

Safety, Health and Environment (SHE)

GCC COVID-19 RISK ASSESSMENT PROCESS FOR SCHOOLS & EDUCATIONAL SETTINGS



School employers are required to assess the risks associated with COVID-19 and implement preventative measures outlined in Government guidance. This risk assessment will supplement any existing risk assessments in educational settings.

This is not a generic risk assessment that just applies to every setting. It is important that Headteachers/managers go through and adapt the risk assessment for their own school or early years setting.

It is strongly recommended that you involve employees in the risk assessment process. Once complete share the findings and provide any instruction needed to implement measures. Local monitoring must also follow to ensure measures are implemented and controlling the risks.

COVID-19 Risk Assessment for Schools and other Educational Settings

ASSESS

Decide appropriate control measures for managers and employees to implement under a 'Plan', 'Do', 'Review' cycle.

*The preventative measures in this risk assessment are not mandatory but are provided as guidance on reducing the risk of transmission. Each school/setting must consider their own situation and adapt the assessment by editing the measures where appropriate. Remove any measures that are not relevant or will not be applied in your setting and add any additional local measures that you are implementing.

Who may be at risk: Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.
Vulnerable groups – this risk assessment considers vulnerable groups which the NHS lists as 'people at high risk (clinically extremely vulnerable)'; and 'people at moderate risk (clinically vulnerable)'. An individual risk assessment may be appropriate for vulnerable employees plus BAME and those who are very anxious about returning to their workplace.

This risk assessment is for Woodside Primary School's site and users only. It does not attempt to assess the risk of returning to school following lock-down as that is the responsibility of the Government and Local Authority. The role of Woodside Primary School leaders and Governors is to implement the DfE guidance and follow LA risk assessment processes in relation to our site and users, taking into account staff numbers and spaces available to be able to separate groups.

Leaders and Governors will review planned dates of actions according to Government announcements. This risk assessment is reviewed constantly along with staffing availability. School leaders do not have access yet to GCC Occupational Health forms or risk assessment templates for individual members of staff. Therefore, some staff have been advised to work from home until this process can take place.

Leaders are confident that we have enough staff, spaces and hygiene measures to accommodate the numbers of children identified in our plan, starting in a controlled, phased way. The first part time two week block will be reviewed before moving on to our second 2 week block, which again will be reviewed before moving on to our third block.

Colour coding key: As of 22.05.20

Within guidance to staff/parents and in place

In process of being communicated/done NB School staff to assist with their zones on Mon 1st and Tues 2nd June if opening on Weds 3rd June.

