

## Coronavirus Risk Reduction Assessment – September 2020

**This risk assessment and control document is a template and has been used to assess potential risks and identify any control methods.**

This document has been put together using a 5x5 matrix of a 'Likelihood' against 'Severity'. It is recognised that although control measures can change the 'likelihood' of an event occurring, this may not reduce the 'severity' of an event. You should aim to reduce risks 'so far as reasonably practicable'.

**Completed risk assessment forms should be saved for reference. Each updated version should be saved with a new Version number.**

The product of **severity** and **likelihood** provides an action level, as shown in the tables below: -

**Matrix: -**

| Likelihood (L):      |                      |              |                 |              |              |
|----------------------|----------------------|--------------|-----------------|--------------|--------------|
| <b>Certain 5</b>     | Very Low             | Medium       | High            | Very High    | Very High    |
| <b>Very Likely 4</b> | Very Low             | Low          | Medium          | High         | Very High    |
| <b>Probable 3</b>    | Acceptable           | Very Low     | Low             | Medium       | High         |
| <b>Possible 2</b>    | Acceptable           | Very Low     | Very Low        | Low          | Medium       |
| <b>Unlikely 1</b>    | Acceptable           | Acceptable   | Acceptable      | Very Low     | Very Low     |
| <b>Severity (S):</b> | <b>Insignificant</b> | <b>Minor</b> | <b>Moderate</b> | <b>Major</b> | <b>Death</b> |
|                      | <b>1</b>             | <b>2</b>     | <b>3</b>        | <b>4</b>     | <b>5</b>     |

**Action Level:-**

|                    |              |   |
|--------------------|--------------|---|
| <b>L x S Score</b> | <b>20-25</b> | <b>Very High</b> – Stop activity immediately                                |
|                    | <b>15-19</b> | <b>High</b> – Action required in 1 day                                      |
|                    | <b>10-14</b> | <b>Medium</b> – Action required in 1 week                                   |
|                    | <b>7-9</b>   | <b>Low</b> – Action required in 3 months                                    |
|                    | <b>4-6</b>   | <b>Very Low</b> - Minimal action required, consider controls where possible |
|                    | <b>1-3</b>   | <b>Acceptable</b> – no action required                                      |

# Coronavirus Risk Reduction Assessment – September 2020

## Unity Schools Partnership Guidance for all schools including The Bridge School

This risk assessment will be updated in the light of feedback, experience and further guidance. Trade unions and staff are invited to comment and this is being made public via the school's website.

### **1) Introduction**

The Government published guidance on 2 July setting out its expectations that schools should prepare for all pupils to return full-time in the autumn term.

Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximize distancing between those in school wherever possible and minimize potential for contamination so far as is reasonably practicable

Contacts are expected to be reduced by:

- grouping children together – The Bridge School will have 2 separate 'bubbles', encompassing the North Campus and The South Campus.
- avoiding contact between groups
- arranging classroom desks in a way which allows pupils space but are conducive to teaching and learning: understanding that in the case of The Bridge School, desk based learning is a proportion of the day and not the major part of the learning experience for many.

### **2) Principles**

In order to prevent the spread of coronavirus, schools will:

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

### 3) Response to any infection

In the event of a positive test, schools will:

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

### 4) Expectations in all schools

#### a) Prevention

#### i) Schools will 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

- Pupils, staff and other adults should not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days. Schools will ensure anyone developing those symptoms during the school day is sent home.
- If anyone in the school 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 must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test immediately to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 7 days from when the symptomatic person first had symptoms if that person tests positive. If they test negative, all persons in the group may return to school straight away.

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- If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, or if comfortable to do so, a quiet outdoor area, with appropriate adult supervision. A window should be opened for ventilation.
- If they need to go to the bathroom while waiting, the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.
- Waterproof mask and additional PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained. Staff will all be provided with training on when PPE is needed.
- Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.
- Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

### **ii) Schools will ensure that staff and pupils clean their hands thoroughly more often than usual**

Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Each school is:

- checking whether it has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly
- ensuring supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative
- building these routines into school culture, supported by behaviour expectations, and helping ensure younger children and those with complex needs understand the need to follow them

### **iii) Schools will ensure that good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach**

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The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.

Public Health England does not (based on current evidence) recommend the use of face coverings in schools but The Bridge School will continue to wear face coverings, as set out in the local RA, until further notice.

