Risk Assessment for Kirkburton Middle School

Public Health Advice to Minimise Risks for full school opening September 2020

Aspect:	Trust Wide actions/considerations – Schools should RAG these when in place	School specific actions – actions should be allocated and time stamped.
The system of controls: **PREVENTION: STEPS TO TAKE**	**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** 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. Put in place a procedure for anyone becoming unwell. Procedure for anyone becoming unwell would be: -use radio to alert the school office, first aider to collect from classroom pupil to be supervised in the corridor and taken to the isolation room by an adult wearing PPE. -contact made with family to arrange collection from school as soon as possible -family directed to ring 111 and book testing - signage on isolation room -window opened for ventilation - first aider to sit in hallway or outside if dry -signage to remain on door and room to remain locked until a deep clean has happened. - on site cleaner to be alerted by radio. Room and toilet cleaned as soon as pupil has left the premises **Parents will be warned that the school will be more vigilant than normal and they must support the school if asked to come and collect their child.**	Publish procedures to parents/staff Publish procedures on new website – Coronavirus information page to be updated for new website Kirklees child isolation and flow chart for parents shared via the parent bulletin on 10/7. It was also sent out with the return to school letter on 17/7. Return to school letter 1/9 includes further guidance Run through procedure at INSET and display in key areas for staff It is anticipate guidance may change so regular reminders will be provided through fortnightly parent bulletin, staff bulletin/ briefing, pupil 'assemblies'

2) Where recommended, use of face coverings in schools **The Mast Academy Trust has made the decision that under certain conditions we will authorise the use of face masks in schools. These include:** • Where the Local Authority of any given school is designated as a high transmission area for Covid. 19 • Where there is a local outbreak of Covid 19 within the community of a school • Where pupils cannot socially distance from pupils within a different 'bubble'. • Where it is a requirement under Local or national guidance • Where it is deemed appropriate and necessary following a Risk Assessment of an individual or a school community. **Se e policy statement for further details.**	All staff to be asked to wear face coverings when moving inside the building. All pupils recommended to wear face coverings when moving inside the building to specialist rooms e.g. art, DT, computing Pupils trained in the safe wearing of face coverings. School to carry additional stock of face coverings and plastic bags for safe storage. Face coverings to be supplied and washed centrally for all disadvantaged pupils. The 'usual' exemptions apply for those unable to wear face coverings.
3) Clean hands thoroughly more often than usual Build routines into the school culture and plan ways to promote handwashing with soap and water for at least 20 seconds across the school day, particularly: ● After coming into school ● After sneezing or coughing ● Before and after handling or eating food ● After going to the toilet	Additional handwashing stations installed outside Ensure appropriate signage in all sink areas across the school Establish clear routines for when to wash hands and when to sanitise hand. Staggered start to school day and split lunch play to allow for handwashing. Train staff on routines Teach children how to wash hands

	Ensure there are enough hand washing or hand sanitiser stations available	Order additional stock
	Put in place supervision of hand sanitisers given risks around ingestion	Train staff on safe storage/use of hand sanitiser – ensure COSH protocols in place
	4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach Promote the 'catch it, bin it, kill it' approach, e.g. by providing tissues, bins, posters	Train children on return Ensure full complement of appropriate bins Ensure appropriate signage around school
	5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach • Read PHE's COVID-19: cleaning of non-healthcare settings guidance • Define a new 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 • Implement a cleaning log to track cleaning frequency for bathrooms, classrooms and communal areas • Plan for the daily removal and safe disposal of rubbish • Schedule frequent cleaning of resources (e.g. books, toys) shared within groups • Schedule the isolation or cleaning of resources (e.g. books, toys) shared between groups • Purchase additional standard cleaning equipment if needed	Develop clear plans/schedules of when common rooms/spaces are used to ensure cleaning between bubbles Additional cleaner on site throughout the day Centralise a 'relief' cleaner system to ensure coverage in the event of absence School staff to be trained in the requirements of cleaning frequently touched surfaces in order to support the cleaning team Curriculum leaders briefed on expectations around the use of shared resources. Plans in place at subject level to accommodate cleaning/ isolation of resources. Feedback policy clarifies expectations around marking books. Librarian to develop Covid safe plan for loaning and returning books

