

Ellwood Community Primary School

March 2021

Safety, Health and Environment (SHE)

GCC COVID-19 RISK ASSESSMENT PROCESS FOR REOPENING SCHOOLS (FROM 8 MARCH 2021)



This is an update of the GCC COVID-19 Risk Assessment to support the return of schools and educational settings from 8 March 2021. The aim of the risk assessment is to implement protective measures in government's operational guidance to minimise the risk of transmission COVID-19 in schools.

This update is to reflect the changes in the operational guidance to help schools review and where necessary update their risk assessment. Any changes to the previous version have been highlighted.

COVID-19 Risk Assessment for Schools & 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 and comply with DfE/PHE 'system of control' requirements. 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. This format does not have to be used but your local risk assessment must be suitable and sufficient.

Who may be at risk: Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.

Vulnerable groups: Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. Some people with particular characteristics may be at comparatively increased risk from COVID-19 (due to age, deprivation, ethnicity, pregnancy, etc.). An individual risk assessment may be appropriate. Staff and pupils who are clinically extremely vulnerable are advised to shield by staying at home.

PLAN		DO			REVIEW
Prepare Building, timetables and lessons, policies and procedures	Prepare Employees, Parents and pupils and other site users	Control Access and Visitors	Minimise contacts and social distancing	Infection Control Measures	Communicate and Review Arrangements
<p>Buildings</p> <ul style="list-style-type: none"> Ensure that all health and safety compliance checks continue to be undertaken (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.). Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.). 	<p>Employees</p> <ul style="list-style-type: none"> Involve employees in plans and listen to any suggestions on preventative measures that can be taken. Consider personal risk factors: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual risk assessments. 	<p>Access</p> <ul style="list-style-type: none"> Entry points to school controlled (including deliveries). Building access rules clearly communicated through signage on entrances. School start times staggered so bubbles 	<p>Minimising contacts and mixing between people reduces transmission of COVID-19 and the school will consider how to implement this.</p> <p>'Bubbles'</p> <ul style="list-style-type: none"> Small, consistent groups of pupils split into bubbles. Bubbles kept as small as possible. 	<p>Minimise contact with individuals who are unwell:</p> <ul style="list-style-type: none"> Refer to PHE guidance. Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend school. If anyone becomes unwell at school they will be isolated, sent 	<ul style="list-style-type: none"> Consultation with employees and trades union Safety Reps on risk assessments. Risk assessment published on school intranet and website.