### **iv) Schools will have enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach**

Each school will have a cleaning schedule that ensures cleaning is generally enhanced and includes:

- more frequent cleaning of rooms / shared areas that are used by different groups
- frequently touched surfaces being cleaned more often than normal
- that toilets are cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet

### **v) Schools will minimise contact between individuals and maintain social distancing wherever possible**

- This includes keeping where possible to children staying in the same group or 'bubble' – (South Campus and North Campus at The Bridge). Ideally, adults should maintain 2 metre distance from each other. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of other adults.
- Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.
- Groups should be kept apart. Schools will avoid large gatherings and only hold assemblies or collective worship with one group or virtually with more groups.
- When timetabling, groups will be kept apart and movement around the school site will be kept to a minimum. Schools will avoid creating busy corridors, entrances and exits and consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups – The Bridge School will not be using the dining hall until further notice).

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- Schools will also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms will be minimised, although staff will have a break of a reasonable length during the day.

### **vi) Where necessary, staff will wear appropriate personal protective equipment (PPE)**

The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained
- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used
- Where the head teacher deems that the needs of vulnerable and children with complex needs, and their staff, are best kept safe and it is reasonable to do so.
- Staff will be trained on the use of PPE should it be needed.

## **b) Response to any infection**

### **i) Schools will engage with the NHS Test and Trace process**

Staff members and parents/carers will be briefed to understand that they will need to be ready and willing to:

- book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms who tests positive for coronavirus (COVID-19)

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Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.

Schools will ask parents and staff to inform them immediately of the results of a test:

- if someone tests **negative**, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
- if someone tests **positive**, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

### ii) Schools will follow the guidance in managing confirmed cases of coronavirus

Schools will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team and the trust central team. The local health protection team provides the advice that must be followed. In the event that this advice is slow and heads need to make rapid decisions, the trust central will support heads with this.

Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

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- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, schools keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups. (Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.)

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:

- if the test delivers a **negative** result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.
- if the test result is **positive**, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'

Schools will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

### iii) Schools will look to contain any outbreak by following local health protection team advice

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and will continue to work with their local health protection team who will be able to advise if additional action is required.



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In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their KS, then the Campus and lastly, whole school if necessary, in line with routine public health outbreak control practice.

### **c) Transport**

#### **i) Dedicated school transport, including statutory provision**

Schools will arrange, and discuss with transport providers:

- use of hand sanitiser upon boarding and/or disembarking
- additional cleaning of vehicles
- organised queuing and boarding where possible
- distancing within vehicles wherever possible

#### **ii) Wider public transport**

Use by pupils of public transport, particularly in peak times, will be kept to an absolute minimum. Schools will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours.

Schools encourage parents, staff and pupils to walk or cycle to school if at all possible, and will consider using 'walking buses'.

Refer to the [safer travel guidance for passengers](#).

### **d) Other issues**

#### **Attendance**

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School is not optional. School attendance will be mandatory again from the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

### **Pupils who are shielding or self-isolating**

The majority of pupils, including those shielding earlier in the year, will be able to return to school.

- A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)
- Shielding advice for all adults and children will pause on 1 August. This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.
- if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore, they may be temporarily absent.
- Some pupils 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 school.

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, schools will look immediately to offer them access to remote education.

### **Staff who are clinically vulnerable or extremely clinically vulnerable**

The Government expects all staff, including those who are extremely clinically vulnerable and clinically vulnerable, to return to the workplace. Those in the most at risk categories should take particular care.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

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As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.

### **Staff who may otherwise be at increased risk from coronavirus (COVID-19)**

If people with significant risk factors are concerned, school leaders will discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders will try as far as practically possible to accommodate additional measures where appropriate.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

### **Educational visits**

Overnight and overseas educational visits will not be taking place.

Schools may resume non-overnight domestic educational visits. As normal, schools will undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will consider what control measures need to be used and will consult the trust health and safety officer when considering visits.

### **School uniform**

Schools will have their usual uniform policies in the autumn term. Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. Schools will be mindful and considerate in relation to parents who may be experiencing financial pressures.

### **Specific curriculum provision and extra-curricular provision**

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Schools will work towards resuming breakfast and after-school provision, where this is possible and was previously in place. Schools will look to keep children within their year groups or bubbles where possible but if this is not possible, will use small, consistent groups. As with physical activity during the school day, contact sports will not take place.

