Outline of activity or task to be assessed
**Working in school setting during COVID-19 Pandemic**

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|---|---|---|
| Organisation: | Marches Academy Trust | |
| School: | The Marches School | |
| Date of Assessment: | 16/11/2020 | |
| Name of Assessor: | Karen Faux | Signature: |
| Headteacher: | Alison Pearson | Signature: |

**Hazard** is something with the **potential** to cause harm.
**Risk** is the likelihood of the hazard occurring multiplied by the **severity** of the occurrence

**Level of Risk = Likelihood x Severity**

Risk Matrix - This section is used for guidance to complete section C

| Increasing consequence of 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

| 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 time scale e.g. 1-3 months |
| 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 whilst the control measures are |

| S | Likelihood / Probability | Description | S | Consequence / Severity |
|---|---|---|---|---|
| 5 | Very Likely / Almost Certain | Event is expected to occur in most circumstances | 5 | Catastrophic /Severe / Fatality |
| 4 | Likely | Event will probably occur in most circumstances | 4 | Major injury / ill health |
| 3 | Fairly likely / Possible | Event could occur at some time | 3 | Moderate (over 7 day injury) |
| 2 | Unlikely | Event is not likely to occur in normal circumstances | 2 | Minor injury / Ill health |
| 1 | Very unlikely | Event may occur only in exceptional circumstances | 1 | Insignificant / no injury |

| Hazard # | Hazard Description | Persons at Risk | Current Mitigation | Severity / Impact | Likelihood | Risk Score | Comments/linked documents/Actions |
|---|---|---|---|---|---|---|---|
| R1 | **Catching or spreading Coronavirus – General considerations** | **Staff Pupils Parents/Guardians Clinically Vulnerable Extremely Clinically Vulnerable Vulnerable Visitors/Contractors** | 1. Ensure suitable levels of staff are maintained | 4 | 2 | 8 | |
| | | | 2. Ensure people who are ill 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 in the last 7 days, or who have someone in their household who does. https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance |
| | | | 3. If anyone in the school becomes unwell with a new, continuous cough or anosmia, they must be sent home and advised to follow government guidance | | | | |
| | | | 4. 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: | | | | |
| | | | Grouping children together into 'bubbles' | | | | Year bubbles are in place |
| | | | Avoiding contact between 'bubbles' – staggered break times etc | | | | Staggered breaks, lunch and school departures in place |
| | | | Arranging classrooms with forward facing desks | | | | In place |
| | | | Staff maintaining distance from pupils and other staff as much as possible – ideally 2 metres, whilst recognising that this is not always possible | | | | Teaching staff 2metres distance in front of class marked X. Desks labelled 'Do not sit here' to enable staff to maintain distancing whilst teaching & if movement around the room is needed |
| | | | 5. Ensure robust hand and respiratory hygiene measures are in place: | | | | 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 independantly |
| | | | Ensure there are enough handwashing or saniser stations available | | | | |
| | | | Supervise hand sanitiser use given risks around ingestion | | | | |
| | | | Skin friendly skin cleaning wipes can be used as an alternative | | | | |
| | | | Support younger children and those with complex needs in following routines | | | | |
| | | | 6. Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach – provide aqequate tissues, use lidded bins and double bagging of waste | | | | Additonal support will be needed to considered for some pupils with complex needs who will struggle to maintain as good respiratory hygiene as their peers |
| | | | 7. Ensure enhanced cleaning arrangements are in place | | | | Use standard cleaning products, such as detergents. Ensure products have a COSHH risk assessment |
| | | | Clean frequently touched surfaces more often than usual More frequent cleaning of rooms / shared areas | | | | |
| | | | 8. Ensure active engagement is made with the NHS Test and Trace process | | | | https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ |
| | | | Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team and how to book a test | | | | https://www.gov.uk/guidance/contacts-phe-health-protection-teams |
| | | | Keep contact details of all visitors, staff and pupils | | | | Process in place to gather data - Mobile/Email Address to be retained for 14 days |
| | | | Home test kits available | | | | It is for schools to determine how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils. Sufficient test kits are held and stocks maintained. https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance |
| | | | If someone tests positive, (even if they are asymptomatic) they should stay at home and follow the Stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection | | | | https://www.shropshire.gov.uk/local_outbreak_plan https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19 |

