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 Longney Church of England Primary Academy

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.					
PLAN					
Prepare Building, timetables and lessons, policies and procedures	**Y/N**	**NOTES**	**Prepare Employees, Parents and pupils and other site users**	**Y/N**	**NOTES**
Buildings • Ensure that all health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.).	Y	• All fire bells/emergency lighting professionally tested w/c 18th May 20 • Tested by school staff 1st September and then weekly	**Employees** • Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken.	Y	• Staff meeting held for all staff 1/9/20
• Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.).	Y	• Revisit with staff inset day 1st September	• Consider personal risk factors: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual risk assessments.	Y	• Staff risk assessments in place where relevant
• Ventilation system in kitchen area working optimally; (ventilation system should be kept on continuously, with lower ventilation rates when people are absent).	Y		• Employees fully briefed about the plans and protective measures identified in the risk assessment.	Y	• Staff meetings and briefings
• Make provision for children who display COVID-19 symptoms/ become ill during the day to be isolated. Space should be identified.	Y	• Headteacher office to be used	• Regular staff briefings. • Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security.	Y	N/A currently
• Ensure school has sufficient supplies of PPE including cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements.	Y	• Appropriate resources in place	• Regular communications that those who have coronavirus symptoms, or who have someone in their household	Y	• Disseminated to staff .

• 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. • 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 be provided for meals and refreshments in different zones (e.g. pods, kiosks, cafes). • Evaluate the capacity of rooms and shared areas. • Plan for staggered lunches with more sittings to avoid mixing, allowing time for cleaning, devise seating plans, safe capacity etc. • Consider door signs mounted to identify max number in room / toilets at one time. • COVID-19 posters/ signage displayed. • Identify 'crunch points' (e.g. entrances/ exits/ corridors/ shared space and consider how movement can be staggered. • Consider one-way system if possible for circulation around the building.	Y Y Y Y Y Y Y Y	• In place – posters up • Pupils to remain in class groups throughout day in Elliots and allocated outside areas • Classes to eat in classrooms or outside in class bubbles As above • Signs in place • Pupils to use different gates to enter school. Each classroom has own entrance • In place	who does, are not to attend school. • Information shared about testing available for those with symptoms. • Where there are appropriate sources of guidance (e.g. CLEAPSS, afPE, CILIP, etc.) Heads of Departments/ teachers should refer to curriculum specific guidance. • Teachers to identify shared resources and how to prevent mixed contact (e.g. cleaning between bubbles or rotas for equipment use). • Identify and plan lessons that could take place outdoors. • Consider how online resources can be used to shape remote learning. • Plan for remote education for pupils, alongside classroom teaching in case of a lockdown or pupils having to isolate. **Parents/pupils** • Review EHCPs where required. • Educate pupils before they return about the need to stay apart from others and expectations around hygiene. • 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	Y Y Y Y Y Y Y Y Y	• Ongoing • Staff meetings and email • Ongoing use of Class Dojo, Purple Mash and Introduction of Atom Leanring • Resources in place for vulnerable pupils to use at home if necessary • Home school agreement, FAQs sent home • When signed off

• Stairways to be up or down only. • Put down floor markings along the middle of two-way corridors/stairs to keep groups apart and 'keep left' signs. • In areas where queues may form, put down floor markings to indicate distancing. • Can separate doors be used for 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. • Arrange desks 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 cleaning schedule that includes frequent cleaning of rooms, shared areas that are used by different groups and frequently touched surfaces.	Y N/A Y Y Y Y Y Y Y	• Staff and pupils to wait at top or bottom of staircase • One way system prevents sharing of corridor • In place • Desks organised in rows • Staff to continue with cleaning schedule in place and additional cleaning at end of day	been agreed for drop off and collection. • Ensure parents have a point of contact for reassurance as to the plans put in place. • Limit the equipment pupils bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. • Bags are allowed. • All pupils told to provide personal equipment (pens, pencils, rulers calculators etc.) to ensure no shared use in class. • Parents informed only one parent to accompany child to school. • Parents and pupils encouraged to walk or cycle where possible. • 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). • Communications to parents (and young people) includes advice on transport. **Governors and Wider DGAT team** • Governors meetings	Y Y Y Y Y Y Y Y Y Y Y	• Newsletter - 1st September • Following information communicated in letters home and on website Reminder by text sent 4th September Governor meetings to be held virtually

Timetabling and lessons
• 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 surfaces in the dining hall 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.
• Prepare arrangements to allow remote learning to take place should a partial or full closure of the school be required, at any point in the next academic year.
 	