When pupils are playing instruments or singing in small groups such as in music lessons, schools will use physical distancing and play outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.

Pupils will be kept in consistent groups for physical activity, sports equipment will be thoroughly cleaned between each use by different individual groups, and contact sports will not take place.

### **Contingency planning for outbreaks**

Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and schools will follow advice provided.

### **Contingency plans for outbreaks**

Schools will have in place remote education plans for individuals or groups of self-isolating pupils. These will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- use the online tools that are consistently used across the school in order to allow interaction, assessment and feedback (staff will be trained in their use)
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools will work with families to deliver a broad and ambitious curriculum.

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When teaching pupils remotely, schools will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

All staff will be instructed on the nature of COVID-19 and its transmission. They will confirm they understand the reason for the control measures that are required. All staff will confirm that they are confident in applying the control measures identified in school risk assessments. Staff will receive appropriate instructions in relation to the specific measures that have been put in place by the school setting. Staff will be involved in the practical implementation of the school risk assessments.

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### The Bridge School Specific Risk Reduction Assessment

#### a/ Premises/Health and Safety

| Hazard/Risk | Concern:  | Likelihood<br>1 - 5 | Severity<br>1 - 5 | Rating<br>(P x S) | Control Measures:   | Likelihood | Severity | Rating: |
|-------------|---|---------------------|-------------------|-------------------|---|------------|----------|---------|
| 1.          | Use of shared toilets – difficulties to maintain social distancing<br><br>Risk: Health and hygiene, spread of any virus | 5                   | 4                 | 20                | <ul style="list-style-type: none"> <li>- Toilet areas are designated to certain classes, photographs of pupils using each toilet area displayed on doors as a visual reference</li> <li>- Increased cleaning of personal care areas throughout the day</li> <li>- Changing plinths and hoists, where used, to be wiped after every use – cleaning wipes available in every personal care area (kept safely out of children's reach)</li> <li>- Designated and scheduled use of the toilet area where possible. This is not always possible in our setting but will be monitored to ensure that the toilets do not become crowded – adult supervision will ensure this is adhered to, and reduce the risk of cross contamination as far as is reasonably practicable</li> <li>- All pupils to wash their hands with soap and warm water after using the toilet, posters and visual schedules in all rooms to reinforce expectations</li> <li>- Communicate with parents to reinforce expectations at home</li> </ul> | 2          | 1        | 2       |

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|    |  |   |   |    |  |   |   |   |
|----|--|---|---|----|--|---|---|---|
| 2. | Pupil or staff member sent home after displaying symptoms of COVID 19                    | 3 | 5 | 15 | <ul style="list-style-type: none"> <li>- PPE available for all staff</li> <li>- Designated suspected COVID 19 Isolation Room or outside area identified and communicated with staff</li> <li>- Deep clean of isolation room and any rooms/areas staff member or pupil has accessed.</li> <li>- Refer to guidance (attached) on communication with parents/staff</li> <li>- Information provided to all about testing procedures</li> <li>- Request to be informed of test results</li> <li>- Mini self-isolation of class bubbles may be needed</li> </ul> | 2 | 2 | 4 |
| 3. | Parents lack of confidence and refusal to send children to school due to safety concerns | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- Frequent communication – co-ordinated messages sent to all parents via ParentMail, welfare contacts made regularly to those families not attending – phone calls and home visits</li> <li>- Opportunities for families to share concerns</li> <li>- All information shared to families prior to the start of the Autumn Term</li> <li>- Processes and procedures shared with all families including what would happen in the event of a COVID 19 case being identified/symptoms shown</li> </ul>                  | 2 | 1 | 2 |

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|    |                       |   |   |    |   |   |   |   |
|----|-----------------------|---|---|----|---|---|---|---|
| 4. | Start and end of days | 5 | 4 | 20 | <ul style="list-style-type: none"> <li>- SCC transport will be informed of any new timings and procedures required from Autumn 2020 with the new entrance to the North Campus</li> <li>- School will liaise with leaders within SCC to establish the best transport arrangements possible</li> <li>- On arrival, staff will try to keep as much distance as possible with other adults during the transfer of students but the safety of students will come first. Adults delivering children are asked to stay away from the doors and away from each other</li> <li>- Children should wait in their vehicles until they are invited to come into school to avoid contact / crowding.</li> <li>- Children will then be required to sanitise their hands at the door before going straight to their designated areas to wash their hands with soap and water. They too will be asked to wash their hands several times a day.</li> <li>- It is recommended to parents that if they are able to transport their child this would be in the best interests of all involved.</li> <li>-</li> <li>- Markers of 2m distancing are visible at the entrance of the building where possible</li> <li>- Staff will follow the same routine at pick up times – taking children directly to vehicles/parents who are asked to wait by their vehicle</li> <li>- No parents/bus staff will access the school building when dropping off/collecting pupils</li> </ul> | 2 | 1 | 2 |
|----|-----------------------|---|---|----|---|---|---|---|



