

# RISK ASSESSMENT

**A. Outline of activity or task to be assessed: Managers to use these generic controls to assist in documenting their local approach to the use of offices/buildings.**

Form No.  
July 2020

Group/Service Area:	Blue Hills Federation	Work Activity	Working in the Schools during Covid19 Pandemic. ( Refreshed Example)
Workplace/Team	St Mary's Bucknell Primary School		Based on guidance issued 02/07/2020
Date of Assessment:	1 <sup>st</sup> September 2020 Reviewed 09.11.2020 and 06.01.20 Reviewed 01.03.21	Date for Re-assessment	Ongoing
Name of Assessors:	Headteacher; Anna Cook and members of the Senior Leadership Team	Signature:	Anna Cook
Manager:	Anna Cook	Signature:	Linda Mclean

**Hazard** is something with the **potential** to cause **harm**. **Risk** is the **likelihood** of someone being hurt multiplied by the **severity** of the occurrence.

**Level of risk = likelihood x severity**

**B. Risk Matrix – This section is used for guidance to complete section C.**

**5 x 5 RISK ASSESSMENT MATRIX**

Increasing consequence or severity ↑	5	5 low	10 med	15 med	20 high	25 high
	4	4 very low	8 low	12 med	16 med	20 high
	3	3 very low	6 low	9 low	12 med	15 med
	2	2 very low	4 very low	6 low	8 low	10 med
	1	1 very low	2 very low	3 very low	4 very low	5 low
		1	2	3	4	5

Increasing likelihood or probability →

**PRIORITY OF ACTION**

**High 17 - 25** Unacceptable – Stop work or activity until immediate improvements can be made.

**Medium 10 – 16** Tolerable but need to improve within a reasonable timescale, e.g., 1-3 months depending on the situation.

**Low 5 - 9** Adequate but look to improve by next review.

**Very Low 1 – 4** Residual risk acceptable and no further action will be required all the time the control measures are maintained.

Score	Likelihood / Probability	Description
5	Very likely / Almost certain	Event is expected to occur in most circumstances
4	Likely	Event will probably occur in most circumstances
3	Fairly likely / Possible	Event could occur at some time
2	Unlikely	Event is not likely to occur in normal circumstances
1	Very unlikely	Event may occur only in exceptional circumstances

Score	Consequence/Severity	Description
5	Catastrophic / Severe / Fatality	Death or permanent disability to one or more persons
4	Major injury / ill health	Hospital admission required, eg, broken arm or leg
3	Moderate (over 7-day injury)	Medical treatment required, over 7-day injury
2	Minor injury / ill health	First aid is required
1	Insignificant / no injury	Injuries not requiring first aid treatment



C. Use information from section B to identify level of risk for each hazard

What are the Hazards?	Who might be harmed and how the hazard could cause harm	What are you already doing? (Existing Controls)	Risk Level Low/Med/High	What further actions are necessary	Residual Risk Level Low/Med/High	Action	
						Who	When
1 <b>Catching or spreading Coronvirus – general considerations</b>	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> <li>Ensure suitable levels of staff are maintained, where possible 2 members of staff with each bubble.</li> <li>Ensure people who are ill with covid – 19 stay at home – ensure that pupils, staff and other adults do not come into school if they have COVID-19 symptoms or have tested positive, or who have someone in their household who does.</li> <li>If anyone in the school becomes unwell with a temperature, a new continuous cough or anosmia, they must be sent home and advised to follow <a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></li> <li>Whilst on school site they will be isolated in a room, appropriately supervised.</li> <li>Reduce the amount of people you come into contact with and maintain social distancing (wherever possible) in line with current guidance. This can be done by: <ul style="list-style-type: none"> <li>Temperature of each child will be taken before entering school. If a child has a temperature over 37.5 degrees C they will need to be taken home immediately.</li> <li>Grouping children together into 'bubbles'</li> </ul> </li> </ul>	Low – to be reviewed by school in light of local controls	<p>Parents updated with revised guidance weekly if necessary. Ensure parents understand importance of letting school know if pupils become ill whilst isolating.</p> <p>School procedures constantly reviewed. Ensure parents clearly understand expectations of isolation.</p> <p>Staff member to have full PPE with child</p> <p>Parents to</p>			