PLAN

DO

REVIEW

Prepare Building	Prepare Employees and Parents and pupils	Control Access	Implementing Social Distancing	Implement Infection Control Measures	Communicate and Review Arrangements
<ul style="list-style-type: none"> • Ensure that all health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.). • Ventilation and AC systems working optimately; (ventilation system should be kept on continuously, with lower ventilation rates when people are absent). • COVID-19 posters/signage displayed • Modify school reception/ early years entrance to maintain social distancing (e.g. provide screens or floor markings). • Consider one-way system if possible for circulation around the building. • Stairways to be used single file on left hand side-no crossing on the stairs. • Put down floor 	<ul style="list-style-type: none"> • Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken. • Vulnerable employees and pupils ('clinically vulnerable' to coronavirus) identified and told not to attend school if shielding. • Consider personal risk factors: age, obesity, pregnancy, existing health conditions and ethnicity. • Where necessary individual risk assessments for employees and pupils at special risk (take account of medical advice). • Review EHCPs where required. • Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school. 	<ul style="list-style-type: none"> • Entry points to school controlled (including deliveries). • Building access rules clearly communicated through signage on entrances. • Parents' drop-off and pick-up protocols to minimise contact. • School start times staggered so class groups arrive at different times. • Floor markings outside school to indicate distancing rules (if queuing during peak times). • 'Glass partition remain closed' signs to protect employees in reception. • Hand sanitiser provided at all entrances. • Visitors do not sign in with the same pen or touch screen devices in reception • Staff signed in by Gina until signing in board arrives. • 	<ul style="list-style-type: none"> • Safe distancing or 2 metres is a preventative measure that will be adopted so far as is reasonably practicable but it is acknowledged that this is not always possible in schools. However, all the measures in this assessment are aimed at reducing transmission risk: • Reduced class sizes. • Class groups kept together throughout the day and do not mix with other groups. • Groups do not mix to play sports or games together. • The number of pupils in shared spaces (e.g. halls, dining areas and internal and external sports facilities) for lunch and exercise is limited to specific group(s). • Assemblies not held • Separate spaces for each group clearly indicated in shared spaces (e.g. barriers 	<ul style="list-style-type: none"> • Sufficient handwashing facilities are available. • Where there is no sink, hand sanitiser provided in classrooms. • Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning). • Hands cleaned on arrival at school, before and after eating, and after sneezing or coughing. • Young pupils encouraged to learn and practise good hygiene habits through games, songs and repetition. • Staff help is available for pupils who have trouble cleaning their hands independently. • Adults and pupils are encouraged not to touch their mouth, eyes and nose. Adults can wear 'first aid' gloves if wished to help remember this. 	<ul style="list-style-type: none"> • Consultation with employees and on risk assessments. • Risk assessment agreed by governors. • Nominated employees tasked to monitoring protection measures. • Employees encourage to report any non compliance. • The effectiveness of prevention measures will be monitored by school leaders. • This risk assessment will be reviewed if the risk level changes and/or in light of updated guidance.

