**VERSION 6**



**EXAMPLE RISK ASSESSMENT – PRIMARY SCHOOLS**

**DURING CORONAVIRUS PANDEMIC (COVID-19) following changes to Government Guidance 7th January 2021.**

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| ***School:*** | | | |
| ***Headteacher:*** | *Insert* | ***Persons undertaking the assessment:*** | Headteacher/  Senior Leadership Team/ School Business Manager |
| ***Work Activity being assessed:*** | COVID-19 Risk Assessment for Schools | ***Risk Assessment Number:*** | *Insert* |
| ***VERSION NUMBER*** | *6* |
| ***Date of assessment:*** | *Insert* | ***Date of next review:*** | *Suggest review in one month or sooner if Government advice changes* |

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| **SCOPE OF OPERATION, LOCATION AND PERIOD (updated January 2021)** | **ASSOCIATED GUIDANCE** |
| **SCOPE OF OPERATION (description of tasks being undertaken):**  *facilities/activities relevant to your school*  Education settings must be able to achieve the following controls as defined by the Department of Education guidance.  <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> - **last updated 7/1/21**  Separate guidance is available for early years, further education colleges and for special schools.  **What you should do**  The current Risk Assessment must be updated and reviewed by the Headteacher, taking into account any practices and outcomes which have been developed.  Where points are not completed but will need to be addressed, they should be placed in Further Actions Required column with a time frame for completion. Items that are not applicable to the school’s specific settings should be deleted. | <https://111.nhs.uk/covid-19>  [HSE - Making your workplace COVID secure](https://www.hse.gov.uk/coronavirus/working-safely/index.htm)  <https://www.hse.gov.uk/toolbox/workers/mothers.htm>  Government guidance:  [GOV.UK - Guidance NHS Test and Trace how it works](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works" \l "people-who-develop-symptoms-of-coronavirus) **last updated 11/1/21**  [GOV.UK - Stay at home guidance for households with possible coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) **Last updated 18 December 2020**  [GOV.UK - Guidance on coronavirus testing (who is eligible for a test and how to get tested)](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) **Last updated 6 January 2021**  [GOV.UK - Safe working in education, childcare and children’s social care settings (including the use of personal protective equipment PPE)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe)  **Last updated 14 December 2020**  [GOV.UK - Safe working in education, childcare and children's social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care)  **Last updated 14 December 2020**  [GOV.UK Guidance for Schools Coronavirus - COVID19](https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19)  **Last updated 18 December 2020**  [GOV.UK - Guidance - COVID-19: cleaning of non-healthcare settings outside the home](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  **Last updated 16 October 2020**  [HSE - Handwashing-using hand sanitiser - Coronavirus](https://www.hse.gov.uk/coronavirus/cleaning/handwashing-using-hand-sanitiser.htm)  **Next review due:** 29 January 2021  [GOV.UK - Contacts: Public Health England (PHE) Teams](https://www.gov.uk/guidance/contacts-phe-health-protection-teams)  **Last updated 19 November 2020**  [NHS Testing and Tracing for Coronavirus](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/)  <https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>  **Last updated 5 January 2021**  [GOV.UK - Guidance on Shielding and Protecting People who are Clinically Extremely Vulnerable from COVID-19](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)  **Last updated Updated 7 January 2021**  [Royal College of Paediatrics and Child Health - Guidance on Clinically Extremely Vulnerable Children and Young People](https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield)  **Last modified 21 December 2020**  https://www.gov.uk/guidance/national-lockdown-stay-at-home#clinically-vulnerable-people  **Last updated 6 January 2021**  [GOV.UK - (Press Release) Extra mental health support for pupils and teachers](https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers)  [GOV.UK - Coronavirus (COVID-19): how to self-isolate when you travel to the UK](https://www.gov.uk/government/publications/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk/coronavirus-covid-19-how-to-self-isolate-when-you-travel-to-the-uk)  **Last updated 24 December 2020**  [GOV.UK - Guidance for food businesses on Coronvarius (COVID-19)](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19)  **Last updated 6 January 2021**  [HSE - Legionella risks during the Coronavirus pandemic](https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm)  <https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown>  [CIBSE (Chartered Institution Building Services Engineers) Coronavirus, SARS-COV-2, COVID-19 and HVAC Systems](https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems)  [HSE - Air Conditioning and Ventilation during the Coronavirus Pandemic](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm)  **Last reviewed 3 December 2020**  [GOV.UK - Health & Safety on Educational Visits](https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits)  **Published 26 November 2018**  [GOV.UK - Protective Measures for Holiday/After-School Clubs and Other Out of School Settings](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak)  **Updated 8 January 2021**  [GOV.UK - Coronavirus (COVID-19) Guidance on phased return of sport and recreation](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation)  **Last updated 21 December 2020**  [GOV.UK - Coronavirus (COVID-19) Guidance](https://www.gov.uk/coronavirus)  <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>  [Coronavirus (COVID-19): implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings)    [GOV.UK - What parents/carers need to know about early years providers schools and colleges