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|    |  |   |   |    |  |   |   |   |
|----|--|---|---|----|--|---|---|---|
| 5. | Door handles –<br>Constantly and repeated<br>touch by pupils and staff | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- Staff will wear gloves in all public areas and when entering rooms</li> <li>- Staff will be predominantly based in own classroom with designated personal care area and handles will be wiped and cleaned on a regular basis (both inside and outside handles)</li> </ul>     | 2 | 1 | 2 |
| 6. | Emergency Evacuation   | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- Fire drill evacuation procedures revisited and reconsidered to ensure maximum safety</li> <li>- PPE to be kept in classrooms so this can be accessed when evacuating to a shared area with larger groups of people</li> </ul>   | 2 | 1 | 2 |
| 7. | Inadequate Cleaning  | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- Site Staff to tour school repeatedly throughout the school day to ensure regular and routine cleaning</li> <li>- Any requests to be made by staff by placing a note on the classroom door where extra cleaning could be required/supplies re-stocked</li> </ul>               | 2 | 1 | 2 |
| 8  | Children sent into school who are unwell                               | 4 | 4 | 16 | <ul style="list-style-type: none"> <li>- Clear guidance for parents given on indicators and actions if child unwell.</li> <li>- Normal absence procedures are adhered to and monitored.</li> <li>- If displaying COVID 19 symptoms, child will be isolated in designated area and parents called to collect</li> </ul> | 2 | 2 | 4 |

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|    |   |   |   |    |   |   |   |   |
|----|---|---|---|----|---|---|---|---|
| 9  | Facemasks - safety  | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- The Bridge School provide PPE and staff must wear this in all shared areas around the school (gloves/facemasks/face shields) until further notice – corridors/reception/personal care areas. Hand sanitiser and washing hands must be completed regularly and all classrooms have running water and soap provided to do this.</li> <li>- PPE can be removed when in classroom 'bubble'</li> </ul>  | 2 | 1 | 2 |
| 10 | Use of school mini-bus  | 4 | 4 | 16 | <ul style="list-style-type: none"> <li>- No school trips out using the school mini-bus will take place in September 2020 and until further notice.</li> </ul>   | 1 | 1 | 1 |
| 11 | Inability to maintain social distancing – first aid/personal care/pupil support | 4 | 4 | 16 | <ul style="list-style-type: none"> <li>- Appropriate CPD and PPE provided to all staff and specialist waterproof masks for staff managing a suspected case of Covid.</li> <li>- Good hygiene procedures followed – washing hands regularly and cleaning down of any equipment used</li> </ul>   | 2 | 2 | 4 |
| 12 | School meals - safety   | 4 | 4 | 16 | <ul style="list-style-type: none"> <li>- Families will be asked to pre-order any hot meals required.</li> <li>- Catering staff will comply with the guidance for food businesses on COVID 19</li> <li>- Dinners will be prepared and then delivered to classrooms by MDSA's / Catering staff</li> <li>- Pupils will eat dinners in classrooms to maintain social distancing and smaller bubbles</li> <li>- All cutlery and plates will be collected from classrooms, cleaned and sanitised</li> </ul> | 2 | 1 | 2 |