			<ul style="list-style-type: none"> <li>○ Children may be taught outside more often where appropriate</li> <li>○ Avoiding contact between ‘bubbles’ – staggered break times and lunchtimes and arriving and leaving school. Collective worship assemblies will be carried out within each bubble.</li> <li>○ Arranging classrooms with forward facing desks</li> <li>○ Staff maintaining distance from pupils and other staff as much as possible – ideally 2 metres, whilst recognising that this is not always possible. The option of wearing PPE is available to all staff if they wish to use it especially if this reduces staff levels of anxiety.</li> <li>○ Children will enter the school in a staggered and distanced manner through the main door.</li> </ul> <ul style="list-style-type: none"> <li>• Ensure robust hand and respiratory hygiene measures are in place –</li> <li>• Cleaning hands thoroughly more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered - risk assess children who may not be able to perform this action independently <ul style="list-style-type: none"> <li>○ Ensure there are enough handwashing or sanitiser stations available.(School has hand sanitisers in situ on wall near each class as of September 2020).</li> <li>○ Supervise hand sanitiser use given risks around ingestion</li> <li>○ Support younger children and those with complex needs in following routines</li> </ul> </li> </ul>		<p>provide up- to - date contact details.</p> <p>Regular cleaning of surfaces and resources</p>			
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		<ul style="list-style-type: none"> <li>• Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach – provide adequate tissues, use lidded bins and double bagging of waste</li> <li>• Additional support will need to be considered for some pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers</li> <li>• Ensure enhanced cleaning arrangements are in place – use standard cleaning products, such as detergents and Milton. Ensure products have a COSHH risk assessment. <ul style="list-style-type: none"> <li>○ Clean frequently touched surfaces more often than usual</li> <li>○ More frequent cleaning of rooms / shared areas</li> <li>○ Different groups do not need to be allocated their own toilet blocks – clean toilets regularly</li> </ul> </li> <li>• Staff are now using lateral flow tests twice weekly.</li> <li>• Ensure active engagement is made with the NHS Test and Trace process <ul style="list-style-type: none"> <li>○ Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a> and how to book a test</li> <li>○ Keep contact details of all visitors, staff and pupils</li> <li>○ By autumn term, all schools will be provided with a small number of home testing kits.</li> <li>○ If someone tests positive, and have barriers to access testing elsewhere even if they are asymptomatic) they should stay at home and follow the <a href="#">'stay at home: guidance for</a></li> </ul> </li> </ul>		<p>cleaned or quarantined.</p> <p>Fogging machine purchased and used regularly throughout school and pre school.</p> <p>Follow DfE guidance for deep cleaning after COVID case confirmation.</p> <p>Ensure senior staff have access to all important contact details and procedures</p>			
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[households with possible or confirmed coronavirus \(COVID-19\) infection'](#)

[https://www.shropshire.gov.uk/local\\_outbreak\\_plan](https://www.shropshire.gov.uk/local_outbreak_plan)

Guidance on shielding and protecting people who are [clinically extremely vulnerable](#) is available

Guidance for those who are [clinically-vulnerable, including pregnant women](#) is available

#### Pregnant members of Staff

A separate pregnant member of staff risk assessment should be completed for all these staff. If required and any member of staff who becomes pregnant will be encouraged to share this information with a member of SLT and as soon as possible in order to put the correct procedures in place.

- Members of staff that are pregnant fall into the clinically vulnerable group identified by the NHS and schools should endeavour to support staff to work from home. Those who are pregnant are strongly advised to follow the social distancing guidance.
- However, if pregnant members of staff cannot work from home, they should be offered the safest available on-site roles and practise social distancing. Schools will need to undertake a specific risk assessment for pregnant staff and decide whether or not such staff can safely return to the workplace.
- The Royal College of Obstetricians & Gynaecologists have produced [guidance](#) which includes specific guidance for public facing roles. This advises that pregnant women who can work from home should do

so. If they can't and work in a public-facing role it should be modified appropriately to minimise exposure. In particular, it places emphasis on employers undertaking a risk assessment, to determine whether women who are pregnant can continue working in public facing roles.

- The NHS have also provided guidance for pregnant women:

<https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk-from-coronavirus/pregnancy-and-coronavirus/>

and

<https://www.nhs.uk/start4life/pregnancy/coronavirus-covid19-advice-during-pregnancy/>

- Review fire safety arrangements including emergency evacuation routes to maintain social distancing wherever possible.

All staff asked to up -date their medical information

						Fire Drill completed On 17.09.20		
2	<b>Maintaining Social Distancing at School</b>	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> <li>Minimise contacts and mixing between people by reducing the number of contacts between children and staff</li> <li>Organise groups of children in ‘bubbles’, as described in <a href="#">How to group children</a> and maintain distance between individuals or groups where possible and in line with the current guidance. These will be maintained wherever possible as long as staff levels are sufficient.</li> <li>Consider how mixing into wider groups may be organised to accommodate specialist teaching, wraparound care.</li> <li>Ensure staff who need to move between classes and year groups, practise social distancing as much as possible, although this may not always be practical .</li> <li>Seat pupils side by side and facing forwards. Follow current guidance for <a href="#">Measures within the classroom</a></li> <li>Office space - try to minimise or prevent hot desking – designate separate spaces where</li> </ul>	Low – to be reviewed by school in light of local controls	Reviewed regularly.			



practicable.