COVID-19](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term)  **Last updated 8 January 2021**  [Nursing Times - Paper Towels (much more effective) at removing viruses than hand dryers](https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/)  https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers  **Last updated 5 January 2021**  [HSE - Using PPE at work during the Coronavirus pandemic](https://www.hse.gov.uk/coronavirus/ppe-face-masks/index.htm)  https://www.hse.gov.uk/coronavirus/ppe-face-masks/non-healthcare/index.htm  [HSE - Respiratory Protective Equipment PPE - Fit Testing Basics](https://www.hse.gov.uk/respiratory-protective-equipment/fit-testing-basics.htm)  <https://www.hse.gov.uk/coronavirus/ppe-face-masks/non-healthcare/supply-issues-and-working-safely.htm>  [HSE - Protect home workers - Coronavirus (COVID-19)](https://www.hse.gov.uk/toolbox/workers/home.htm)  <https://www.gov.uk/guidance/national-lockdown-stay-at-home> |
| Reference should be made to the various guidance documents available from GOV.UK as on the right-hand side of this document.  The guidance from UK GOV is constantly updated and changes frequently so best practice requires that attention to these guidance notes and their updates is required.  Please note that when using this model template comments on hazards and control measures can be amended, deleted or added to depending on the individual school setting.  It is a model that you can use as is or use to verify if you are using another preferred format. |
| **LOCATION:**  *Name of school* |
| **WHEN DOES THE ACTIVITY TAKE PLACE** *(early hours, during normal hours, after 6pm or at weekends)*  *Add in any other hours/days*  **NOTES:**  As an employer, you must protect people from harm. This includes taking **reasonable steps** to protect your workers and others (pupils, visitors, contractors, delivery staff) from coronavirus. This is a COVID-19 model risk assessment and it’ll help you manage risk and protect people. Applying the risk assessment process for COVID 19 requires that you must:  •identify what work activity or situations might cause transmission of the virus  •think about who could be at risk  •decide how likely it is that someone could be exposed  •act to remove the activity or situation, or if this isn’t possible, control the risk  This model risk assessment is designed to fulfil those requirements and is in line with the recommended process using the Health and Safety Executive’s (HSE) approach as laid down in their ‘Five Steps to Risk Assessment’ This is a step-by-step process for controlling health and safety risks caused by hazards in the workplace- in this to reduce risks from COVID 19.  You can use this document to help you make sure you have covered what you need to do to keep teachers, workers, pupils and others safe. Once you have completed your risk assessment you will also have to monitor to make sure that what you have put in place is working as expected.  **The Layout**  This risk assessment is laid out in two sections; ‘Part **1 – General Risk Assessment** for School and ‘Part **2 – School Settings’**.  This document model aims to look at and use guidance and advice from authoritative sources, in this case the HSE and UK GOV. (DofE).  **Part 1** – General Risk Assessment for School, which takes into account most activities and visitors etc and can also be used for other premises or sites used such as children’s centres etc, it is taken from the HSE’s general guidance on risk management and example risk assessment for COVID 19. The content in this section is taken directly from the HSE model and points raised are recommended areas to cover in all workplaces. By checking through this it will enable you to; make sure you are looking at areas or groups that may not be necessarily covered in a straightforward school risk assessment, provide assessment for non-school activity e.g. building work etc, and can be used to consider if it can be applied to your school setting.  **Part 2**- School Settings, is as stated and is specifically centred on normal school operation. The information here is sourced from UK GOV documents and the links for these are listed in the main body and on the left of this document.  **LEGAL REQUIREMENT**  The legal requirement in a nutshell is to reduce risk ‘as low as reasonably practicable’ (ALARP). You are required to do this using risk assessment and this document provides a model process for this. By so doing you are also meeting with the strong moral obligations to reduce risk in a school environment.  **REMEMBER;**  THIS DOCUMENT IS THERE TO BE USED AS A MODEL AND SHOULD BE ADAPTED FOR YOUR SCHOOL SETTING AND ITS NEEDS. |

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| **Coronavirus Risk Assessment** | | | | | |
| **Activity:** | Risk Assessment for Schools in response to Coronavirus | **No. of pages:** |  | **Page number:** |  |

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| **What are the hazards?** | **Who is at risk and How would they be harmed?** | **CONTROLS**  **What is currently done to reduce / control the risk?** | **What further action do you need to consider to control the risks?**  **-What more can be done to reduce risk?** | **Action by whom, by when?** |
| PART 1 – GENERAL RISK ASSESSMENT FOR SCHOOL | | | | |
| Increased risk of infection due to mutations of the Coronavirus. | All staff, pupils  and others may be at greater risk of contracting the virus as with current new variant is also prevalent as well as the original strain. At this time the Government advise that the new variant does not appear to be more harmful. | All mitigation measures listed throughout the risk assessment are still relevant. The increased chance of infection highlights the importance of adherence to control measures. Where practicable consider reviewing controls and monitoring/checks on behaviours and controls taking place. | Advice and guidance is being constantly updated and particular attention should be given to guidance, should any be produced, where it refers to any required measures relating to the new variant. | Senior Leadership Team. |