## Coronavirus Risk Reduction Assessment – September 2020

### b/ Staffing/HR and Capacity

| Hazard/Risk | Concern:   | Likelihood<br>1 - 5 | Severity<br>1 - 5 | Rating<br>(P x S) | Control Measures:  | Likelihood | Severity | Rating: |
|-------------|--|---------------------|-------------------|-------------------|--|------------|----------|---------|
| 1           | Unable to provide sufficient staffing                                | 3                   | 4                 | 12                | <ul style="list-style-type: none"> <li>- Contingency plans communicated to parents similar to 'snow days' – published on the website and sent out via Parent Mail regularly</li> <li>- Details shared in school newsletter</li> </ul>  | 2          | 1        | 2       |
| 2           | Unable to staff provision of breaks/lunch for teaching group leaders | 3                   | 3                 | 9                 | <ul style="list-style-type: none"> <li>- Maintain bubbles for pupils outside</li> <li>- North Campus pupils have a designated space/room to use in these times</li> <li>- Wet play will take place in the classroom to minimise contact with too many other people</li> </ul>  | 2          | 1        | 2       |
| 3           | Staff not confident they will be safe                                | 4                   | 4                 | 16                | <ul style="list-style-type: none"> <li>- Clear guidance and training for staff on appropriate use of PPE with sufficient PPE in stock to ensure compliance</li> <li>- Specific training for site staff on infection control.</li> <li>- Trust bank of risk assessments to support these decisions</li> <li>- Where possible, staff to work with the same children to minimise amount of contact</li> <li>- Trust well being line available</li> <li>- FAQs from trust for staff</li> </ul> | 2          | 1        | 2       |

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|   |   |   |   |    |   |   |   |   |
|---|---|---|---|----|---|---|---|---|
| 4 | Infection enters the school site                        | 3 | 5 | 15 | <ul style="list-style-type: none"> <li>- Engage with the NHS Test and Trace process</li> <li>- Manage confirmed cases of coronavirus (COVID-19) amongst the school community</li> <li>- Contain any outbreak by following local health protection team advice</li> </ul>  | 2 | 2 | 4 |
| 5 | Staff not aware of testing protocols                    | 3 | 5 | 15 | <ul style="list-style-type: none"> <li>- Communication planning</li> <li>- Reinforce support available for staff and their families</li> <li>- Remind staff of self-referral testing process and employer testing referral process</li> <li>- Testing results to be communicated to school leadership</li> </ul>  | 2 | 1 | 2 |
| 6 | Staff communal areas do not cater for social distancing | 3 | 4 | 12 | <ul style="list-style-type: none"> <li>- Clear protocols for staff breaks / times / rooms / refreshments / toilets</li> <li>- Staff encouraged to use outdoor spaces where practical, weather permitting</li> <li>- Refreshments and catering equipment provided for each staff break room</li> <li>- The staff room may only be used by 3 persons at a time for reasons of collecting a hot drink or using the microwave. It is out of bounds as a rest area of social area.</li> <li>- Staff to wash own cups when used before placing directly in the dishwasher at the end of the day.</li> </ul> | 2 | 1 | 2 |

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|    |   |   |   |    |   |   |   |   |
|----|---|---|---|----|---|---|---|---|
| 7  | Staff sharing equipment (part time)   | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- No shared equipment for staff where possible.</li> <li>- Rigorous cleaning of shared equipment</li> <li>- Protocols around usage of shared equipment such as photocopying – classes given a weekly slot for using this area</li> <li>- Regular cleaning of equipment between home and school such as laptops</li> <li>- Bubbles reduce this occurring</li> </ul> | 2 | 1 | 2 |
| 8  | Staff PPA increases risk and reduces the impact of social distancing                | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- Staff covering PPA follow same policies and procedures of all staff</li> <li>- Where possible, and weather permitting PPA cover will be done outside</li> <li>- Staff on PPA to work alone in an area to be cleaned down after use</li> </ul>  | 2 | 1 | 2 |
| 9  | Reduced capacity due to a member of senior / middle leadership contracting Covid-19 | 3 | 4 | 12 | <ul style="list-style-type: none"> <li>- Short-term: Re-allocate key duties during period of illness</li> <li>- Medium-term: ask for support from USP to provide additional leadership capacity</li> <li>- Identification of staff who are able to 'step-up' if required – Middle Leaders</li> </ul>  | 2 | 2 | 4 |
| 10 | Impact on school development priorities / capacity to achieve priorities            | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- Adjust current priorities to focus on re-establishing the school's core business</li> <li>- Adjust priorities termly</li> <li>- Seek support from the Trust for identified areas of concern/ weakness</li> </ul>   | 2 | 1 | 2 |