	6) Minimise contact between individuals and maintain social distancing wherever possible	Create a visitor guide/protocol to ensure social distancing
	- Plan group sizes - Revise timetables to accommodate groups and minimise movement between classrooms, where possible - Where possible, stagger start, break, lunch and finish times - Cancel large gatherings, such as assemblies and staff meetings. - Revise extra-curricular offer to minimise mixing between groups - Where possible, plan ways to minimise contact around school estate between groups, e.g. separate entrance/exit gates or one-way systems - Divide playground to minimise mixing between groups - Plan arrangements for drop off/collection and communicate these to parents • - Plan measures for lunchtimes, including: - Managing lunch queues - Reconfiguring dining spaces - Communicating new arrangements to catering suppliers and lunchtime supervisors - Consider social time lengths	- Bubbles set at 3 classes per year group in order to allow for some specialised grouping in English and maths. - Pupils stay in same classroom for most lessons. - Pupils have allocated seats in each classroom - School zoned into three areas with two bubbles in each zone. - Start of school day staggered – pupils arrive in their bubble. Separate entrances for all zones. - Finish time slightly staggered. - Each zone to have own playground. These will be split in two at breaktime so bubbles don't mix. At lunchtime, only one bubble per zone will be outside at a time. - Staff to use external classroom doors wherever possible and move between rooms outside. 2m markings and associated signed throughout the building. Floors marked to indicate movement through corridors - Assemblies to be conducted via Microsoft Teams - Staff meetings to be socially distanced or conducted remotely - Lunch to be taken in classrooms – this has been confirmed with suppliers - Lunchtime supervisors to 'deliver' lunches to classrooms. No pupil movement at these times in order to avoid any potential accidents. - Tables frontward facing wherever possible - One additional staff room created. - Main hall to be used as an overflow staff room at break time and lunch time. - Strict limits on capacity of common rooms / offices used by staff – social distancing to be observed at all times.

	7) Where necessary, wear appropriate personal protective equipment (PPE) Put in place a PPE policy that could include for example, the use of PPE where a pupil becomes ill with coronavirus symptoms while at school and where a pupil already has routine intimate care needs that involve the use of PPE.	PPE Policy needs to be in place and shared with staff Staff reminded of safe use of PPE during INSET day – particular focus on those likely to administer first aid. PPE kits available in key areas– first aid room, SKe office, DM office, bungalow
The system of controls: **RESPONSE TO INFECTION: STEPS TO TAKE**	**8) Engage with the NHS Test and Trace process** Put in place a procedure regarding the NHS Test and Trace process and how to contact your local Public Health England health protection team (this is likely to be part of the procedure outlined below)	Details of test and trace process shared with- • Staff • Parents School to work with Kirklees emergency planning and West Yorks HPT as necessary All pupils have consistent seats which will support with contact tracing
	9) Manage confirmed cases of coronavirus (COVID-19) amongst the school community Put in place procedures to manage suspected/ confirmed cases Read process for dealing with symptomatic pupils Read procedure for dealing with a suspected outbreak Identify a room that symptomatic pupils will wait in until parents collect them, ideally with: ● A door you can close ● A window for ventilation ● A separate bathroom (either attached to the room or nearby) Plan staff training on the process for dealing with symptomatic pupils and ensure they are aware of the steps the school will take in the event of an outbreak	Develop a response plan to a confirmed case. Create an 'information leaflet' for staff/families of children who need to self-isolate with PHE guidance. Publish clear procedures for first aiders on dealing with suspected case including the need to wear PPE Train staff on how to deal with a suspected case • Bungalow identified as 'isolation' room. Separate to school building, • large opening window, separate toilet, close to school gates.
	10) Contain any outbreak by following local health protection team advice	Develop a strategy for reviewing PPE levels and ordering new stock

	• Identify any specific PPE needs and ensure sufficient supply using local supply chains	• PPE log created and stock levels monitored
Risk assessments STEPS TO TAKE	• Complete health and safety risk assessments (refer to guidance on risk assessments is available in the Annex to the guidance) • Consult with staff and representatives • Consider the impact on staff and pupils who have particular protected characteristics, including race and disability, in developing your approach to reopening	Create Trust wide outline RA and share with schools Schools to complete RAs with leadership Teams Site visits to review RAs from Trust

School Operations

Transport	• Encourage parents and pupils to walk/cycle or drive to school rather than take public transport	Include transport guidance in letters to parents West Yorkshire Combined Authority information shared with parents via letter and Tweet Pupils sat in their bubbles on the buses Pupils allocated a consistent seat on the bus