| Getting or spreading coronavirus by not washing hands or not washing them adequately | Workers  Customers  Contractors  Drivers coming to your school/centre  Drivers going out for your school/centre  Visitors | Follow the HSE guidance on cleaning, hygiene and hand sanitiser  [HSE - Handwashing-using hand sanitiser - Coronavirus](https://www.hse.gov.uk/coronavirus/cleaning/handwashing-using-hand-sanitiser.htm)  - Provide water, soap and drying facilities at wash stations  - Provide information on how to wash hands properly and display posters  - Based on the number of workers and the number of people who come into your workplace decide:  ➢ how many wash stations are needed  ➢ where wash stations need to be located  You may already have enough facilities   * Provide hand sanitiser for the occasions when people can’t wash their hands   - There’s a legal duty to provide welfare facilities and washing facilities for visiting drivers  - You should talk to managers at any sites your drivers are visiting to ensure they are provided with hand washing facilities | - Put in place monitoring and supervision to make sure people are following controls  - Put signs up to remind people to wash their hands  - Provide information to your workers about when and where they need to wash their hands  - Identify if and where additional hand washing facilities may be needed  - If people can’t wash hands, provide information about how and when to use hand sanitiser  - Identify how you are going to replenish hand washing/sanitising facilities  - Make sure people are checking their skin for dryness and cracking and tell them to report to you if there is a problem |  |
| Getting or spreading coronavirus in common use high traffic areas such as canteens, corridors, rest rooms, toilet facilities, entry/exit points to facilities, lifts, changing rooms and other communal areas | Workers  Customers  Visitors  Contractors  Drivers | Careful monitoring and procedures for:  .  ➢ areas where people will congregate, e.g. rest rooms, canteens, changing rooms, reception, meeting rooms, smoking areas, tea points, kitchens etc leave non-fire doors open to reduce the amount of contact with doors and also potentially improve workplace ventilation fire doors should normally be closed; HOWEVER; WHERE AREAS ARE OCCUPIED- providing staff are briefed to only keep open whilst area/vicinity is in use, there is robust monitoring on procedure, the Fire Risk Assessment is amended and records of briefing to staff maintained, then fire doors can be kept open to improve ventilation-  ➢ areas where there are pinch points meaning people can’t meet the social distancing rules, e.g. narrow corridors, doorways, customer service points, storage areas  ➢ areas and equipment where people will touch the same surfaces, such as in kitchens, e.g. kettles, shared condiments etc  ➢ areas and surfaces that are frequently touched but are difficult to clean  ➢ communal areas where air movement may be less than in other work areas, e.g. kitchens with no opening windows or mechanical ventilation  Agree the combination of controls you will put in place to reduce the risks. This can include but is not limited to:  ➢ limiting the number of people in rooms so that social distancing rules can be met, e.g. stagger breaks, have maximum occupancy numbers for meeting rooms  ➢ reorganise facilities in communal areas such as spacing out tables in meeting rooms, canteens etc so social distancing rules can be met  ➢ where possible put in place physical impervious barriers (e.g. Perspex in reception areas) to reduce contact  ➢ increase the use of online meeting facilities, even for people working in the same building, to reduce the number of people moving around  ➢ put in place one-way systems in corridors or regularly used pedestrian traffic routes to manage the flow of people moving around workplaces and to allow social distancing rules to be met  ➢ provide lockers for people to keep personal belongings in so that they aren’t left in the open  ➢ keep surfaces, such as kitchen sides and tables, in communal areas clear for people to sit and eat at to make cleaning easier  ➢provide washing facilities and hand sanitiser at accessible places near to where people will have contact with high traffic communal areas, e.g. sanitiser/washing facilities at the entrance/exit to canteens  ➢ put signs up to remind people to wash and sanitise hands and not touch their faces  ➢ put in place cleaning regimes to make sure high traffic communal areas are kept clean – consider frequency, level of cleaning and who should be doing it | - Put in place monitoring and supervision to make sure people are following controls put in place, e.g. following hygiene procedures, washing hands, following one-way systems, fire door controls  - Near-miss reporting may also help identify where controls cannot be followed, or people are not doing what they should |  |
| Getting or spreading coronavirus through workers living together and/or travelling to work together | Workers | – Identify groups of workers who live together and group them into a work cohort  – Identify groups of workers who travel to work together and group them into a work cohort | Discuss with workers who live and/or travel to work together to agree how to prevent the risks of spreading coronavirus |  |