| | | | | L | S | Risk | |
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| | | | Settings report confirmed cases of coronavirus (COVID-19) through the online attendance form daily return. Settings should also continue to inform their local authority of any confirmed cases. | | | | The advice service can be reached by calling the DfE coronavirus helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. |
| | | | Response teams set up to take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Based on the advice from the PHE dedicated advice service (or PHE local health protection team if escalated), settings must ask those people who have been in close contact with the person who has tested positive to self-isolate for 14 days since they were last in close contact with that person | | | | https://www.gov.uk/guidance/how-to-complete-the-educational-setting-status-form Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked at NHS test and trace or ordered by telephone via NHS 119. Essential workers, which includes anyone involved in education, childcare or social work, and their households, have priority access to testing. Schools and FE providers also have access to a small number of home testing kits for use in line with our guidance on home testing kits. |
| | | | Procedures in place to ensure out-of-hours notifications are acted upon without delay | | | | Office form is in place |
| | | | Template letters provide consisitent messages to staff, parents and wider community NHS app promoted QR poster printed and sited at entrances | | | | Refer H. Alldridge https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges |
| | | | **9. Pregnant members of Staff** A separate pregnant member of staff risk assessment should be completed for all these staff | | | | https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people |
| | | | 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. | | | | https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk-from-coronavirus/pregnancy-and-coronavirus/ |
| | | | 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. | | | | https://www.nhs.uk/start4life/pregnancy/coronavirus-covid19-advice-during-pregnancy/ |
| | | | 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. | | | | https://www.rcog.org.uk/en/guidelines-research-services/guidelines/coronavirus-pregnancy/covid-19-virus-infection-and-pregnancy/#occupational Reduced timetable is in place, staff member will work from home during extended periods of non teaching. Appropriate facilities are in place to ensure social distancig whilst at school. |
| | | | 10. Review fire safety arrangements including emergency evacuation routes to maintain social distancing wherever possible. | | | | Covered in Frie Risk Assessment |
| | | | 11. Keep areas well ventilated | | | | https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm?utm_source=22%20October%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19 |
| | | | 12. Schools work alongside the Local COVID Alert Level framework | | | | Contingency planning for outbreaks: Seating Plans and Communications |
| | | | 13. Where staff or students have travelled from, or have stopped at, a country or territory that is not on the travel corridors list, they will be required to self-isolate for 14 days from the day they leave a non-exempt country or territory to travel to the UK. | | | | https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors |
| R2 | Maintaining Social Distancing at School | Staff Pupils Parents/Guardians Clinically Vulnerable Extremely Clinically Vulnerable Visitors/Contractors | 1. Minimise contacts and mixing between people by reducing the number of contacts between children and staff: | 4 | 2 | 8 | https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools |
| | | | Organise groups of children in 'bubbles', as described in How to group children and maintain distance between individuals or groups where possible and in line with the current guidance | | | | Year group bubbles are in place, one way corridors and movement around site. Face coverings mandatory except in class, hilst eating or in bubble social area. |
| | | | Consider how mixing into wider groups may be organised to accommodate specialist teaching, wraparound care, transport or boarding in residential schools. | | | | |
| | | | Alternative Provisions may wish to consider smaller size 'bubbles' or whole school 'bubbles' as part of their system of control and to best meet the neesd of their students | | | | |
| | | | 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 | | | | |
| | | | 2. Organise classrooms and other learning environments such as workshops and science labs, to maintain space between seats and desks where possible to support distancing | | | | Do not sit here' stickers are placed on desks to support distancing. Teacher 2mtre distance is marked ith X |

| | | | Seat pupils side by side and facing forwards. Follow current guidance for Measures within the classroom | | | | Seek further advice from CLEAPSS for practical lessons and guidance documents. GL344 for advice on D&T (including food tech) GL345 for advice on Science |

Seat pupils side by side and facing forwards. Follow current guidance for Measures within the classroom

3. Office space - try to minimise or prevent hot desking – designate separate spaces where practicable.

4. Refresh the timetable to decide which lessons or activities will be delivered

**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

Cap group sizes at 15 maximum

Position pupils back to back

Avoid sharing instruments

Ensure good ventilation

Singing, wind and brass playing should not take place in larger groups eg. assemblies / choirs

**Physical activity**

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 hygeine and cleaning

5. 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 busy corridors

Stagger assembly groups

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

6. 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. 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

7. Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible

Links (right column):

https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation

https://www.sportengland.org/how-we-can-help/coronavirus

https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf

https://www.youthsporttrust.org/coronavirus-support-schools

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

https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings

https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms

Coronavirus (COVID-19): safer travel guidance for passengers

| R3 | Reduce mixing within education or childcare setting by: | **Staff** **Pupils** **Parents/Guardians** **Clinically Vulnerable** **Extremely Clinically Vulnerable** **Visitors/Contractors** | 1. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual

2. 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.