- **Music** – consider additional risk of infection in environments where others are singing, chanting, playing wind/brass instruments or shouting
- Consider physical distancing / playing outside where possible
- Position pupils back to back or side to side.
- Avoid sharing instruments
- Ensure good ventilation
- Singing, wind and brass playing is no longer limited to groups of 15. Children should be facing the same way.
- **Physical activity in schools** –
- Keep pupils in consistent ‘bubbles’
- Sports equipment thoroughly cleaned between use by different ‘bubbles’
- Avoid contact sports
- Prioritise outdoor sports
- Where large indoor spaces are used, maximise distance between pupils and prioritise hygiene and cleaning

*[Guidance on the phased return of sport and recreation](#) and [guidance from Sport England for grassroot sport](#) advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)*

- Refresh the timetable to reduce movement around the school:
  - Consider which lessons or classroom activities could take place outdoors
  - Use the timetable and selection of classrooms or other learning environments to reduce movement around the school or building
  - **Stagger lessons to avoid creating**

Consider updates from the music service re changes in their practice e.g. singing.

busy corridors

- Stagger break times (including lunch), so that all children are not moving around the school at the same time. [Follow current guidance for Measures elsewhere](#)
- Stagger drop-off and collection times
- [Plan parents' drop-off and pick-up protocols that minimise adult to adult contact](#)
- Childcare settings or early years groups in school should:
  - Consider how to keep small groups 'bubbles' of children together throughout the day and to avoid larger groups of children mixing
  - [Outdoor playground equipment should be more frequently cleaned or quarantined. Ensure that multiple 'bubbles' do not use it simultaneously. For guidance follow this link COVID-19: cleaning of non-healthcare settings.](#)
  - [For the latest advice about managing playgrounds and outdoor gyms follow this link https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms](#)
- Parents bring children to school ( one parent) unless the family have a support bubble. Single parents can nominate one other and working parents can nominate one other.
- Read the [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)

3	<p><b>Reduce mixing within education or childcare settings (including supply teachers, peripatetic teachers and / or other temporary staff who may move between schools) by:</b></p>	<p>Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable</p>	<ul style="list-style-type: none"> <li>• Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual</li> <li>• Supply teachers, peripatetic teachers and other temporary staff, who move between schools, should ensure they minimise contact and maintain as much distance as possible from other staff.</li> <li>• Access rooms directly from outside where possible</li> <li>• Timings of lessons and breaks will keep 'bubbles' apart as they move through the setting where spaces are accessed by corridors</li> <li>• Stagger breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</li> <li>• Stagger lunch breaks - children and young people should clean their hands beforehand and enter in the 'bubbles' they are already in. 'Bubbles' should be kept apart as much as possible and tables should be cleaned between each sitting. If such measures are not possible, children should be brought their lunch in their classrooms</li> <li>• Ensure that toilets do not become crowded by limiting the number of children ( two ) who use the toilet facilities at one time</li> <li>• Different groups do not need to be allocated their own toilet blocks – clean toilets regularly</li> <li>• Some children and young people will need additional support to follow these measures (for example, routes around school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)</li> </ul> <p><b>Use outside space:</b></p>	<p>Low – to be reviewed by school in light of local controls</p>				
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- For exercise and breaks
- For outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff
- Outdoor playground equipment should be more frequently cleaned For guidance follow this link [COVID-19: cleaning of non-healthcare settings](#). For the latest advice about managing playgrounds and outdoor gyms follow this link <https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms>

**For shared rooms:**

- Use school hall for lunch and exercise depending on weather.
- If 'bubbles' take staggered breaks between lessons, these areas can be shared as long as different 'bubbles' do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place, following the [COVID-19: cleaning of non-healthcare settings guidance](#)
- Stagger the use of staff rooms and offices to limit occupancy:
  - Consider how the management of breaks and lunchtimes for staff who are allocated to a group, will not mix with other groups where possible
  - Organise how measures will be put in place in the staff room to allow for social distancing – access to facilities, safe space to relax and take time out