| Getting or spreading coronavirus by not cleaning surfaces, equipment and workstations | Workers  Customers  Visitors  Contractors  Drivers coming to your school/centre  Drivers going out for your school/centre. | Use the guidance on cleaning and hygiene during the coronavirus outbreak  [HSE - Handwashing-using hand sanitiser - Coronavirus](https://www.hse.gov.uk/coronavirus/cleaning/handwashing-using-hand-sanitiser.htm)  - Identify surfaces that are frequently touched and by many people (often common areas), e.g. handrails, door handles, vehicle door handles (inside and outside), shared equipment etc and specify the frequency and level of cleaning and by whom  - Train people how to put on and remove personal protective equipment (PPE) that is used for normal work hazards and how to keep it clean  - Reduce the need for people to move around your site as far as possible. This will reduce the potential spread of any contamination through touched surfaces  - Avoid sharing work equipment by allocating it on personal issue or put cleaning regimes in place to clean between each user  - Identify where you can reduce the contact of people with surfaces, e.g. by leaving open doors that are not fire doors, providing contactless payment, using electronic documents rather than paperwork  - Identify other areas that will need cleaning to prevent the spread of coronavirus, e.g. canteens, rest areas, welfare facilities, vehicles and specify the frequency and level of cleaning and who will do it  - Identify what cleaning products are needed (e.g. surface wipes, detergents and water etc) and where they should be used, e.g. wipes in vehicles, water and detergent on work surfaces etc  - Keep surfaces clear to make it easier to clean and reduce the likelihood of contaminating objects  - Provide more bins and empty them more often  - Provide areas for people to store personal belongings and keep personal items out of work areas  - clean things like reusable boxes regularly  - Put in place arrangements to clean if someone develops symptoms of coronavirus at work.  [GOV.UK - Guidance - COVID-19: cleaning of non-healthcare settings outside the home](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) | - Put in place monitoring and supervision to make sure people are following controls, i.e. are implementing the cleaning regimes implemented  - Provide information telling people who needs to clean and when  - Provide instruction and training to people who need to clean. Include information on:  ➢ the products they need to use  ➢ precautions they need to follow  ➢ the areas they need to clean  - Identify how you are going to replenish cleaning products |  |
| Mental health and wellbeing affected through isolation or anxiety about coronavirus  Potential for Stress or Anxiety caused by  fears associated with the virus, isolation, potential bereavement situations or other effects from the changes to living and working*.*  NOTE: NHS research shows that around 30% of staff may suffer from post-traumatic stress disorder and similar challenges in the wake of the pandemic crisis | All staff and Workers- anxiety stress or other mental health issues | Follow guidance on stress and mental health  - Have regular keep in touch meetings/calls with people working at home to talk about any work issues  - Talk openly with workers about the possibility that they may be affected and tell them what to do to raise concerns or who to go to so they can talk things through  - Involve workers in completing risk assessments so they can help identify potential problems and identify solutions  - Keep workers updated on what is happening so they feel involved and reassured  - Discuss the issue of fatigue with employees and make sure they take regular breaks, are encouraged to take leave, set working hours to ensure they aren’t working long hours | Further advice and support  - Share information and advice with workers about mental health and wellbeing  - Consider an occupational health referral if personal stress and anxiety issues are identified  - Where you have an employee assistance programme encourage workers to use it to talk through supportive strategies |  |
| Contracting or spreading the virus by not social distancing | Workers  Customers  Contractors  Delivery drivers to/from your workplace  Visitors | - Identify places where, under normal circumstances, workers would not be able to maintain social distancing rules  - Identify how you can keep people apart in line with social distancing rules in the first instance.  This may include:  ➢ using marker tape on the floor  ➢ one-way systems  ➢ holding meetings virtually rather than face to-face  ➢ staggering start/end times  ➢ limiting the number of people on site at one time  ➢ having allocated time slots for customers  ➢ rearrange work areas and tasks to allow people to meet social distancing rules  ➢ using empty spaces in the building for additional rest break areas where safe to do so  ➢ implementing ‘drop zones’ for passing materials between people  ➢ providing more parking areas or controlling parking spaces  ➢ providing facilities to help people walk or cycle to work, e.g. bike racks  ➢ minimising contact at security offices for drivers  - Identify where it isn’t possible to meet social distancing rules and identify other physical measures to separate people. This can include:  ➢ physical screens and splash barriers – if they are used in vehicles, they must be safe, not impair visibility and will probably need approval from the vehicle manufacturer to ensure they don’t compromise safety  ➢ place markers on the floor (e.g. in lifts) to indicate where people should stand and the direction, they should face  ➢ reducing the numbers of people using lifts - If it isn’t possible to meet social distancing rules and physical measures can’t be used then put in place other measures to protect people. This can include:  ➢ enhanced cleaning regimes  ➢ increase in hand washing  ➢ limiting the amount of time people spend on the task  ➢ placing workers back-to-back or side-by-side rather than face-to-face when working  ➢ ‘cohorting’ work teams so they consistently work together  ➢ improving ventilation  ➢ Display signs to remind people to socially distance (Please note – personal protective equipment is needed in a limited number of workplaces to protect from the risk of coronavirus)  [HSE - Using PPE at work during the Coronavirus pandemic](https://www.hse.gov.uk/coronavirus/ppe-face-masks/index.htm) | - Put in place arrangements to monitor and supervise to make sure social distancing rules are followed  - Provide information, instruction and training to people to understand what they need to do  - Provide signage and ways to communicate to non-employees what they need to do to maintain social distancing |  |