<p>markings along the middle of two-way corridors/stairs to keep groups apart and 'keep left' signs.</p> <ul style="list-style-type: none"> • In areas where queues may form, put down floor markings to indicate distancing. • Identify separate doors to be used for different bubbles moving in and out of the building (to avoid crossing paths). • Identify doors that can be propped open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding. Seek advice from SHE if necessary. • Identify rooms that can be accessed directly from outside (to avoid shared use of corridors). • Organise classrooms for maintaining space between seats and desks. • Inspect classrooms and remove unnecessary items. • Remove soft 	<ul style="list-style-type: none"> • Information shared about testing available for those with symptoms. • Remote education is continuing as much as possible to limit numbers attending school. • Assess how many employees are needed in school and identify those that can remain working from home. • Employees shielding at home manage online work, whilst those in school only teach. • Returning to school will be for groups on a priority basis or (Primary schools - nursery, reception, year 1 and year 6);). • If shortage of teachers, allocate teaching assistants to lead a group, working under the direction of a teacher. • Reviewing timetables to decide which lessons or activities will be delivered on what days. • Smaller class groups identified 		<p>or floor markings).</p> <ul style="list-style-type: none"> • Packed lunch service only during lunch with pupils eating outside (weather permitting). • Limiting the number of pupils who use the toilet facilities at one time. • Groups use the same classroom or area of a setting throughout the day. • Seating plans to ensure pupils sit at the same desk. • Desks should be spaced as far apart as possible. • The same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same. • Members of staff come to the classroom rather than groups of pupils circulate to different parts of the building/site. • Subject teachers in smaller option subjects (e.g. practical subjects) collect small numbers coming out of main curriculum on a rota. 	<ul style="list-style-type: none"> • Be vigilant to pupils putting items in their mouths etc. and make sure these are dealt with immediately. • Adults and pupils encouraged to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • Bins for tissues provided and double bagging resources available. • Spaces well ventilated using natural ventilation (opening windows) or ventilation units. • Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied. • Sanitising spray and disposable cloths to be provided in classrooms for use by members of staff. • Thorough cleaning of rooms at the end of the day. • Shared materials and surfaces cleaned and disinfected 	
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<p>furnishings, soft toys and toys that are hard to clean.</p> <ul style="list-style-type: none"> • In toilets consider middle cubicle/ sink/ urinal of 3 to be taken out of use.(one in one out system) • Put up laminated picture signs in toilets and classrooms in front of sinks showing handwashing. • Position clocks with second hand or timers near sinks to teach pupils to wash for 20 seconds, if age appropriate. • Make arrangements with cleaners for additional cleaning and agree additional hours to allow for this. • 	<p>(split in half, with no more than 15 pupils per small group to one teacher and, if needed, a teaching assistant).</p> <ul style="list-style-type: none"> • For early years settings, the employees to child ratios within Early Years Foundation Stage (EYFS) will determine groups of pupils. • Identify and plan lessons that could take place outdoors. • Use the timetable to reduce movement around the school or building. • Planning break times (including lunch), so that all pupils are not moving around the school at the same time. • Communicate to parents on the preventative measures being taken (infection control protocol) • Parents informed only one parent to accompany child to school. • Parents and pupils encouraged to walk or cycle where 		<ul style="list-style-type: none"> • Rooms accessed directly from outside where possible. • The occupancy of staff rooms and offices limited. • Internal phones to communicate between different parts of school. • Children not allowed in office. Only one additional member of staff allowed in the office at any time • Members of staff are on duty at breaks to ensure compliance with rules. 	<p>frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, etc.).</p> <ul style="list-style-type: none"> • Toys and play equipment appropriately cleaned between groups of pupils using it, and not shared with multiple groups. • Equipment used in practical lessons cleaned thoroughly between groups. • Outdoor equipment not used; or • Outdoor equipment appropriately cleaned between groups of pupils; • Multiple groups do not use outdoor equipment simultaneously. • Do not send work or reading books home. • Avoid sharing books and other materials. • No books or work from home handed in on paper. Use electronic submission or if paper put in quarantine (e.g. for 3 days). 	
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	<p>possible.</p> <ul style="list-style-type: none"> • Staggered drop-off and collection times planned and communicated to parents. • Made clear to parents that they cannot gather at entrance gates or doors. • Encourage parents to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings). • Discourage parents and pupils from bringing in toys and other play items from home. • Review behaviour policies to consider how pupils not following distancing rules will be managed. • Employees fully briefed about the plans and protective measures identified in the risk assessment. • Regular emailed staff briefings. • Keeping in touch with off-site workers on their working arrangements 			<ul style="list-style-type: none"> • Procedures should someone become unwell whilst attending school. • Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces. <p>NOTE: Wearing a face covering or face mask in schools or other education settings is not recommended by PHE. The majority of employees in education settings will not require PPE beyond what they would normally need for their work (determined by existing risk assessment), even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> • pupils whose care routinely already involves the use of 	
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	<p>including their welfare, mental and physical health and personal security.</p> <ul style="list-style-type: none"> • Communication with contractors and suppliers that will need to prepare to support plans for opening (e.g. cleaning, catering, food supplies, hygiene suppliers). • Communication with others (e.g. extended school provision, lettings, regular visitors, etc.) • Limit visitors by exception (e.g. for priority contractors, emergencies etc.) • Keep parent appointments / external meetings on a 'virtual platform.' 			<p>PPE due to their intimate care needs should continue to receive their care in the same way;</p> <ul style="list-style-type: none"> • if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. <p>However, PPE packs are being provided by GCC for all schools.</p> <p>Employees providing first aid to pupils will not be expected to maintain 2m distance. The following measures will be adopted:</p> <ul style="list-style-type: none"> • washing hands or using hand sanitiser, before and after treating injured person; • wear gloves or cover hands when dealing with open wounds; • if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives; • if CPR is required on a child, use a resuscitation face 	
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				<p>shield if available to perform mouth-to-mouth ventilation in asphyxial arrest.</p> <ul style="list-style-type: none">• dispose of all waste safely. <p>Should employees have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days.</p>	
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