**Reduce the use of shared resources:**

- By limiting the amount of shared resources

			<p>that are taken home and limit exchange of take-home resources between children, young people and staff. Reading books where possible will not be sent home and children will access books through Bug Club online e-books. Spellings will be accessed through Microsoft Teams.</p> <p>By seeking to prevent the sharing of stationery and other equipment where possible. Each child will have their own equipment to use.</p> <p>Shared materials and surfaces should be cleaned and disinfected more frequently- such as science and maths equipment.</p> <ul style="list-style-type: none"> <li>Classroom based resources, such as books and games, can be used and shared within the 'bubble': these should be cleaned regularly/quarantined along with all frequently touched surfaces. Resources that are shared between classes or 'bubbles', such as sports, art and science equipment, should be cleaned/quarantined frequently or rotated to allow them to be left unused or out of reach for a period of 48 hours (72 hours for plastics) between use by different 'bubbles'</li> </ul>					
4	<b>Managing Customers, Contractors and visitors</b>	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	<p><b>Contractors</b></p> <ul style="list-style-type: none"> <li>Encourage visits via remote connection/working where this is an option</li> <li>Only necessary visits to assist the running of the school, during the virus and lockdown, should be allowed in school preferably out of school time</li> <li>Where site visits are required, site guidance on social distancing and hygiene should be explained to visitors on or before arrival</li> <li>Limit the number of visitors at any one time in the building to 2 visitors where possible</li> </ul>	Low – to be reviewed by school in light of local controls				

			<ul style="list-style-type: none"> <li>• Limit visitor times to a specific time window and restricting access to required visitors only. Where possible no visitors during lunchtimes.</li> <li>• No visitors or contractors during drop off and pick up times unless already within the school building.</li> <li>• Determine if schedules for essential services and contractor visits can be revised to reduce interaction and overlap between people, eg. carrying out services at night.</li> <li>• <a href="#">Maintain a record of all visitors (including contact details) to support the NHS Test and Trace process.</a></li> <li>• Revise visitor arrangements to ensure social distancing and hygiene, for example, where someone physically signs in with the same pen in receptions.</li> </ul> <p><b>Customers and Visitors-</b></p> <ul style="list-style-type: none"> <li>• Provide clear guidance on social distancing and hygiene to people on arrival, for example, signage or visual aids and before arrival, eg. by phone, on the website or by email.</li> <li>• Establish host responsibilities relating to COVID-19 and providing any necessary training for people who act as hosts for visitors.</li> <li>• Review entry and exit routes for visitors and contractors to minimise contact with other people.</li> </ul>					
5	<b>Workplace and furniture contamination</b>	<a href="#">Staff, pupils, parents, guardians, visitors, including clinically vulnerable and</a>	<ul style="list-style-type: none"> <li>• Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</li> <li>• Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).</li> <li>• Sanitise/clean high-touch items after every use for example, printers or whiteboards. Children will no longer be able to use the</li> </ul>	Low – to be reviewed by school in light of local controls	School has purchased a fogging machine and the site is deep cleaned regularly.			

clinically  
extremely  
vulnerable

whiteboard.

### Hygiene: handwashing, sanitation facilities and toilets

- Use signs and posters to maintain personal hygiene standards and build awareness of good handwashing technique, the need to increase handwashing frequency
- Ensure that all adults and children:
  - Frequently wash their hands with soap and water for 20 seconds and dry thoroughly or hand sanitise. Review the [guidance on hand cleaning](#)
  - Clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing children to clean hands either by washing with soap and water or with hand sanitiser.
  - Are encouraged not to touch their mouth, eyes and nose
  - Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')
- Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments
- Set clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved as much as possible.
- Enhance cleaning for busy areas.
- Provide more waste facilities and more frequent rubbish collection.
- [Provide hand drying facilities: either paper towels or hand dryers](#)

- Follow the [COVID-19: cleaning of non-healthcare settings guidance](#)
- Clean surfaces that staff, children and young people are touching, such as toys, books, desks, chairs, doors, handles, sinks, toilets, light switches, bannisters, more regularly than normal
- Ensure that help is available for children and young people who have trouble cleaning their hands independently
- Consider how to encourage young children to learn and practice these habits through games, songs and repetition
- Ensure that lidded / pedal bins for tissues are emptied throughout the day. Ensure regular cleaning of lids
- [Where possible, all spaces should be well ventilated using natural ventilation, air conditioning units \(adjusted to use fresh air only\) and fans. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak](#)
- Prop doors open, where safeguarding and fire regulations allow
- Use your local suppliers for proportionate supplies of soap, anti-bacterial gel and cleaning products if needed
- [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](#)

**Handling goods, merchandise and other materials, and onsite vehicles if appropriate.**

- Cleaning procedures for goods and merchandise entering the school site. Where possible goods will be left for 72 hours.