| Teachers working from home and pupils using DSE equipment. | Staff working from home and pupils studying from home.  Musculoskeletal disorders as a result of using DSE at home for a long period of time | For Schools with access to Schools Health & Safety Team Service, refer to the Schools Hub advice sheets; “DSE Self Assessment – COVID-19 – Sheet No. 4 and Working from Home for Schools – COVID-19 CBT Advice Sheet”.  Follow guidance on display screen equipment in the HSE Protect homeworkers page  [HSE - Protect home workers - Coronavirus (COVID-19)](https://www.hse.gov.uk/toolbox/workers/home.htm)  There is no increased risk for people working at home temporarily but if this arrangement becomes long term the risks should be assessed  - For all people working at home using display screen equipment (DSE) put in place information and training on how to protect themselves, e.g. take regular breaks, stretching exercises, set the equipment up properly  - For people working at home longer term complete a DSE assessment with them and identify what equipment is needed to allow them to work safely at home   * Schedule or build in breaks of minimum of 5 minutes every hour for pupils studying. | Further information on how to set up a workstation for short duration home working and also what to do for long term home working can be found on HSE’s  [HSE - Protect home workers - Coronavirus (COVID-19)](https://www.hse.gov.uk/toolbox/workers/home.htm)  It is important to consider breaks from this work. 5 minutes every hour is better than 15 minutes every 2 hours. Consideration to how this can be scheduled in could include actual separate breaks or in lesson time outs. |  |
| Poor workplace ventilation leading to risks of coronavirus spreading  [CIBSE (Chartered Institution Building Services Engineers) Emerging from Lockdown](https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown) | Workers  Customers  Contractors | Follow guidance on heating ventilation and air conditioning (HVAC)  [CIBSE (Chartered Institution Building Services Engineers) Coronavirus, SARS-COV-2, COVID-19 and HVAC Systems](https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems)  - Identify if you need additional ventilation to increase air flow in all or parts of your workplace  - Fresh air is the preferred way of ventilating your workplace so opening windows and doors (fire doors should normally be closed; HOWEVER; WHERE AREAS ARE OCCUPIED- providing staff are briefed to only keep open whilst area/vicinity is in use, there is robust monitoring on procedure, the Fire Risk Assessment is amended and records of briefing to staff maintained, then fire doors can be kept open to improve ventilation) can help  - If you need additional ventilation provide it, e.g. mechanical ventilation, desk fans, air movers etc  - Switch heating ventilation and air conditioning (HVAC) systems to drawing in fresh air where they can be, rather than recirculating air | - maintain air circulation systems in line with manufacturers’ recommendations |  |
| Increased risk of infection and complications for vulnerable workers:  Workers over 60 or those defined as clinically vulnerable, could be at higher risk of severe illness from coronavirus  Those at higher risk or described as Clinically vulnerable people are defined in the list in the following link.  <https://www.gov.uk/guidance/national-lockdown-stay-at-home> | **WHO**  Staff with protected characteristics  **HOW**  Emerging evidence suggests that alongside underlying health conditions, there are key demographic factors that can affect people’s vulnerability or is a ‘risk factor’ in relation to COVID-19. Such as:  Older people, Men (from 40 and over), and people from Black and Asian and Minority Ethnic communities (BAME) and a combination of these factors.  The causes of these increased risk factors are not yet fully understood, and further research is taking place.  Disability might impact on how staff can move around the building or use the adjusted workplace. | For Schools with access to Schools Health & Safety Team Service, they should carry out the Individual COVID-19 Risk Assessment for those at increased risk version 5a and for New and Expectant Mothers Briefing version 6a.  Managers/headteachers should consult with their employees to determine who can come into the workplace safely taking account of a person’s journey, caring responsibilities, protected characteristics, and other individual circumstances. Extra consideration should be given to those people at higher risk  Consider with the staff member if it is more suitable for them to do lower risk work or work remotely in the interim and take HR advice of any other measures if needed.  Managers to discuss with and consider needs of staff with disability or pregnant and new mothers how the adjustments in the office will impact on them or might pose a new or different risk to them.  Considering whether you need to put in place any particular measures or reasonable adjustments to take account of duties under the equalities legislation. Consider facilities for pregnant and new mothers- carry out a ‘New and Expectant Mothers Risk Assessment’ – latest version 6a includes a section specifically looking at COVID for the individual.  Please consider evacuation procedure for such staff that might be needed in an emergency. Staff:   * should be especially careful to follow the rules and minimise their contacts with others * should continue to wash hands carefully and more frequently than usual and maintain thorough cleaning of frequently touched areas in their home and/or workspace | Put systems in place so people know when to notify you that they fall into the clinically vulnerable or more at risk categories.  Headteachers/Managers should engage in discussions with staff in these groups - consider risk factors and perception of the staff member. Where there is agreement that the risk factors can be mitigated with the existing control measures in the risk assessment to everyone’s satisfaction no change is needed.  However, if there is increased risk for a staff member despite existing control measures the manager/headteacher will provide support and make necessary adjustments to mitigate those risks. It may be that an individual risk assessment can help to discuss issues. |  |