<ul style="list-style-type: none"> • Make provision for children who display COVID-19 symptoms/ become ill during the day to be isolated. Space should be identified in addition to the usual medical room. • Ensure school has sufficient supplies of PPE, face coverings, cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements. • Provide suitable and sufficient bins to support pupils and staff to follow the 'catch it, bin it, kill it' approach. • Provide sufficient tissues in all rooms. • Consider if the school site can be split into separate zones where groups of pupils can remain to minimise mixing. 	<ul style="list-style-type: none"> • Employees fully briefed about the plans and protective measures identified in the risk assessment. • Regular staff briefings. • Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. • Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school. • Teachers to identify shared resources and how to prevent mixed 	<p>arrive at different times.</p> <ul style="list-style-type: none"> • Floor markings outside school to indicate distancing rules (if queuing during peak times). • Signs to remind parents to avoid congregating, social distancing rules etc. • Staff on duty to monitor pupil and parent behaviour before and after school. • Screens installed to protect employees in reception. • Shared pens removed from reception. • Hand sanitiser provided at all entrances. • Bins provided on entrances to 	<ul style="list-style-type: none"> • Class groups will be kept together in separate 'bubbles' throughout the day and do not mix with other groups. • Where pupil numbers are lower, implement key stage bubbles. • Where class size groups are not appropriate, look to implement year group/class sized bubbles. • If the design of the school means class bubbles cannot be kept apart, split the building into 'zones' and implement zonal bubbles. • Very small schools unable to prevent mixing to adopt whole school bubbles as part of 	<p>home and provided with information on what to do next.</p> <ul style="list-style-type: none"> • An unwell child awaiting collection will be isolated in a suitable room with or without adult supervision (depending on age and needs of the child). • Staff caring for a child awaiting collection to keep a distance of 2 metres. • PPE to be worn by staff caring for the child, including: <ul style="list-style-type: none"> ○ a face mask worn if a distance of 2 metres cannot be maintained. ○ if contact is necessary, then gloves, an apron and a face mask should be worn ○ eye protection where there is a risk of fluids entering the eye, 	<ul style="list-style-type: none"> • Nominated employees tasked to monitoring protection measures. • Members of staff are on duty at breaks to ensure compliance with rules. • Staff encouraged 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
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<ul style="list-style-type: none"> • Create a plan of the building to mark out areas where bubbles do not mix (e.g. classrooms) and where mixing is more likely and so where distancing and other measures are required. • Consider separate facilities - separate staff rooms. • Evaluate the capacity of rooms and shared areas. • Consider door signs mounted to identify max number in room/toilets at one time. • COVID-19 posters/signage displayed. • Put down floor markings along corridors. • In areas where queues may form, put down floor markings to indicate distancing. • Can separate doors/gates be used for in and out of the 	<p>contact (e.g. cleaning between bubbles or rotas for equipment use).</p> <ul style="list-style-type: none"> • Identify and plan lessons that could take place outdoors. <p>Parents/pupils</p> <ul style="list-style-type: none"> • Review EHCPs where required. • Communicate to parents on the preventative measures being taken. • Post the risk assessment or details of measures on school website. • Parents and pupils informed about the process that has been agreed for drop off and collection. • Ensure parents have a point of contact for reassurance as to 	<p>dispose of temporary face coverings.</p> <p>Visitors</p> <ul style="list-style-type: none"> • Wherever possible keep meetings on a virtual platform. • Parents/carers and visitors coming onto the site without an appointment is not to be permitted. • Supply staff and other temporary or peripatetic staff follow the schools arrangements for managing and minimising risk. • Volunteers limited and only used if essential for educational activities. • Site guidance on physical 	<p>their system of control.</p> <ul style="list-style-type: none"> • Keep a record of pupils and staff in each bubble, lesson or close contact group. • School before and after-school clubs to keep to the bubbles used during the school day where possible. <p>Minimise mixing (pupils)</p> <ul style="list-style-type: none"> • Whatever the size of the bubble, they are to be kept apart from other groups where possible. • Groups use the same classroom or area of a setting throughout the day. • Mixing between bubbles kept to a minimum during 	<p>for example, from coughing, spitting or vomiting.</p> <ul style="list-style-type: none"> • Staff to wash their hands after caring for a child with symptoms. • All areas where a person with symptoms has been to be cleaned after they have left. • Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days. <p>Hand washing</p> <ul style="list-style-type: none"> • Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning). • Sufficient handwashing facilities are available. 	<p>level changes (e.g. following local/national lockdown or cases or an outbreak) and in light of updated guidance.</p>