STEPS TO TAKE	• Remind parents and pupils still using public transport that face coverings are mandatory for children 11 years+
	
	• Work with the local authority, other local schools and transport providers to consider adjusting start and finish times and/or staggered starts
	• Work with home-to-school transport providers to determine appropriate protective measures to take on transport to align with your school's policies. Consider:
	  o how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school
	  o use of hand sanitiser upon boarding and/or disembarking o additional cleaning of vehicles o organised queuing and boarding where possible o distancing within vehicles wherever possible
	  o the use of face coverings for children over the age of 11, where appropriate, e.g. if they are likely to come into very close contact with people outside of their group or who they do not normally meet
		Notify Bus company of any changes to start/end times and potential demand/clarify RAs for travel.
		- RA for travel requested from bus companies
		
		- Parent survey carried out to identify bus usage
		- Most services buses are dedicated services
		- Expectations communicated with parents
		- Pupils to queue for buses and sit on buses in their bubbles.
		- Face coverings to be worn by all over the age of 11
		- Pupils to wash hands/ sanitise before boarding buses at the end of the day. Parents asked to ensure the same happens in the morning
		- Double bagged bins provided to dispose of face masks on entry to school
		- Instructions of safe removal and storage of reusable face coverings shared with families.

Attendance
 STEPS TO TAKE
	• Communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year. Consider writing to parents, explaining:
	    o what precautions and processes will be in place
	    o mandatory attendance expectations
	    o the reasons why returning to school is important
	 • Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them - especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic
	 • Consider using the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance
	 • Work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance
		Update attendance policy for pupils which includes consideration of the removal of attendance for imposed self-isolation from absence figure calculations.
		
		 Contact families where attendance has been an historic issue to talk about return and offer support
		
		 Put RAs in place for any children returning in Sept with underlying health conditions including anxiety, and those with behaviour difficulties.
		
		 Pastoral team to lead on attendance strategy during the autumn term. Attendance a standing item on all pastoral agendas. Approaches taken in response to issues identified. A proactive approach wherever possible.
		
		 Clear multi agency approach to be implemented as and where needed.

Workforce **STEPS TO TAKE**	• The clinically extremely vulnerable list will be paused on 1st August. Some people on this list will remain under the care of their doctor or specialist and may advised not to return to work. Assess how many staff remain in this much smaller group and the impact on the workforce • Assess how many staff may be at increased risk due to protected characteristics and disparities in outcomes.	Create a new RA for vulnerable staff. Complete staff RAs for staff who have been in the Critically vulnerable group including and invite into school Complete RAs for all staff with protected characteristics which may place them in a higher risk group.

		Book time to conduct a RA with staff currently shielding.
		Put provision in place for any staff who may not return in Sept in light of RA
	• In light of your assessment, consider altering the way in which you deploy staff	Approaches identified and implement as the need arises.
	• To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year	HLTAs used for cover wherever possible. Consistent supply staff to be identified as and where necessary
Extracurricular activities STEPS TO TAKE	• Review your breakfast and after-school provision and plan whether/ how to restart these in the autumn term. You may need to respond flexibly and build this up over time	Breakfast club suspended initially. Pastoral team to identify pupils who may need breakfast and consider alternatives. Socially distanced before school provision to be explored should demand arise.
	• Review parents use of external providers and consider how such provision will work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible	Consider extra-curricular offer and how this can be 'bubble secure' and/or socially distanced.
	• Consult the guidance produced for summer holiday childcare. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible	Out of school club suspended. Guidance for out-of-school settings shared with parents weekly towards the end of the summer term via the parent bulletin. Also included on the Covid section of the school website.
	• As with physical activity during the school day, contact sports should not take place	