| Clinically Extremely Vulnerable (CEV) **Adults**  [GOV.UK - Guidance on Shielding and Protecting People who are Clinically Extremely Vulnerable from COVID-19](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) | People who are defined as clinically extremely vulnerable are at very high risk of severe illness from COVID-19. If they have been told by a clinician/GP that they are CEV or have one of the listed conditions described in guidance. | If you are clinically extremely vulnerable you should follow [resumed shielding guidance](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) and should not attend work, school, college or university. You should limit the time you spend outside the home.  <https://www.gov.uk/guidance/national-lockdown-stay-at-home>  If they think there is a good clinical reason why they should be added to the Shielded patients list, they should discuss their concerns with their GP or hospital clinician. | They are strongly advised to work from home. If they cannot work from home, they should not attend work for this period of restrictions. |  |
| Clinically Extremely Vulnerable (CEV) **Children**  [GOV.UK - What parents/carers need to know about early years providers schools and colleges COVID-19](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term) | Parents or guardians for children that are clinically extremely vulnerable will have received a letter and advice from a doctor/clinician | Note: Shielding advice is currently in place and children who are clinically extremely vulnerable are advised not to attend education or childcare.  If a doctor has confirmed that a child is still [clinically extremely vulnerable](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), the advice is that they should not attend nursery, school or college during the period of national restrictions. If this is the case for a child, the parent will receive a letter confirming this advice.  Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school in all local restriction tiers.  <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings#clinically-extremely-vulnerable-children> | This advice is prone to review (latest January 2021) and guidance on this needs to be monitored closely. |  |
| Staff with COVID-19 symptoms and potentially spreading to staff and others  [GOV.UK - Stay at home guidance for households with possible coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) | Virus could spread to all | Staff who develop symptoms of COVID-19 should stay at home and self-isolate immediately.  If they have a positive test result but do not have symptoms stay at home and self-isolate as soon as you receive the result. Your household needs to isolate too.  The isolation period should include the day the symptoms started (or the day your test was taken if you do not have symptoms and the next 10 full days.  You can return to your normal routine and stop self-isolating after 10 full days if your symptoms have gone, or if the only symptoms you have are a cough or anosmia (loss of smell), which can last for several weeks. If you still have a high temperature after 10 days or are otherwise unwell, stay at home and seek medical advice. | Staff who become symptomatic should [self-isolate for 10 days](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection).  If a staff member is a household contact of someone who becomes symptomatic (the case) the staff member should self-isolate. If the staff member starts symptoms, they need to self-isolate for 10 days from that date. The most important symptoms of COVID-19 are recent onset of any of the following:   * a new continuous cough * a high temperature * a loss of, or change in, your normal sense of taste or smell (anosmia) |  |
| Exposure to workplace hazards because it isn’t possible to get normal PPE  Note: PPE will still need to be used in settings not related to Coronavirus e.g. operating machinery  [HSE - PPE in non-healthcare work during the (COVID-19) pandemic](https://www.hse.gov.uk/coronavirus/ppe-face-masks/non-healthcare/index.htm)  [HSE - Using PPE at work during the Coronavirus pandemic](https://www.hse.gov.uk/coronavirus/ppe-face-masks/index.htm) | Workers that may be in situations where social distancing and other general precautions are not adequate may require PPE or there may be a requirement for PPE as a control measure in certain settings not relating to Coronavirus. | Follow guidance from the HSE  [HSE - Using PPE at work during the Coronavirus pandemic](https://www.hse.gov.uk/coronavirus/ppe-face-masks/index.htm)  Face coverings and masks help control the risk of Coronavirus. However, they are not designated as PPE which is equipment of a higher standard for specified settings. It may be that a PPE standard face mask is required if so, it should meet the requirements of FFP3.  Generally, you will be aware of the other workplace situations where PPE is required that is not related to Coronavirus.  - Where required, ensure that those using RPE are face-fit tested.  [HSE - Respiratory Protective Equipment PPE - Fit Testing Basics](https://www.hse.gov.uk/respiratory-protective-equipment/fit-testing-basics.htm)  - Where supplies are difficult to obtain follow the HSE guidelines and put in place controls suitable to your workplace [HSE - Supply issues with PPE and working safely during the Coronavirus pandemic](https://www.hse.gov.uk/coronavirus/ppe-face-masks/non-healthcare/supply-issues-and-working-safely.htm)  (Please note – face coverings are not PPE.  PPE is predominately for specified tasks e.g., using machinery.  Where it is used for risk reduction in the case of Coronavirus it would be for specific use – in general healthcare settings ordinary face masks are considered adequate. | Put systems in place to keep PPE supplies under review so you can take action if necessary before you run out |  |