6	<p><b>Use of personal protective equipment (PPE) and face coverings in school settings against COVID -19</b></p>	<p>Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable</p>	<ul style="list-style-type: none"> <li>• Children and staff may arrive at school wearing a face covering especially if they have arrived via public transport. Schools should therefore have a process for removing face coverings when pupils and staff arrive at school. Guidance on this can be found in section 5 <ul style="list-style-type: none"> <li>○ Instruct pupils / staff not to touch the front of their face covering during use or removal</li> <li>○ Wash hands immediately on arrival (as is always the case)</li> <li>○ Dispose of temporary face coverings in a covered (lidded) bin or place reusable coverings in a plastic bag, they can take home with them</li> <li>○ Wash hands again</li> </ul> </li> <li>• <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></li> <li>• Wearing a face covering or face mask in schools or other education settings is <b>not recommended</b>, however the option of wearing PPE is available to all staff if they wish to use it especially if this reduces staff levels of anxiety and enables them to carry out their duties.</li> <li>• Schools and other education or childcare settings should not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus.</li> <li>• Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not</li> </ul>	<p>Low – to be reviewed by school in light of local controls</p>				

be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. They can also impair normal breathing of children

- **The majority of staff in education settings will not require PPE beyond what they would normally need for their work**, even if they are not always able to maintain social distancing, **however the option of wearing PPE is available to all staff if they wish to use it especially if this reduces staff levels of anxiety and enables them to carry out their duties.**
- PPE is only needed in a very small number of cases including:
  - Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way
  - If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn

			Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE.					
			•					
7	<b>Catering facilities</b>	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> <li>• Consult with the catering company if separate from school staff to see what they are able to provide</li> <li>• Consider the following: <ul style="list-style-type: none"> <li>○ Practicality of providing food for pupils and staff</li> <li>○ Achieving social distancing in the kitchen</li> <li>○ Separate sittings be for reduced numbers</li> <li>○ Additional time needed to clean areas between sittings</li> <li>○ Ensure adequate ventilation in the hall whilst classes are in situ.</li> </ul> </li> <li>• <a href="#">School kitchens can continue to operate, but must comply with the <u>guidance for food businesses on coronavirus (COVID-19)</u></a></li> </ul>		Separate sittings introduced, staff provide pre prepared trays and children bring own drinks. Dining room cleaned between sittings.  All utensils sterilised.			
8	<b>First aid</b>	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	<p>In emergencies, social distancing should be observed if possible, but this may not always be possible. As a minimum, consider the following:</p> <ul style="list-style-type: none"> <li>• Review the number of first aiders, fire marshals and Evac chair operators required if the building occupancy and use has changed. Additional measures may be required\implemented in view of staff shortages.</li> <li>• Training will be required for any additional equipment used under the changing circumstances. First Aiders must be aware of the new protocols with regard to Covid19.</li> </ul>	Low – to be reviewed by school in light of local controls				

- Resuscitation shields have been purchased.
- PEEPS (Personal Emergency Evacuation Plan) – may need reviewing for disabled people/people with assistance dogs/use of lifts due to changes in social distancing or evacuation routes.
  - Make sure new support guidance available – see LA guidance.
  - Ensure adequate first aid and associated provision is made at all times
  - Ensure adequate PPE if provided for use of staff in all emergencies including first aid and fire
  - Provide all necessary means of cleaning equipment following any type of emergency
  - All occasions when CPR is required this will be carried out in accordance with current protocols from the Resuscitation Council the F/A needs assessment will identify any additional equipment and training needs
  - Where there is a possible risk of infection all necessary precautions must be followed face, and eye protection and contact with the casualties airway must be avoided. Chest compressions and defibrillations must be applied while waiting for the ambulance and advance lifesaving care
  - For a paediatric casualty – There is an acceptance that doing rescue breaths will increase the risk of transmitting the COVID-19 virus, either to the rescuer or the child/infant. However, this risk is small compared to the risk of taking no action as this will result in certain cardiac arrest and the death of the child. The advice from the Resuscitation Council (UK) is that rescue breaths should be undertaken as ventilations are crucial to the child's chances of survival
  - First aiders need additional support and training in use of additional PPE if close contact with a patient is required. E.g.