Policies and procedures
• Update policies to reflect changes brought about by COVID-19, including:
  ○ Safeguarding/child protection
  ○ Behaviour
  ○ Curriculum
  ○ 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.
	Y
	
	Y
	
	Y
	
	Y
	
	Y
	
	Y
	
	Y
		• Staggered start timetable organised and communicated to parents
		
		• Atom learning, Purplemash and Class Dojo in place
			• Governor Visits
			
			• DGAT
			
			Others
			• Communication with contractors and suppliers that will need to prepare to support plans for full opening (e.g. cleaning, catering, food supplies, hygiene suppliers).
			• 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. lettings, extended school provision, regular visitors, etc.)
			• Limit visitors by exception (e.g. for priority contractors, emergencies etc.).
			
			Lettings and non-school users
				Y
				
				Y
				
				Y
				
				Y
				
				Y
				
				N/A
					Visits to be limited to speaking with subject leader/staff only
					DGAT staff on site will maintain social distancing protocols
					
					• Caterlink protocol
					
					• Packed lunches only to enable pupils to eat in classrooms
					
					• Check if school bus will be running - school bus running just for Longney pupils
					
					• Ongoing

• 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. **Response to any infection** • 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 o book a test if they are displaying symptoms; o inform the school immediately of the results of a test; o provide details of anyone they have been in close contact with; o self-isolate if necessary.	Y Y Y	• Wellbeing dissemination inset day 1/9/20 • On website and emailed home			

DO		
Control Access and Visitors	Y/N	Notes
Access • Entry points to school controlled (including deliveries). • Building access rules clearly communicated through signage on entrances. • School start times staggered so bubbles arrive at different times. • Floor markings outside school to indicate distancing rules (if queuing during peak times). • Screens installed to protect employees in reception. • Shared pens removed from reception. • Hand sanitiser provided at all entrances.	Y Y Y Y Y Y	Only via main entrance except for pupils using different gates, monitored by staff • As above • Staff to carry own pen for signing in

• Pupils, staff and visitors to remove face coverings at school and wash hands immediately on arrival.
• Covered bins provided on entrances to dispose of temporary face coverings.
• Sealable plastic bags provided for reusable face coverings to take home with them.
• Gathering at the school gates prohibited.
• Staff on duty outside school to monitor protection measures.
 	
Visitors
• Wherever possible keep meetings on a virtual platform (e.g. 1:1 sessions with professionals, recruitment interviews, parental meetings etc.).
• Parents/carers and visitors coming onto the site without an appointment is not to be permitted.
• Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.
• Where possible visits arranged outside of school hours.
• A record kept of all visitors to assist NHS Test and Trace, including:
  ○ the name;
  ○ a contact phone number;
  ○ date of visit;
  ○ arrival and departure time;
  ○ the name of the assigned staff member.
	Y
	
	Y
	
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	Y
	
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	Y
	
	Y
	
	Y
	
	Y	

• **Minimise contacts and social distancing**	Y/N	Notes
Minimising contacts and mixing between people reduces transmission of COVID-19 and the school will consider how to implement this. **'Bubbles'** • Small, consistent groups of pupils split into bubbles. • 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. • Very small schools or APS unable to prevent mixing to adopt whole school bubbles as part of their system of control. • Keep a record of pupils and staff in each bubble, lesson or close contact group. • School breakfast and after-school clubs to keep to the bubbles used during the school day where possible.	 Y N Y N	. • Class worship only and virtual whole school worship Not possible but numbers are very small; carousel of activities for pupils in the same bubble Pupils being kept in class bubbles in hall, separate tables and activities