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| **PART 2 – SCHOOL SETTINGS** | | | | |
| **What are the hazards?** | **Who is at risk and How would they be harmed?**  (e.g. staff, public, contractors – trip, slip, fall, assault) | **CONTROLS**  **What is currently done to reduce / control the risk?** | **What further action do you need to consider to control the risks?**  **-What more can be done to reduce risk?** | **Action by whom, by when?** |
| Increased risk of infection due to mutations of the Coronavirus. | All staff, pupils  and others may be at greater risk of contracting the virus as with current new variant is also prevalent as well as the original strain. At this time the Government advise that the new variant does not appear to be more harmful. | All mitigation measures listed throughout the risk assessment are still relevant. The increased chance of infection highlights the importance of adherence to control measures. Where practicable consider reviewing controls and monitoring/checks on behaviours and controls taking place. | Advice and guidance is being constantly updated and particular attention should be given to guidance, should any be produced, where it refers to any required measures relating to the new variant. | Senior Leadership Team. |
| Teachers working from home and pupils using DSE equipment. | Staff working from home and pupils studying from home.  Musculoskeletal disorders as a result of using DSE at home for a long period of time | For Schools with access to Schools Health & Safety Team Service, refer to the Schools Hub advice sheets; “DSE Self Assessment – COVID-19 – Sheet No. 4 and Working from Home for Schools – COVID-19 CBT Advice Sheet”.  Follow guidance on display screen equipment in the HSE Protect homeworkers page  [HSE - Protect home workers - Coronavirus (COVID-19)](https://www.hse.gov.uk/toolbox/workers/home.htm)  There is no increased risk for people working at home temporarily but if this arrangement becomes long term the risks should be assessed  - For all people working at home using display screen equipment (DSE) put in place information and training on how to protect themselves, e.g. take regular breaks, stretching exercises, set the equipment up properly  - For people working at home longer term complete a DSE assessment with them and identify what equipment is needed to allow them to work safely at home   * Schedule or build in breaks of minimum of 5 minutes every hour for pupils studying. | Further information on how to set up a workstation for short duration home working and also what to do for long term home working can be found on HSE’s  [HSE - Protect home workers - Coronavirus (COVID-19)](https://www.hse.gov.uk/toolbox/workers/home.htm)  It is important to consider breaks from this work. 5 minutes every hour is better than 15 minutes every 2 hours. Consideration to how this can be scheduled in could include actual separate breaks or in lesson time outs. |  |
| Preparation of school and ongoing compliance checks | Pupils  Staff | Premises and utilities have been health and safety checked and building is compliant (use usual compliance checklist)   * Usual premises checks * Water treatments/checks (e.g. legionella) * Fire alarm testing * Repairs * Grass cutting * Portable Appliance Testing * Fridges and freezers * Boiler/ heating servicing * Internet services   • Any other statutory inspections   * Insurance covers reopening arrangements   Moving desks to be side to side and front facing, and if possible, allow social distancing  Posters erected about handwashing and persons with COVID symptoms not to enter the school  Review evacuation routes and signage  Consideration given to premises lettings and approach in place.  DofE advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. | Carry out a formal / recorded full pre-opening premises inspection.  Consider if there is space and ability to clean between lettings. Consider if lettings should be suspended at the current time. |  |
| Increased risk of infection and complications for clinically extremely vulnerable pupils, staff, parents and guardians | Pupils/staff who are shielding  Parents or guardians for children that are clinically extremely vulnerable will have received a letter and advice from a doctor/clinician | Note: Shielding advice is currently in place and children who are clinically extremely vulnerable are advised not to attend education or childcare.  If a doctor has confirmed that a child is still [clinically extremely vulnerable](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), the advice is that they should not attend nursery, school or college during the period of national restrictions. If this is the case for a child, the parent will receive a letter confirming this advice.  Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend school in all local restriction tiers.  <https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings#clinically-extremely-vulnerable-children> | Put systems in place so people know when to notify you if they fall into one of these categories |  |
| Increased risk of infection to and from vulnerable children, SEND or children with disabilities | Staff and Pupils  HOW  Increased risk of infection due to either physical difficulties or behaviour issues related to children’s needs | Whilst following all other mitigation and control measures in this risk assessment where there is a care/support plan in place then this should be reviewed and adjusted to take account of extra measures required relating to the Coronavirus and its spread. | Review relevant support/care/other plans relating to individual children. |  |