			<p>changes to EAV/CPR due to Covid 19.</p> <ul style="list-style-type: none"> <li>Additional measures may be required\implemented in view of staff shortages.</li> </ul>					
9	<b>Accidents\ incidents</b>	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> <li>Normal reporting to various parties e.g. Reporting to Governors / Trustees / Local Authority.</li> <li>Reporting of COVID-19 cases to Health &amp; Safety Team. (RIDBOR 2013 requirements for HSE reporting)</li> <li>Consider looking at high risk activities to minimise the potential for accidents and the need for staff to assist children\students</li> </ul>	Low – to be reviewed by school in light of local controls				
10	<b>Emotional distress of the staff - including anxiety</b>	Staff, pupils, including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> <li>At least one SLT member of staff on site every day for staff to share concerns with</li> <li>Open door policy</li> <li>Appoint mental health first aiders to support staff</li> <li>Staff to be included with the decision making, risk assessments</li> <li>Regular briefings to discuss phased returns and changes to processes. Consultation with staff to address concerns</li> <li>Review staff work and rest rooms to ensure social distancing can be adhered to</li> <li>Staff should be provided with an allocated space such as staff room or alternative rooms where they can go for break times. A safe space for staff to relax and rest between sessions should be made available.</li> <li>Staff break and lunchtimes must be rotated into the school day</li> <li>Make details of counselling available to staff e.g. NOSS</li> <li>Share other contacts/sources of information such as MIND</li> <li>Referral to Occupational Health for clarity on circumstances someone in school should be</li> </ul>	Low – to be reviewed by school in light of local controls				

	<p><b>Emotional distress of the pupils</b></p>		<p>working under depending on health</p> <ul style="list-style-type: none"> <li>• Staff to have access to a designated member of staff to address concerns with. Where possible work place adaptations should be considered to support staff member</li> <li>• Mental health, including anxiety is a recognised medical health need and should be treated in the same way as other medical needs by seeking additional information and working with staff member to ensure risks are reduced. Staff are given the option of wearing PPE is available to all staff if they wish to use it especially if this reduces staff levels of anxiety and enables them to carry out their duties.</li> <li>•</li> <li>• Pupils to be supported by staff through pastoral care, PSHE discussions etc</li> <li>• Look at ways of being able to support a child if in need of comfort.</li> <li>• SEN pupils - review assessments to be able to further assist pupils who will not understand the changes</li> <li>• <a href="#">Access a free webinar <u>Supporting pupil and student mental wellbeing</u></a></li> </ul>					
11	<p><b>Transport arrangements</b></p> <p><b>Wider public transport</b></p>	<p>Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable</p>	<p><b>Staff, parents and children:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Encourage parents, staff and children and young people to walk or cycle to their education setting where possible</a></li> <li>• <a href="#">Consider using 'walking buses'</a></li> <li>• Make sure schools, parents and young people are aware of the <a href="#">Coronavirus (COVID-19): safer travel guidance for passengers</a> when planning their travel</li> </ul>	<p>Low – to be reviewed by school in light of local controls</p>				

Dedicated school transport, including statutory provision

- Make sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus
- Ensure transport providers, as far as possible, follow hygiene rules
- Ensure that transport arrangements cater for any changes to start and finish times
- Consider how pupils are grouped together on transport, where possible, this should reflect the 'bubbles' that are adopted within school
- Consider the use of hand sanitiser upon boarding and / or disembarking
- Encourage additional cleaning of vehicles
- Organise queuing and boarding where possible
- Maintain social distancing within vehicles where possible
- Consider the use of face coverings for children over the age of 11, where appropriate, eg. if they are likely to come into very close contact with people outside of their group or who they do not normally meet
- Take appropriate actions to reduce risk if hygiene rules and social distancing are not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts
- Social distancing will be a problem in vehicles. Consider only one person to use at a time and vehicle cleaned thoroughly before and after each use.

**Local authorities or transport providers** could consider the following:

- Guidance or training for school transport colleagues
- Substitute smaller vehicles with larger

One child in year 3 currently coming and going to school via taxi

ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers

- Cordon off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out
- Communicate revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)

**Receiving deliveries of goods:**

- Minimise unnecessary contact with staff and delivery staff for example non-contact deliveries where the nature of the product allows for use of electronic pre-booking
- Order larger quantities of inbound materials less often to reduce deliveries
- Where possible and safe, having single employees load or unload vehicles
- Where possible, using the same pairs of people for loads where more than one is needed
- Encourage drivers to stay in their vehicles where this does not compromise their safety and existing safe working practice, such as preventing drive-aways
- Cleaning procedures for equipment, tools and vehicles after each shift and after each use of shared equipment, for example pallet trucks and trolleys
- Nearby supply of hand sanitiser for employees to use handling deliveries when handwashing is not practical
- Regular cleaning of reusable delivery boxes