Minimise mixing • 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 arrival, lunchtime, breaks and departure. • 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 one group to be avoided. • 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. • The same teacher(s) and other staff are assigned to each bubble and, as far as possible, these stay the same. • Staff that move between classes and year groups, to keep their distance from pupils and other staff. • To avoid mixing during breakfast and after-school clubs, a carousel system to be operated with children from different bubbles rotating between activities (e.g. inside, outside, snack time etc.) with cleaning surfaces between groups.	Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y	• As above See above
Distancing • Staff to keep 2 metres from other adults as much as possible. • Where possible staff to maintain distance from their pupils, staying at the front of the class. • Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone. • Supply teachers, peripatetic teachers and/or other temporary staff to minimise contact and maintain as much distance as possible from other staff. • The occupancy of staff rooms and offices limited. • Use of staff rooms to be minimised.	Y Y Y Y Y Y Y	• Not possible in Reception class, limited time with individual pupil

• 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. **Minimising contact** • Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied. • Taking books and other shared resources home limited, although unnecessary sharing avoided. • Staff and pupils to have their own individual and very frequently used equipment, such as pencils and pens. **PE and School Sport** • Pupils kept in same consistent bubbles where possible during PE and sport. • Sports equipment thoroughly cleaned between each use. • Contact sports avoided until guidance changes. • Outdoor sports should be prioritised where possible. • Large indoor spaces used where it is not. • Swimming pools are not used until guidance changes. • Distance between pupils from mixed bubbles will be maximised. • Sporting activities delivered by external coaches, clubs and organisations will only go ahead if they can satisfy the above requirements. **Educational Visits and journeys** • From the autumn term, non-overnight educational visits only. • Risk assessments of visits and journeys to be undertaken by visit leaders. • No overnight and overseas visits until government guidance changes. • Pupils grouped together on transport in the same bubbles that are adopted within school where possible. • Journey's planned with to allow distancing within vehicles (this may mean large vehicles or more are used). • Use of hand sanitiser upon boarding and/or disembarking • Cleaning of vehicles between each journey.	Y Y Y Y Y Y Y Y Y N Y Y Y Y Y Y Y Y	
Infection Control Measures	Y/N	Notes
Minimise contact with individuals who are unwell: • Refer to PHE guidance and Action Cards for School Managers. • Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend school.	Y	

• If anyone becomes unwell at school they will be isolated, sent home and provided with information on what to do next. • 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 a child awaiting collection to keep a distance of 2 metres. • PPE to be worn by staff caring for the child if 2 metres distance cannot be maintained. • 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. **Hand washing** • Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning). • Sufficient handwashing facilities are available. • 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. **Respiratory hygiene** • 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. • 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:	Y Y Y Y Y Y Y Y Y Y	Letter sent home about keeping children off school if they need Calpol as this will have an impact on possible temperature. Also asked to keep children at home if they have cold symptons. • As above • If pupil becomes unwell in school, parents/carers phoned immediately. Pupil will be isolated with an adult remaining 2 metres away where possible in well ventilated space/room. PPE grab bag will be available. • Ongoing • Ongoing

1. physical distancing; 2. playing outside wherever possible; 3. limiting group sizes to no more than 15; 4. positioning pupils back-to-back or side-to-side; 5. avoiding sharing of instruments; 6. ensuring good ventilation. **Cleaning** • Sanitising spray and paper towels 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 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. • Toilets to be cleaned regularly. • 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. **PPE** 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: • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • 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. **First Aid** • 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:	Y Y Y	• Ongoing • Guidance to be followed • Whole school staff training 1/9/20

• 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 shield if available to perform mouth-to-mouth ventilation in asphyxial arrest. dispose of all waste safely.		
REVIEW		
Communicate and Review Arrangements		
• Consultation with employees and trade union Safety Reps on risk assessments. • Risk assessment published on school intranet and website. • 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 level changes (e.g. following local/national lockdown or cases or an outbreak) and in light of updated guidance.	Y Y Y Y Y Y	• Inset day/GCC risk assessment • Risk assessment shared with staff 1/9/20, via email and on website • • Headteacher

Risk Assessment completed by: Penny Howard Date: 14/8/20 Shared with staff: 1/9/20 Reviewed 11/9/20 – addition in blue

Signed: P. Howard

Ms Penny Howard Headteacher