection within schools. Over the summer, staff attending the Before &amp; After School club should continue to test regularly (2X/week). Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed. There is no need for primary age pupils (those in year 6 and below) to test over the summer period. They will be offered the 2 tests at an ATS at the beginning of the autumn term when they start at their secondary school as a new</p>	<p>School will continue to provide LFD kits to all members of staff.</p>	



<p>year Schools may choose, however, to start testing year 6 pupils earlier, including in summer schools, depending on their local circumstances.</p>		
<p><b>Confirmatory PCR Tests</b> Staff and pupils with a positive LFD test result should self-isolate in line with the <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</a> They will also need to get a free PCR test to check if they have COVID-19 <a href="https://www.gov.uk/get-coronavirus-test">https://www.gov.uk/get-coronavirus-test</a> Whilst awaiting the PCR result, the individual should continue to self-isolate. If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms. Additional information on PCR test kits for schools and further education providers is available.</p>	<p>Staff should continue to report to the DHT via email if they test positive themselves. Particular diligence will be required nearer the start of the new academic year – <b>from August 20th</b></p>	
<p><b>Tracing Up Until Step 4</b> Until Step 4, we are expected to continue to fulfil our contact tracing responsibilities. From Step 4, close contacts will be identified via NHS Test and Trace. You may be contacted in exceptional cases to identify close contacts, as currently happens in managing other infectious diseases. You will continue to have a role in working with health protection teams in the case of a local outbreak. Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do.</p>	<p>Contact tracing may resume in exceptional circumstances.</p>	
<p><b>Admitting Children into School</b> In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others. If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice.</p>	<p>Schools refusal to admit a child shall be consistent with the school's policies. The safety and wellbeing of the staff and children at school should always be the priority. Consultation and amicable agreement will always be the objective in discussions with the parent/carer</p>	
<p><b>Attendance School</b> Attendance is mandatory for all pupils of compulsory school age and it is priority to ensure that as many children as possible regularly attend school. Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness). For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the school attendance guidance.</p>	<p>All pupils are expected to have full attendance except in cases of confirmed COVID isolation due to a positive test. The current DfE guidance at the time will dictate the process.</p>	
<p><b>Travel and Quarantine</b> Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.</p>	<p>Children missing from school will be subject to the normal 'first day call' from the school office then followed-up as required. Any requested or otherwise 'known' cases of children wishing to or having travelled abroad, will be closely monitored by school to confirm any prevailing quarantine requirements are adhered to by the parents/carers on their return to minimise the risks to the school population</p>	



<p><b>Remote Education</b></p> <p>Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19. You should maintain your capacity to deliver high quality remote education for next academic year. The remote education provided should be equivalent in length to the core teaching pupils would receive in school. You should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. Full expectations for remote education, support and resources can be found on the get help with remote education service</p>	<p>Online learning provided for children who are isolating via Google Drive. See 'Blended Learning' Policy for more information.</p>	
<p><b>Education Recovery</b></p> <p>We have announced a number of programmes and activities to support pupils to make up education missed as a result of the pandemic. Further information is available on education recovery support. Specifically for schools, the document includes further information on: • catch-up premium • recovery premium • summer school programme • tutoring (including the National Tutoring Programme and 16 to 19 tuition fund) • teacher training opportunities • curriculum resources • specialist settings • wider continuous professional development resources, including to support teacher wellbeing and subject-specific teaching If running a summer school, you should follow the protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus (COVID-19) outbreak. Special schools and other specialist settings should refer to the additional operational guidance.</p>	<p>Recovery action plan in place.</p>	
<p><b>Pupil Wellbeing and Support</b></p> <p>Some pupils may be experiencing a variety of emotions in response to the COVID-19 pandemic, such as anxiety, stress or low mood. You can access useful links and sources of support on promoting and supporting mental health and wellbeing in schools.</p>	<p>Resources available to parents on website:</p> <p><a href="https://bradshawhall.stockport.sch.uk/You-Are-Never-Too-Young-To-Talk-Mental-Health-Parent-Leaflet2.pdf">You-Are-Never-Too-Young-To-Talk-Mental-Health-Parent-Leaflet2.pdf (bradshawhall.stockport.sch.uk)</a></p> <p><a href="https://bradshawhall.stockport.sch.uk/Guidance-For-Parents-and-Carers-on-the-Return-of-All-Pupils-to-School.pdf">Guidance-For-Parents-and-Carers-on-the-Return-of-All-Pupils-to-School.pdf (bradshawhall.stockport.sch.uk)</a></p>	
<p><b>School Workforce</b></p> <p>School leaders are best placed to determine the workforce required to meet the needs of their pupils. Clinically extremely vulnerable (CEV) people are no longer advised to shield but may wish to take extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. Staff in schools who are CEV should currently attend their place of work if they cannot work from home. DHSC will publish updated guidance before Step 4. We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time</p>		
<p><b>School Meals</b></p>	<p>Operating procedures will revert to all year groups accessing the dining hall for lunch.</p>	



<p>You should continue to provide free school meal support to any pupils who are eligible for benefits-related free school meals and who are learning at home during term time. More information on providing school meals during the COVID-19 pandemic is available</p>	<p><b>SEE SECTION 1 – BUBBLES &amp; MIXING</b></p>	
<p><b>Educational Visits</b>          Given the likely gap in COVID-19 related cancellation insurance, if you are considering booking a new visit, whether domestic or international, you are advised to ensure that any new bookings have adequate financial protection in place. You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP).</p>	<p>Educational visits to go ahead wherever possible. Robust risk assessment in place.</p>	