3. Access rooms directly from outside where possible

4. Consider one-way circulation, or place a divider down the middle of the corridor to keep 'bubbles' apart as they move through the setting where spaces are accessed by corridors

5. Stagger breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time | 4 | 2 | 8 | |

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| | | | 6. 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 | | | | |
| | | | 7. Ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time | | | | Different groups do not need to be allocated their own toilet blocks – clean toilets regularly |
| | | | 8. 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) | | | | |
| | | | **9. Use outside space:**<br>For exercise and breaks<br><br>For outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff<br>Outdoor playground equipment should be more frequently cleaned | | | | COVID-19: cleaning of non-healthcare settings.<br><br>https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms |
| | | | **10. For shared rooms:**<br>Use halls, dining areas and internal and external sports facilities for lunch and exercise. 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<br>Stagger the use of staff rooms and offices to limit occupancy:<br>Consider how the management of breaks and lunchtimes for staff who are allocated to a group, will not mix with other groups<br>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 | | | | |
| | | | **11. Reduce the use of shared resources:**<br>By limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff<br>By seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently.<br><br>Children could be asked to bring in own stationary (or have packs of stationary labelled with their name on)<br>Classroom based resources, such as books and games, can be used and shared within the 'bubble': these should be cleaned regularly along with all frequently touched surfaces.Resources that are shared between classes or 'bubbles', such as sports, art and science equipment, should be cleaned 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' | | | | Seek further advice from CLEAPSS for practical lessons, refer guidance documents:<br>GL344 for further advice on D&T (including food Tech)<br>GL345 guidance for science departments in a partially re-opened school |
| R4 | **Managing Customers, Contractors and Visitors** | **Staff<br>Pupils<br>Parents/Guardians<br>Clinically Vulnerable<br>Extremely Clinically Vulnerable<br>Visitors/Contractors** | Contractors, Customers and Visi<br><br>1. Encourage visits via remote connection/working where this is an option<br>2. Only necessary visits to assist the running of the school, during the virus and lockdown, should be allowed in school<br>3. Where site visits are required, site guidance on social distancing and hygiene should be explained to visitors on or before arrival | 4 | 2 | 8 | |
| | | | 4. Limit the number of visitors at any one time | | | | Appointment only attendence |
| | | | 5. Limit visitor times to a specific time window and restricting access to required visitors only | | | | numbers are managed in reception |
| | | | 6. No visitors or contractors during drop off and pick up times | | | | |
| | | | 7. 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. | | | | |
| | | | 8. Maintain a record of all visitors (including contact details) to support the NHS Test and Trace process. | | | | |

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| | | | 9. Revise visitor arrangements to ensure social distancing and hygiene, for example, where someone physically signs in with the same pen in receptions.<br><br>10. 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.<br>11. Establish host responsibilities relating to COVID-19 and providing any necessary training for people who act as hosts for visitors.<br>12. Review entry and exit routes for visitors and contractors to minimise contact with other people.<br>13. A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test & Trace." | | | | |
| R5 | Workplace and furniture contamination | **Staff**<br>**Pupils**<br>**Parents/Guardians**<br>**Clinically Vulnerable**<br>**Extremely Clinically Vulnerable**<br>**Visitors/Contractors** | 1. Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere<br><br>2. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)<br>3. Limit or restrict use of high-touch items and equipment, for example, printers or whiteboards.<br><br>**Hygiene: handwashing, sanitation facilities and toilets**<br><br>4. Use signs and posters to maintain personal hygiene standards and build awareness of good handwashing technique, the need to increase handwashing frequency<br>Ensure that all adults and children:<br><br>Frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning<br>Clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing<br><br>Are encouraged not to touch their mouth, eyes and nose<br>Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')<br>5. Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments<br>6. Set clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved as much as possible.<br>7. Enhance cleaning for busy areas.<br><br>8. Provide more waste facilities and more frequent rubbish collection.<br>9. Provide hand drying facilities: either paper towels or hand dryers<br><br>10. 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<br>11. Ensure that help is available for children and young people who have trouble cleaning their hands independently<br>12. Consider how to encourage young children to learn and practice these habits through games, songs and repetition<br>13 Ensure that lidded / pedal bins for tissues are emptied throughout the day. Ensure regular cleaning of lids<br><br>14. 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 coronvirus outbreak<br>15. Prop doors open, where safeguarding and fire regulations allow<br>16. Use your local suppliers for proportionate supplies of soap, anti-bacterial gel and cleaning products if needed<br>17. 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<br>**Changing rooms and showers:** | 4 | 2 | 8 | https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/<br><br>Follow the COVID-19: cleaning of non-healthcare settings guidance<br><br>https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm |