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|    |  |   |   |    |  |   |   |   |
|----|--|---|---|----|--|---|---|---|
| 11 | Induction for staff  | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- Induction for new staff on all policies and procedures, if this has not already taken place as new protocols.</li> <li>- Use of TEAMS meetings for Induction meetings in addition to in school</li> <li>- Team teach training offered in smaller numbers</li> <li>- Induction in new protocols for all staff who haven't been working during the closure period.</li> </ul>                     | 2 | 1 | 2 |
| 12 | Some traditional events in the school calendar are unlikely to be practicable  | 2 | 2 | 4  | <ul style="list-style-type: none"> <li>- Work through calendar of events and make decisions on practicalities – parents will be informed of changes via parent Mail and newsletters</li> </ul>   | 2 | 1 | 2 |
| 13 | Unable to support intimate care  | 4 | 4 | 16 | <ul style="list-style-type: none"> <li>- Personal care should be carried out 2:1, social distancing is not practically possible. Ideally, 1 staff member will support the child so that they do not touch the other staff member doing the pad changing etc.</li> <li>- Staff will ensure the areas touched and used and cleaned afterwards, before leaving the area.</li> <li>- New gloves to be applied, plus hand washing.</li> </ul> | 2 | 2 | 4 |
| 14 | Staff unable to return to work due to lack of childcare for their own children | 4 | 3 | 12 | <ul style="list-style-type: none"> <li>- Trust standard letter, we expect employees to make arrangements with their child's school as keyworkers. Last resort is employee requests unpaid leave</li> </ul>   | 1 | 1 | 1 |

## Coronavirus Risk Reduction Assessment – September 2020

|    |   |   |   |    |   |   |   |   |
|----|---|---|---|----|---|---|---|---|
| 15 | Ensuring that staff who are in work but have household members shielding, are able to maintain stringent social distancing. | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- Use USP template for risk assessments for vulnerable staff</li> <li>- Workplace risk assessments are in place and regularly monitored/reviewed.</li> <li>- Follow COVID 19 guidance for all educational settings</li> </ul>  | 2 | 1 | 2 |
| 16 | Anxious staff   | 4 | 3 | 12 | <ul style="list-style-type: none"> <li>- Induction on new protocols to reassure on how risks are being managed to protect staff.</li> <li>- Constant reminder of trust wellbeing scheme and other support available including occupational health.</li> <li>- Regular communications with staff who continue to work from home.</li> <li>- Discuss opportunity of unpaid leave with staff who do not want to return to work and do not come under a vulnerable category.</li> </ul> | 2 | 1 | 2 |
| 17 | Transport to workplace  | 4 | 4 | 16 | <ul style="list-style-type: none"> <li>- Staff will not use public transport to get to school: lifts with 1 other member of staff, own vehicle or walking only.</li> <li>- School leaders to communicate clearly that any staff concerns around transport need to be raised ASAP.</li> </ul>  | 2 | 1 | 2 |
| 18 | Pregnant members of staff   | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- Should attend school unless a prior agreement has been put into place</li> <li>- Conduct Risk assessment prior to their return to work</li> </ul>  | 2 | 1 | 2 |

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|    |  |   |   |    |  |   |   |   |
|----|--|---|---|----|--|---|---|---|
| 19 | Use of outdoor equipment spreads infection | 4 | 4 | 16 | <ul style="list-style-type: none"><li>- Outdoor playground equipment will be frequently cleaned after each group of pupils has accessed</li><li>- Staggered times for using playground/play equipment as necessary</li><li>- Staff engagement in encouraging pupils to be active in other activities/parts of the playground</li></ul> | 2 | 1 | 1 |
|----|--|---|---|----|--|---|---|---|



## Coronavirus Risk Reduction Assessment – September 2020

### c/ Curriculum

| Hazard/Risk | Concern:                           | Likelihood<br>1 - 5 | Severity<br>1 - 5 | Rating<br>(P x S) | Control Measures:   | Likelihood | Severity | Rating: |
|-------------|------------------------------------|---------------------|-------------------|-------------------|---|------------|----------|---------|
| 1           | School equipment spreads infection | 5                   | 4                 | 20                | <ul style="list-style-type: none"> <li>- Staff and pupils have their own items that are not shared – including laptops, pens and pencil cases</li> <li>- Classroom based resources, such as books and games, can now be used and shared within the classroom mini-bubble; they will be cleaned regularly, along with all frequently touched surfaces</li> <li>- Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously.</li> <li>- Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, PECs books and iPads.</li> <li>- Bags are allowed but water bottles, wet weather coats, wellies and pencil cases will remain in school.</li> <li>- Staff communication with families to be done over email/telephone: no home-school communication physical books to be sent to and from school</li> </ul> | 2          | 1        | 2       |