12	<b>Use of car park for cars, and other forms of transport</b>	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	<ul style="list-style-type: none"> <li>• Car parking/spacing of cars for staff</li> <li>• Staggered arrival times</li> <li>• Use of bikes - revise the siting of bikes and again stagger times of arrival and maybe dedicate different area to secure bikes</li> </ul>	Low – to be reviewed by school in light of local controls				
13	<b>When schools reopen other areas will need consideration. e.g. building related hazards -e.g. fire safety management, building evacuation, equipment checks Legionella, etc.</b>	Staff, pupils parents, guardians, visitors, including clinically vulnerable and clinically extremely vulnerable	<p>Please see appendix A a separate risk assessment for premise building related issues for inspections, maintenance checks etc. required.</p> <p>Fire risk assessment will need reviewing in light of the control measures implemented due to staff shortage, alterations of evacuation routes, different exits used to maintain social distancing.</p>	Low – to be reviewed by school in light of local controls. School has each bubble exiting school through a different door in light of Covid restrictions.				
14	<b>Consultation and communication</b>	Staff, pupils parents, guardians, visitors including clinically vulnerable and clinically extremely	<p>Ensure the risk assessment is updated in line with the current guidance and there is consultation with staff and trade unions on the control measures</p> <p>Certain measures will also need to be shared with parents eg. staggered start and finish times</p> <p>School to contact police on advice of Local Authority if they become aware of parents, carers not following current government guidelines.</p>					

**If more hazards are identified please add more boxes**

**D. Safe Systems of Work to be outlined below by using the information in Section C once completed:**

- All staff to be given sufficient information\training to be able to work safely and where practicable maintain the 2m distancing protocol.
- Additional measures will be necessary if dealing with shielded and clinically vulnerable children and young people see [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#) for more advice.
- Or clinically vulnerable adults see [Staying at home and away from others \(social distancing\) guidance](#)
- Continue monitoring and review risk assessments and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed above)
- Ensure that all health and safety compliance checks e.g. premise, safety and security systems have been undertaken before opening and sufficient staff are available to undertake these tasks See Appendix A for Premise checklist.
- All building equipment is deemed safe to use and has received appropriate checks by competent persons. Including all fire safety related equipment (emergency lights, fire detection equipment, fire extinguishers etc.) passenger lifts, etc.
- Site staff to manage the risk from legionella on site before schools open and then continue the test regimes.
- Lone working in parts of the building is managed – use of radios and regular check in etc etc. No higher risk activities e.g. work at height to be undertaken unless necessary.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

**Communication to all parties is essential:**

- tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](#))
- tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend
- tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
- make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)
- also think about engaging parents and children in education resources such as [e-bug](#) and [PHE schools resources](#)
- ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)
- talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful
- communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers




## Appendix A

The following checklist has been prepared to guide premise managers. It is aimed at identifying actions that need to be taken to make the building and site safe. Within the checklist are items that have statutory duties attached such as examination, inspection, maintenance, servicing and testing. All of these will have been managed before the lockdown and should have been continued even though buildings have been closed or partially open.

It is essential that compliance is achieved before reoccupation.:

Each building should have an identified person responsible for premise management.

Building / Infrastructure / Systems	Action	Checked	Comments / Defects / Damage
<b>Site:</b> <ul style="list-style-type: none"> <li>Perimeter fencing, hedges, gates etc.</li> <li>Trees</li> <li>Waste storage areas and waste bins</li> </ul>	<ul style="list-style-type: none"> <li>Boundary integrity</li> <li>Risk assessments up-to-date; no damage</li> <li>Secure – waste collection still occurring</li> </ul>		
<b>Building:</b> <ul style="list-style-type: none"> <li>Roof (inc. chimneys)</li> <li>Facias, gutters, downpipes</li> <li>Walls</li> <li>Windows</li> <li>Exterior doors</li> <li>Door canopies</li> <li>Paths</li> <li>Roads, car park, gates / barriers</li> </ul>	<ul style="list-style-type: none"> <li>Defects or damage</li> <li>Doors opening properly with no restrictions</li> <li>No defects or damage; in working order</li> <li>Slip or trip hazards (uneven, holes etc.)</li> <li></li> </ul>		
<b>Interior:</b> <ul style="list-style-type: none"> <li>Ceilings</li> <li>Walls</li> <li></li> <li>Doors – final exits open (fire,</li> </ul>	<ul style="list-style-type: none"> <li>No defects or damage likely to affect building users</li> <li>Fire Doors checked for fit and opening</li> </ul>		