| | | | 18. Where shower and changing facilities are required, setting clear use and cleaning guidance for showers, lockers and changing rooms to ensure they are kept clean and clear of personal items and social distancing is achieved as much as possible.<br><br>19. Introduce enhanced cleaning of all facilities regularly during the day and at the end of the day.<br><br>**Handling goods, merchandise and other materials, and onsite vehicles if appropriate:**<br><br>20. Cleaning procedures for goods and merchandise entering the school site.<br>21. Cleaning procedures for vehicles if appropriate e.g. Minibuses, lawn mowers. | | | | |
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| R6 | **Use of Personal protective equipment (PPE) in School settings against COVID -19** | **Staff Pupils Parents/Guardians Clinically Vulnerable Extremely Clinically Vulnerable Visitors/Contractors** | 1. 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<br>Instruct pupils / staff not to touch the front of their face covering during use or removal<br>Wash hands immediately on arrival (as is always the case)<br><br>Dispose of temporary face coverings in a covered (lidded) bin or place reusable coverings in a plastic bag, they can take home with them<br>Wash hands again<br><br>Wearing a face covering or face mask in schools or other education settings is **not recommended**.<br>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.<br><br>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 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<br>**2. 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. PPE is only needed in a very small number of cases including:<br><br>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<br>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<br>3. Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE.<br><br>4. Face coverings are mandatory in communal areas and corridors for children **if the town/city becomes subject to stricter coronavirus restrictions**. | 4 | 2 | 8 | https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools |

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| | | | Pupils will not have to wear masks in classrooms<br>Headteachers will retain discretion over the use of face masks **where stricter restrictions are not in place**<br>Face coverings should be worn by adults and pupils in secondary schools when moving around the school, such as in corridors and communal areas **where social distancing is difficult to maintain**<br>5. Instruction provided on how disposable masks should be worn and removed. Manufacurers guidance must be followed in respect of re-useable maskes | | | | Disposable face masks must:<br>1. cover both nose and mouth<br>2. not be allowed to dangle around the neck<br>3. be changed when they become moist or damaged<br>4. not be touched once put on, except when carefully removed before disposal<br>5. be worn once and then discarded - hands must be cleaned after disposal |
| R7 | Catering facilities | Staff<br>Pupils<br>Parents/Guardians<br>Clinically Vulnerable<br>Extremely Clinically Vulnerable<br>Visitors/Contractors | 1. Consult with the catering company if separate from school staff to see what they are able to provide<br><br>Consider the following:<br><br>Practicality of providing food for pupils and staff<br>Achieving social distancing in the kitchen<br>Separate sittings be for reduced numbers<br>Additional time needed to clean areas between sittings<br><br>2. School kitchens can continue to operate, but must comply with the guidance for food businesses on coronovirus (COVID-19) | 4 | 2 | 8 | https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19 |
| R8 | First Aid | Staff<br>Pupils<br>Parents/Guardians<br>Clinically Vulnerable<br>Extremely Clinically Vulnerable<br>Visitors/Contractors | In emergencies, social distancing should be observed if possible, but this may not always be possible. As a minimum, consider the following:<br><br>1. 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.<br>2. 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<br><br>3. 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.<br>4. Ensure adequate first aid and associated provision is made at all times<br>5. Ensure adequate PPE if provided for use of staff in all emergencies including first aid and fire<br>6. Provide all necessary means of cleaning equipment following any type of emergency<br>7. 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<br><br>8. 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<br>9. 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<br>10. First aiders need additional support and training in use of additional PPE if close contact with a patient is required. E.g. changes to EAV/CPR due to Covid 19.<br>11. Additional measures may be required\implemented in view of staff shortages. | 4 | 2 | 8 | |