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<p>building (to avoid crossing paths).</p> <ul style="list-style-type: none"> • 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 where possible. • Arrange desks for seating pupils side by side and facing forwards. • Inspect classrooms and remove unnecessary items and furniture to make more space. • Make arrangements with cleaners to put in place an enhanced 	<p>the plans put in place.</p> <ul style="list-style-type: none"> • Limit the equipment pupils bring into school each day to essentials such as lunch boxes, hats, coats and reading books. • Wear PE kits to school. • Bags are allowed. • Parents informed only one parent to accompany child to school. • Parents and pupils encouraged to walk or cycle where possible. • Clear messages to pupils about minimising the use of public transport and how to reduce the risks of transmission outside of school. • Staggered drop-off and collection times planned and 	<p>distancing and hygiene is explained to all visitors on or before arrival.</p> <ul style="list-style-type: none"> • Where possible visits (e.g. service contractors) arranged outside of school hours. • A record kept of all visitors to assist NHS Test and Trace, including: <ul style="list-style-type: none"> ○ the name; ○ a contact phone number; ○ date of visit; ○ arrival and departure time; ○ the name of the assigned staff member 	<p>arrival, lunchtime, breaks and departure.</p> <ul style="list-style-type: none"> • Pupil movements around the school site, either in groups or individuals is controlled to limit contact and mixing. • Groups will stay within a specific “zone” of the site to minimise mixing. • 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 bubbles. • Large gatherings such as assemblies or collective worship with more than 	<ul style="list-style-type: none"> • Where there is no sink, hand sanitiser provided in classrooms. • Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser. • Pupils to clean their hands when they arrive at school, when they return from breaks, when they change rooms and before and after eating. • Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small children and pupils with complex needs). • Use resources such as “e-bug” to teach effective hand hygiene etc. <p>Respiratory hygiene</p>	
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<p>cleaning schedule that includes frequent cleaning of rooms, shared areas that are used by different groups and frequently touched surfaces.</p> <ul style="list-style-type: none"> • Identify a suitable room(s) for asymptomatic testing. That is: <ul style="list-style-type: none"> ○ large enough to set up one-way and queuing system, registration area, multiple test stations, areas for processing and recording results. ○ Allows for social distancing measures. ○ can be kept separate from all other activities. ○ is well lit. ○ is clean, and easy to clean with non-porous flooring. ○ can be ventilated. 	<p>communicated to parents.</p> <ul style="list-style-type: none"> • Made clear to parents that they cannot gather at entrance gates or doors and reminders about social distancing. • Encourage parents to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings). • Communications to parents (and young people) includes advice on transport. <p>Others</p> <ul style="list-style-type: none"> • Communication with contractors and suppliers that will need to prepare to support plans for full opening (e.g. 		<p>one group to be avoided.</p> <ul style="list-style-type: none"> • Separate spaces for each group clearly indicated. • Multiple groups do not use outdoor equipment simultaneously. • Limiting the number of pupils who use the toilet facilities at one time. • Allow pupils to have access to toilets at all times during the day to prevent queues developing at social times. • Clean surfaces between groups. <p>Minimising mixing (staff)</p> <ul style="list-style-type: none"> • The same teacher(s) and other staff are assigned to each bubble and, as far 	<ul style="list-style-type: none"> • Adults and pupils are encouraged not to touch their mouth, eyes and nose. • Adults and pupils encouraged to use a tissue to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • Tissues to be provided. • Bins for tissues provided and are emptied throughout the day. <p>Ventilation</p> <ul style="list-style-type: none"> • Ventilation • Heating used as necessary to ensure comfort levels are maintained when the building is occupied. • Keep windows open a little (not wide open) to provide some natural background ventilation and open 	