## Coronavirus Risk Reduction Assessment – September 2020

|   |  |   |   |   |  |   |   |   |
|---|--|---|---|---|--|---|---|---|
|   |  |   |   |   | <ul style="list-style-type: none"> <li>- Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation apply to these resources.</li> </ul>   |   |   |   |
| 2 | Children not in school miss out on education | 3 | 3 | 9 | <ul style="list-style-type: none"> <li>- Staff working at home support remote learning</li> <li>- Trust approach to support this</li> <li>- Welfare calls to families with non-attendance and follow up home visits by welfare officers</li> <li>- Safeguarding controls which usually include school attendance are not possible in the same way whilst most pupils do not attend school. This will be reinstated when pupils return in the Autumn Term</li> <li>- Follow all guidance reporting back to SLT via CPOMS to make safety plans with managers and teachers.</li> <li>- Use of CPOMS is imperative.</li> </ul> | 2 | 1 | 2 |
| 3 | Unable to deliver the full curriculum        | 2 | 2 | 4 | <ul style="list-style-type: none"> <li>- Expectation that full curriculum will be covered</li> <li>- The use of some shared spaces will be minimised and allocated to certain groups for health and safety reasons</li> <li>- NB: Cooking will not take place</li> <li>- Outdoor Learning across the curriculum is encouraged</li> <li>-</li> </ul>  | 1 | 1 | 1 |

## Coronavirus Risk Reduction Assessment – September 2020

|   |  |   |   |    |  |   |   |   |
|---|--|---|---|----|--|---|---|---|
| 4 | Significant gaps in learning in all classes as they return     | 2 | 2 | 4  | <ul style="list-style-type: none"> <li>- Pupil progress monitored through Earwig before/during and after lockdown</li> <li>- Smaller group learning where applicable</li> </ul>  | 1 | 1 | 1 |
| 5 | Lack of assessment for learning                                | 3 | 2 | 6  | <ul style="list-style-type: none"> <li>- Maximise use of all Earwig assessments (preferred main method anyway)</li> <li>- Lockdown has enabled more staff to be upskilled in creating and monitoring Learning Journeys across the school</li> </ul>  | 2 | 1 | 2 |
| 6 | Insufficient attention to children's emotional needs on return | 4 | 4 | 16 | <p>Schools will support:</p> <ul style="list-style-type: none"> <li>- the rebuilding of friendships and social engagement</li> <li>- address and equip pupils to respond to issues linked to coronavirus</li> <li>- support pupils with approaches to improving their physical and mental wellbeing</li> </ul> | 2 | 1 | 2 |

## Coronavirus Risk Reduction Assessment – September 2020

### d) Personal Development including Social/Emotional well-being and Behaviour including attendance/exclusion

| Hazard/Risk | Concern:   | Likelihood<br>1 - 5 | Severity<br>1 - 5 | Rating<br>(P x S) | Control Measures:   | Likelihood | Severity | Rating: |
|-------------|--|---------------------|-------------------|-------------------|---|------------|----------|---------|
| 1           | Unable to provide staggered break and lunch times for pupils | 3                   | 4                 | 12                | <ul style="list-style-type: none"> <li>- Maintain breaks and lunches through classroom bubbles if necessary, supervising at all times, as is usual in our context.</li> </ul>   | 2          | 1        | 2       |
| 2           | Children aren't clear on school routines                     | 3                   | 3                 | 9                 | <ul style="list-style-type: none"> <li>- Clear system for any accepted movement around the building including one-way systems with clear signage / marking with tape etc, route to classroom, layout of classroom and designated spaces for bottles etc when in the classroom</li> <li>- Use of visual timetables/schedules and information documents to enable pupils to recognise and learn new routines and areas</li> <li>- Social stories provided to all children.</li> </ul> | 2          | 1        | 2       |
|             | Children don't follow hygiene rules                          | 4                   | 4                 | 20                | <ul style="list-style-type: none"> <li>- Schools have regular and repeating notices.</li> <li>- High level staff supervision.</li> <li>- Visual information – symbols and Makaton</li> </ul>  | 2          | 2        | 4       |