| Ref | Hazard | Who at risk | Control Measures | L | S | Risk | Additional information / Links |
|---|---|---|---|---|---|---|---|
| R9 | Accidents\Incidents | Staff<br>Pupils<br>Parents/Guardians<br>Clinically Vulnerable<br>Extremely Clinically Vulnerable<br>Visitors/Contractors | 1. Normal reporting to various parties e.g. Reporting to Governors / Trustees / Local Authority.<br><br>2. Reporting of COVID-19 cases to Health & Safety Team. (RIDDOR 2013 requirements for HSE reporting)<br>3. Consider looking at high risk activities to minimise the potential for accidents and the need for staff to assist children\students | 4 | 2 | 8 | |
| R10 | Emotional distress of the staff - including anxiety | Staff<br>Pupils<br>Parents/Guardians<br>Clinically Vulnerable<br>Extremely Clinically Vulnerable<br>Visitors/Contractors | 1. At least one SLT member of staff on site every day for staff to share concerns with<br><br>2. Open door policy<br><br>3. Appoint mental health first aiders to support staff<br>4. Staff to be included with the decision making, risk assessments<br>5. Regular briefings to discuss phased returns and changes to processes. Consultation with staff to address concerns<br>6. Review staff work and rest rooms to ensure social distancing can be adhered to<br>7. 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.<br>8. Staff break and lunchtimes must be rotated into the school day<br>9. Make details of counselling available to staff e.g. NOSS<br>10. Share other contacts/sources of information such as MIND<br>11. Referral to Occupational Health for clarity on circumstances someone in school should be working under depending on health<br>12. 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<br>13. 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 | 4 | 2 | 8 | |
| | Emotional distress of the pupils | Pupils | Pupils supported by staff<br><br>SEN pupils - review assessments to be able to further assist pupils who will not understand the changes | 4 | 2 | 8 | https://www.eventbrite.co.uk/e/dfe-supporting-pupil-and-student-mental-wellbeing-tickets-110796856380 |
| R11 | Transport arrangements | Staff<br>Pupils<br>Parents/Guardians<br>Clinically Vulnerable<br>Extremely Clinically Vulnerable<br>Visitors/Contractors | Staff, parents and children:<br><br>1. Encourage parents, staff and children and young people to walk or cycle to their education setting where possible<br><br>2. Make sure schools, parents and young people are aware of the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel<br><br>3. Make sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus<br><br>4. Ensure transport providers, as far as possible, follow hygiene rules<br>5. Ensure that transport arrangements cater for any changes to start and finish times<br>6. Consider how pupils are grouped together on transport, where possible, this should reflect the 'bubbles' that are adopted within school<br>7. Consider the use of hand sanitiser upon boarding and / or disembarking<br>8. Encourage additional cleaning of vehicles<br>9. Organise queuing and boarding where possible<br>10. Maintain social distancing within vehicles where possible<br>11. 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 | 4 | 2 | 8 | https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers |

| | | | 12. 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 | | | | |
| | | | 13. 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** should consider the following: | | | | |
| | | | 14. Guidance or training for school transport colleagues | | | | |
| | | | 15. Substitute smaller vehicles with larger 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 | | | | |
| | | | 16. Cordon off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out | | | | |
| | | | 17. 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**: | | | | |
| | | | 18. 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 | | | | |
| | | | 19. Order larger quantities of inbound materials less often to reduce deliveries | | | | |
| | | | 20. Delivery drivers to report to Reception for unload instructions, with exception of Food deliveries which will be made directly to Kitchen facilites | | | | |
| | | | 21. Site Team to distribute the delivery appropriately | | | | |
| | | | 22. Cleaning procedures for equipment, tools and vehicles after each shift and after each use of shared equipment, for example pallet trucks and trolleys | | | | |
| | | | 23. Nearby supply of hand sanitiser for employees to use handling deliveries when handwashing is not practical | | | | |
| | | | 24. Regular cleaning of reusable delivery boxes | | | | |
| R12 | **Use of Car park for cars, and other forms of transport** | **Staff Pupils Parents/Guardians Clinically Vulnerable Extremely Clinically Vulnerable Visitors/Contractors** | 1. Car parking/spacing of cars for staff and visitors only | 4 | 2 | 8 | Grove School: Parents restricted from dropping students off on school premises which exception of new year 7 students who will be permitted to use the back carpark for drop-off and collection |
| | | | 2. Students cycling to school will be permitted use of bike shed | | | | Bike shed will be divided into year group sections and cleaning at the end of the day |
| R13 | **When schools reopen other areas will need consideration. e.g. building related hazards - e.g. fire safety management, building evacuation, equipment checks Legionella, etc.** | **Staff Pupils Parents/Guardians Clinically Vulnerable Extremely Clinically Vulnerable Visitors/Contractors** | 1. See appendix A a separate risk assessment for premise building related issues for inspections, maintenance checks etc. required | 4 | 2 | 8 | |
| | | | 2. 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 | | | | |
| R14 | **Consultation and communication** | **Staff Pupils Parents/Guardians Clinically Vulnerable Extremely Clinically Vulnerable Visitors/Contractors** | 1. 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 | 4 | 2 | 8 | |
| | | | 2. Certain measures will also need to be shared with parents | | | | |