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<p>Timetabling and lessons</p> <ul style="list-style-type: none"> Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Stagger break times and lunch times to avoid mixing and time for cleaning between groups. When timetabling, groups should be kept apart and movement around the school site kept to a minimum to avoid creating busy corridors, entrances and exits. <p>Policies and procedures</p> <ul style="list-style-type: none"> Update policies to reflect changes brought about by COVID-19, including: <ul style="list-style-type: none"> Safeguarding/child protection Behaviour Curriculum NQTs 	<p>cleaning, catering, food supplies, hygiene suppliers).</p> <ul style="list-style-type: none"> Assurances that caterers comply with the guidance for food businesses on COVID-19. Discussion with caterers to agree arrangements for staggered lunches (e.g. seating capacity, holding hot food, cleaning between sittings, distancing and minimising contacts). Liaison with transport providers to cater for any changes to start and finish times and confirm protective measures during journeys. Communication with other building users (e.g. extended school 		<p>as possible, these stay the same.</p> <ul style="list-style-type: none"> Staff that move between classes and year groups, to keep their distance from pupils and other staff. Supply teachers, peripatetic teachers and/or other temporary staff to minimise contact and maintain as much distance as possible from pupils and other staff. Arrangements to avoid sharing staffroom and equipment. The occupancy of staff rooms and offices limited. Use of staff rooms to be minimised. Furniture in offices, PPA work rooms and 	<p>internal doors to increase air flow.</p> <ul style="list-style-type: none"> Open windows fully when rooms are unoccupied for longer periods to purge the air (e.g. lunch times and before and after school). Action taken to prevent occupants being exposed to draughts. For example, partially open high-level windows as oppose to low-level windows, close external doors and arrange the furniture if appropriate and possible. Use fans for good air circulation if available and needed. Air conditioning systems that normally run with a recirculation mode 	
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<ul style="list-style-type: none"> ○ Special educational needs ○ Visitors to school • Ensure website is compliant with regards to the publishing of policies. • Establish a visitors' protocol so that parents, contactors, professionals working with individual children are clear about the infection control measures that you have in place. • Governing boards and school leaders to have regard to staff (including the headteacher) work-life balance and wellbeing. Information shared about the extra mental health support for pupils and teachers is available. <p>Response to any infection</p>	<p>provision, contractors, regular visitors, etc.)</p> <ul style="list-style-type: none"> • Hire to external providers permitted for before and after-school educational activities and wraparound childcare for your pupils permitted (for vulnerable children and to support parents to work, attend education or access medical care). • No other lettings at this stage. <p>Testing</p> <ul style="list-style-type: none"> • Standard Operating Procedures (SOP) understood and followed. • Testing registration arrangements made and details shared with all participants. 		<p>staffrooms where staff may work or meet together, spaced 2 metres apart – where possible.</p> <ul style="list-style-type: none"> • Staff sharing rooms do not work facing each other where possible. • Desks moved so staff are back to back or side on, but still 2 metres apart, or if this is not possible screens used as a barrier between staff where possible. <p>Distancing</p> <ul style="list-style-type: none"> • Staff to keep 2 metres from other adults as much as possible. • Where possible staff to maintain distance from their pupils, 	<p>set up to run on full outside air.</p> <ul style="list-style-type: none"> • Ventilations system that removes and recirculates air to different rooms is turned off. • Ventilation system remains on at all times, even when the building is unoccupied. The system set to operate at lower ventilation rates during evenings and weekends. • Occupants encouraged to wear additional, suitable indoor clothing. (If they have to wear coats, scarves and other outdoor clothing the room would be considered too cold and the above steps must be considered). <p>Music</p>	
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<ul style="list-style-type: none"> • Leadership understands the NHS Test and Trace process and how to contact their local Public Health England health protection team. • Plan how to inform staff members and parents/ carers that they will need to be ready and willing to <ul style="list-style-type: none"> ○ book a test if they are displaying symptoms; ○ inform the school immediately of the results of a test; ○ provide details of anyone they have been in close contact with; ○ self-isolate if necessary. 	<ul style="list-style-type: none"> • Adequate staff available to support testing. • Testing staff are appropriately trained and provided with sufficient information to understand their duties and adhere to SOP. • Written consent obtained for each participant before test is performed. • Strict hygiene, social distancing and cleaning measures followed and reinforced. • Testing staggered and timetabled to avoid overcrowding. • Pupils/staff tested from the same bubble to avoid mixing. • Procedures for participants with positive test results 		<p>staying at the front of the class.