<p>emergency)</p> <ul style="list-style-type: none"> <li>• Fire doors (close and fit as intended)</li> <li>• Stairs / steps / ramps</li> <li>• Handrails</li> <li>• Floors (floor coverings)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• No slip or trip hazards</li> </ul>		
<p><b>Infrastructure:</b></p> <ul style="list-style-type: none"> <li>• Gas (turned on, no leaks)</li> <li>• Electricity (CB / RCD checks, sockets)</li> <li>• Water system</li> <li>• Heating (boiler etc.)</li> <li>• Ventilation</li> <li>• Kitchens</li> <li>• Toilets / showers</li> <li>• Swimming pools / hydrotherapy pools</li> </ul>	<ul style="list-style-type: none"> <li>• Gas supply confirmed; no smell of gas on entering building / room</li> <li>• Check circuit breakers to see if any have tripped; Operate RCD(s) to confirm operation; inspect sockets for damage / overload</li> <li>• Ensure supply; check for leaks; legionella controls (see below)</li> <li>• Boiler operational (heating and hot water) – maintenance and servicing carried out according to schedule</li> <li>• Check system operation; change filters</li> <li>• Check all equipment; inspect kitchen and food storage areas for insects / vermin; dispose of food past sell-by date; enhanced cleaning</li> <li>• Enhanced cleaning; legionella controls</li> <li>• Cleaning regime</li> <li>• Follow <a href="#">PWTAG guidance</a></li> </ul>		
<p><b>Systems:</b></p> <ul style="list-style-type: none"> <li>• Fire detection and alarm (see below)</li> <li>• Emergency lighting (see below)</li> </ul>	<ul style="list-style-type: none"> <li>• All detectors, call points and detectors operational; weekly testing performed</li> <li>• Battery test to check e-lighting operational</li> <li>• Alarm system working</li> </ul>		

<ul style="list-style-type: none"> <li>• Security</li> <li>• Communications - telephony</li> <li>• IT – WiFi</li> <li>• Pressure systems</li> </ul>	<ul style="list-style-type: none"> <li>• Phone lines operational</li> <li>• WiFi working</li> <li>• Statutory examination, maintenance and servicing undertaken according to schedules</li> </ul>		
<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• IT – computers, monitors etc.</li> <li>• OHP / Whiteboards</li> <li>• Fire extinguishers</li> <li>• Access equipment / ladders</li> <li>• Kitchen equipment – kettles, microwaves etc.</li> <li>• Lifts (see below) / lifting equipment</li> </ul>	<ul style="list-style-type: none"> <li>• All IT equipment operational and without faults</li> <li>• Equipment in good working order</li> <li>• Serviced annually</li> <li>• Visual inspections for damage / defects</li> <li>• Visual inspections; PAT tests if required</li> <li>• Statutory examination, maintenance and testing completed according to schedule</li> </ul>		
<p><b>Maintenance, testing and servicing:</b></p> <ul style="list-style-type: none"> <li>• Gas safe certificate</li> <li>• EIRC (Fixed wiring) and PAT (electricity)</li> <li>• Water (temperature, flushing, cleaning, disinfecting etc.) – see below</li> </ul>	<ul style="list-style-type: none"> <li>• Gas safe certificate within date</li> <li>• EIRC within date; PA tests completed according to schedule</li> </ul> <p>On returning to buildings that have been fully closed for more than a week, Shropshire Council's Asset Management Team advise:</p> <ul style="list-style-type: none"> <li>• <i>Thermal disinfection following plant shutdowns and holiday periods of over one weeks duration, by raising the temperature of the distribution system to 60°C for more than one hour and running each outlet for five minutes, working back from the most remote outlet to the calorifier.</i></li> <li>• <i>Cold outlets shall be run with the respective hot outlet.</i></li> <li>• <i>Flushing of all WCs, with lids closed, following plant shutdowns and holiday periods of over one weeks duration.</i></li> <li>• Check with Tim Othen if further</li> </ul>		

	<p>advise required.</p> <p>Advice on this from the Health and safety Executive can also be found in the guidance <a href="#">Legionella risks during the coronavirus outbreak</a></p>		
<p><b>Other Areas:</b></p> <ul style="list-style-type: none"> <li>Science and D&amp;T departments need to be checked by experienced staff and follow CLEAPSS Guidance</li> </ul>	<ul style="list-style-type: none"> <li>Seek further advice from CLEAPSS for practical lessons guidance documents GL344 for further advice on D&amp;T (including food Tech) or GL345 guidance for science departments in a partially re-opened school.</li> </ul>		