Curriculum, behaviour and pastoral support

Curriculum STEPS TO TAKE	- Identify the most important missed knowledge and make use of flexibilities to plan how this will be covered, within a broad curriculum in all subjects. Music and PE lessons to be conducted in line with government guidance. - Plan formative assessment of pupils to inform modifications to the school's curriculum - Identify students most at risk of disengagement/most in need of additional support - Engage with LAs, agencies and the families of pupils with SEND to devise plans to provide specific support as needed	Order GL assessments ready for Sept. Map out clearly where 'catch up' will feature Prepare 'Reconnect' curriculum in line with Trust guidance Introduce staff to 'Reconnect'
Physical activity STEPS TO TAKE	- Review your approach to physical activity within the school day, ensuring pupils remain in consistent groups where possible, sports equipment is thoroughly cleaned between each use, and contact sports are avoided - Prioritise outdoor sports where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying attention to cleaning and hygiene. This is particularly important because of the way in which people breathe during exercise	Ensure curriculum accounts for reduced fitness levels. Curriculum plan account for restrictions on equipment usage. Daily mile to be introduced in September to support with pupil fitness levels PE lessons to take place outside as much as possible
Pupil safety, well-being and support STEPS TO TAKE	Ensure designated safeguarding leads (and deputies) are provided with more 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 social care and other agencies where these are appropriate	Safeguarding training Trust wide to include emerging risks/specific risks associated with lockdown Send out Trust parent survey

	• Consider the provision of pastoral and extra-curricular activities to all pupils designed to:
	  o support the rebuilding of friendships and social engagement
	  o address and equip pupils to respond to issues linked to coronavirus (COVID-19)
	  o support pupils with approaches to improving their physical and mental wellbeing
		Review survey results and incorporate into 'Reconnect' curriculum. Survey results shared with form tutors and teaching staff.
		
		Send out parent information reminders relating to safeguarding concerns

	• Provide more focused pastoral support where issues are identified • Consider the support needs of particular groups who need additional help (for example children in need), and any newly vulnerable pupils on their return to school	Update/put in place RAs for pupils who may be vulnerable or may present a risk
Behaviour expectations **STEPS TO TAKE**	• Revise behaviour and attendance policies if necessary, to create the right conditions to re-engage pupils in their learning and reintegrate them back into school life. Further information will be made available on this page • Provide additional pastoral and support services, exploring how services might be delivered remotely prior to reopening	- Behaviour policy updated and shared - Attendance policy – pyramid? - Expectations shared with pupils via whole school assembly - Support offered based on the findings of the parental survey

Contingency planning for outbreaks

Process **STEPS TO TAKE**	• Ensure you have a contingency planning process in place for local outbreaks	Create the 'blended' plan and train staff to ensure limited disruption to learning in case of a lockdown
Remote education **STEPS TO TAKE**	• Develop a contingency plan for remote education provision – have systems in place to move immediately to providing remote education where a class, group or small number of pupils need to self-isolate, or where there is a local lockdown	Ensure all staff access training to be able to run lessons on Teams - Computing lessons at start of year focused around setting pupils up with their Office 365 accounts

	• Put in place a curriculum that allows access to high quality online and offline resources that is linked to the school or trust's curriculum expectations • If necessary, select the online tools that will be consistently used across the school or group of schools in order to allow interaction, assessment and feedback, and make sure staff are trained in their use and provide printed resources for pupils who do not have suitable online access • If necessary, apply for government-funded support to access one of two free-to-use digital education platforms: G Suite for Education or Office 365 Education	- Clear protocols drawn up in relation to remote learning. Shared will all parties. - Plans put in place to support pupils with work based on the findings of the survey – who - Purchase of additional tablets to support those pupils with limited IT resources at home
Tier 2 local restrictions STEPS TO TAKE	• Most staff to continue to attend as normal. • Risk assessments revisited for those staff who have one. • Year 6 to continue to attend as normal. • Year 7 & 8 to be split into half year group bubbles **based on where they live.** • Each bubble attends on site for 2 weeks and then at home for 2 weeks. Year 7 & 8 bubbles on site should ideally contain pupils from same locations- keeps siblings together, helps with buses and transport. • On site provision to continue as previously. • New 'off site' timetable and protocols to be drawn up.	Produce 'tier 2' bubbles pupil lists Produce 'tier 2' timetable & learning protocols Produce 'tier 2' remote pupil support protocols Write to parents outlining the schools plans should a tier 2 restriction be implemented
Tier 3 & 4 local restrictions STEPS TO TAKE	Arrangements as per summer term 2020. Tier 3- Y7 & 8 off site full time, Y6 on site. Tier 4- all pupils off site If pupils off site extended periods of time- • Off-site timetable implemented. • System of checking in with pupils reinstated	School to draw up contingency timetable for use in the event of a full lockdown. Arrangements to be communicated with parents if it becomes apparent that tier 3 or 4 restrictions may be enforced.