</p> <ul style="list-style-type: none"> • Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone if possible. • Use a simple 'no touching' approach for young children to understand the need to maintain distance. • Older children to be encouraged to keep their distance within bubbles. <p>Minimising contact</p> <ul style="list-style-type: none"> • Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied. 	<ul style="list-style-type: none"> • Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. • Measures to be taken when playing instruments or singing in small groups such as in music lessons include: <ul style="list-style-type: none"> ○ physical distancing; ○ limiting group sizes; ○ positioning pupils back-to-back or side-to-side; ○ avoiding sharing of instruments; ○ ensuring good ventilation. • No performances with an audience. <p>Cleaning</p> <ul style="list-style-type: none"> • Sanitising spray and paper towels to be provided in 	
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	<p>to be isolated and sent home.</p>		<ul style="list-style-type: none"> • Taking books and other shared resources home limited, although unnecessary sharing avoided or keep to bubble if possible. • Staff and pupils to have their own individual and very frequently used equipment, such as pencils and pens, more so in KS 2. <p>PE and School Sport</p> <ul style="list-style-type: none"> • Pupils kept in same consistent bubbles where possible during PE and sport. • Sports equipment thoroughly cleaned between each use – however we have set equipment for bubbles. • Outdoor sports should be 	<ul style="list-style-type: none"> • classrooms for use by members of staff. • Thorough cleaning of rooms at the end of the day. • Shared materials and surfaces to be cleaned frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.). • Resources that are shared between bubbles (e.g. sports, art and science equipment) to be cleaned frequently and meticulously and always between bubbles. • Outdoor equipment appropriately cleaned frequently or kept in bubble. • Toilets to be cleaned regularly. • Hand sanitiser provided for the operation of lifts. 	
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			<p>prioritised where possible.</p> <ul style="list-style-type: none"> • Adequate ventilation through opening windows and doors or using air conditioning systems. • Sporting activities delivered by external coaches, clubs and organisations will only go ahead if they can satisfy the above requirements. • Staff fully aware of COVID-19 guidance issued by the relevant sports governing bodies for team sports and the required actions for each sport. • Competition between different schools not to take place until wider grassroots 	<ul style="list-style-type: none"> • 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>PPE</p> <p>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:</p> <ul style="list-style-type: none"> • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 	
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			<p>sport for under 18s is permitted.</p> <p>Educational Visits and journeys</p> <ul style="list-style-type: none"> No educational visits to take place during at this stage. 	<p>2 metres cannot be maintained.</p> <ul style="list-style-type: none"> 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. <p>PPE for protection against COVID-19 will include:</p> <ul style="list-style-type: none"> fluid-resistant surgical face masks (Type IIR); disposable gloves; disposable plastic aprons; eye protection (for example a face visor or goggles). <p>Face coverings (secondary schools)</p> <ul style="list-style-type: none"> Face coverings to be worn by pupils (unless exempt), outside classrooms and when moving around the premises. 	
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				<ul style="list-style-type: none">• Face coverings should be worn in classrooms or during activities if social distancing cannot be maintained. <p>Face coverings (all schools)</p> <ul style="list-style-type: none">• Face coverings to be worn by staff or visitors (unless exempt), outside classrooms and when moving around the premises.• Pupils, staff and visitors will be expected to provide their own face covering.• A supply of face coverings will be available for anybody that does not have one due to having forgotten it or it has become soiled or unsafe.• Cleaning of hands before and after removing or putting on face covering.	
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				<ul style="list-style-type: none">• Face coverings placed in sealable plastic bags between use.• Face visors or shields only used after assessing the specific situation in addition to a face covering and not to be worn as an alternative to face coverings. <p>First Aid</p> <ul style="list-style-type: none">• Check if qualifications run out. Consider enrolling more staff on training.• Employees providing first aid to pupils will not be expected to maintain 2 metres distance. The following measures will be adopted:<ul style="list-style-type: none">○ washing hands or using hand sanitiser, before and after treating injured person;	
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				<ul style="list-style-type: none">○ 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 shield if available to perform mouth-to-mouth ventilation in asphyxial arrest.○ dispose of all waste safely.	
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