## Coronavirus Risk Reduction Assessment – September 2020

|   |   |   |    |  |   |   |   |
|---|---|---|----|--|---|---|---|
| Children require additional support to follow these measures                      | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- Work with parents</li> <li>- Embedded routines followed and practised regularly</li> <li>- Visual support</li> </ul>  | 2 | 1 | 2 |
| Effect of insufficient transition activities during the summer term               | 3 | 3 | 9  | <ul style="list-style-type: none"> <li>- Consider staggered starts when schools re-open – due to logistics The Bridge plans to offer 1 week of staggered returns only</li> <li>- EHCPs to either be suspended or, if all parties agree, continue via virtual meeting system. In any event, EHCP paperwork will be completed in the usual time frames.</li> </ul> | 2 | 1 | 2 |
| Behaviours for learning takes time to establish and are challenged by some pupils | 4 | 3 | 12 | <ul style="list-style-type: none"> <li>- Refresh Behaviour Policy</li> <li>- Re-establish expectations and the principles of learning that the school has already in place</li> <li>- Continuation of embedded structures and routines in all classrooms</li> </ul>  | 2 | 2 | 4 |
| Attendance is poor  | 4 | 4 | 16 | <ul style="list-style-type: none"> <li>- Remind and work with parents/ carers to quickly re-establish good attendance habits especially PAs</li> <li>- Inform parents/ carers that the school has additional cleaning to reduce fears of C-19 infection</li> </ul>   | 2 | 2 | 4 |

## Coronavirus Risk Reduction Assessment – September 2020

|  |  |   |   |    |  |   |   |   |
|--|--|---|---|----|--|---|---|---|
|  | Returning to an unfamiliar setting causes anxiety for pupils   | 4 | 4 | 16 | <ul style="list-style-type: none"> <li>- Send out social stories (with photos) in advance</li> <li>- Parents with a new classroom in the new building have been invited in at the end of August to see the room and meet the teacher/staff where appropriate</li> <li>-</li> </ul> | 2 | 1 | 2 |
|  | High risk pupils with challenging behaviour require restraint posing additional risk to themselves and staff | 4 | 4 | 16 | <ul style="list-style-type: none"> <li>- Team teach and well-practised behaviour management techniques will be used as normal to manage challenging behaviour. This is already minimised as much as possible through tried and tested techniques</li> </ul>                        | 2 | 2 | 4 |

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|  |   |   |   |    |  |   |   |   |
|--|---|---|---|----|--|---|---|---|
|  | Higher than usual numbers of safeguarding disclosures | 4 | 4 | 16 | <ul style="list-style-type: none"> <li>- Ensure all staff and any volunteers are equipped to receive disclosures and know who and how to pass them on/record them</li> <li>- The school has revised the recommended child protection policy to reflect the return of more pupils</li> <li>- Designated safeguarding leads (and deputies) will be provided with sufficient time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate</li> <li>- Attention is paid to communication with multi-agency professionals</li> <li>- Welfare Officers and SLT will identify those families who require continuing garden gate visits.</li> <li>- Call to inform parent that they will be visiting and that you will maintain social distancing but would like to have a chat and see how they are / if we can help, from a distance – through a window/at end of garden etc</li> <li>- Maintain social distancing rules at all times</li> <li>- Ensure good hygiene practices such as hand washing / sanitising following a visit and use disposable gloves when outside the car, taking off and disposing of them before getting back into the car.</li> </ul> | 2 | 1 | 2 |
|--|---|---|---|----|--|---|---|---|

## Coronavirus Risk Reduction Assessment – September 2020

|  |  |   |   |    |  |   |   |   |
|--|--|---|---|----|--|---|---|---|
|  |  |   |   |    | - Complete any further risk assessments as necessary and document visit on CPOMS                             |   |   |   |
|  | Pupils return having been traumatised by their experience of the COVID-19 restrictions | 4 | 3 | 12 | - Ensure staff are aware of sources of help and resources available<br>- Use of CPOMS to record any concerns | 2 | 1 | 2 |



## Coronavirus Risk Reduction Assessment – September 2020

### e) Vulnerable children (SEND/LAC)

| Hazard/Risk | Concern:   | Likelihood<br>1 - 5 | Severity<br>1 - 5 | Rating<br>(P x S) | Control Measures:  | Likelihood | Severity | Rating: |
|-------------|--|---------------------|-------------------|-------------------|--|------------|----------|---------|
|             | Children have suffered trauma, both in existing challenging situations known to the school, or new situations previously unknown to the school | 4                   | 4                 | 16                | - Late August briefing of trauma session for use at September PD day | 2          | 1        | 2       |