| Pregnant workers/new and expectant mothers contracting Corona virus, whilst at work or using public transport.  NOTE: New or expectant mothers under Government advice are designated as Clinically Vulnerable (CV).  Pregnant workers with defined conditions or at 28 weeks / third trimester or more are considered Clinically Extremely Vulnerable (**CEV**). | Pregnant workers  Infection of Covid 19 and resultant illness with a wide range of symptoms. The effects of this disease are still being learned about and can vary. | Discussion with the new or expectant mother should take place before any physical return to the school/workplace. **Carry out New and Expectant Mothers Risk Assessment (use Briefing Version 6).**  Current government and NHS advice is that pregnant workers are in the clinically vulnerable (CV) group.  They are **defined** as **clinically extremely vulnerable at 28 weeks / third trimester)** – and/are advised to work from home and not to go into work.  Expectant mothers Clinically Vulnerable can return to work as long as there is a COVID-19 risk assessment, New and Expectant Mothers Risk Assessment, discussions have taken place and control measures in place for the school.  Consultation on the general COVID-19 risk assessments for the school and its arrangements should also take place. | Consideration should also be given to requests from employees to be based at a site other than their usual workplace.  Regularly review the risk assessment, (MINMUM EACH TRIMESTER) and do everything reasonably practicable to protect the worker from harm.  There will be changes (ongoing) in government advice and possible outbreaks of COVID; this will require a full review of measures and this assessment. |  |
| Mental health and wellbeing affected through isolation or anxiety about coronavirus  Potential for Stress or Anxiety caused by  fears associated with the virus, isolation, potential bereavement situations or other effects from the changes to living and working*.*  NOTE: NHS research shows that around 30% of staff may suffer from post-traumatic stress disorder and similar challenges in the wake of the pandemic crisis | All staff and Workers- anxiety stress or other mental health issues | Follow guidance on stress and mental health  - Have regular keep in touch meetings/calls with people working at home to talk about any work issues  - Talk openly with workers about the possibility that they may be affected and tell them what to do to raise concerns or who to go to so they can talk things through  - Involve workers in completing risk assessments so they can help identify potential problems and identify solutions  - Keep workers updated on what is happening so they feel involved and reassured  - Discuss the issue of fatigue with employees and make sure they take regular breaks, are encouraged to take leave, set working hours to ensure they aren’t working long hours | Further advice and support  - Share information and advice with workers about mental health and wellbeing  - Consider an occupational health referral if personal stress and anxiety issues are identified  - Where you have an employee assistance programme encourage workers to use it to talk through supportive strategies |  |
| ***Moving around, evacuation and use of the building by staff or pupils that may be affected by COVID-19 arrangements e.g., one-way systems*** | Staff and pupils  **HOW**  Disability might impact on how staff can move around the building or use the adjusted workplace | Headteachers/Managers to discuss with and consider needs of staff on how the adjustments in the school will impact on them or might pose a new or different risk to them.  Considering whether you need to put in place any particular measures or reasonable adjustments to take account of duties under the equalities legislation. Carry out or employee needs risk assessments if appropriate.  Please consider evacuation procedure for such staff that might be needed in an emergency. | Put systems in place so people know when to notify you that they fall into one of these categories, e.g. they start chemotherapy or are pregnant |  |
| Clinically Extremely Vulnerable (CEV)  [GOV.UK - Guidance on Shielding and Protecting People who are Clinically Extremely Vulnerable from COVID-19](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) | People who are defined as clinically extremely vulnerable are at very high risk of severe illness from COVID-19. If they have been told by a clinician/GP that they are CEV or have one of the listed conditions described in guidance. | If you are clinically extremely vulnerable you should follow [resumed shielding guidance](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) and should not attend work, school, college or university. You should limit the time you spend outside the home.  <https://www.gov.uk/guidance/national-lockdown-stay-at-home>  If they think there is a good clinical reason why they should be added to the Shielded patients list, they should discuss their concerns with their GP or hospital clinician. | CEV are strongly advised to work from home. If they cannot work from home, they should not attend work for this period of restrictions. |  |
| Increased risk of infection and complications for vulnerable workers:  Workers defined as Clinically Vulnerable, over 60, from Black and Asian and Minority Ethnic communities BAME etc. or others who could be at higher risk could be at higher risk of severe illness from coronavirus  Those at higher risk or described as Clinically vulnerable people are defined in the list in the following link.  <https://www.gov.uk/guidance/national-lockdown-stay-at-home> | **WHO**  Staff  **HOW**  Emerging evidence suggests that alongside underlying health conditions, there are key demographic factors that can affect people’s vulnerability or is a ‘risk factor’ in relation to COVID-19. Such as:  Older people and people from BAME communities and a combination of these factors.  The causes of these increased risk factors are not yet fully understood, and further research is taking place. | Managers/headteachers should consult with staff to determine who can come into School safely taking account of a person’s journey, caring responsibilities and other individual circumstances. Extra consideration should be given to those staff at higher risk  For Schools with access to Schools Health & Safety Team Service, they should carry out the Individual COVID-19 Risk Assessment, version 5a for those at increased risk and for New and Expectant Mothers Briefing version 6a  Consider with the staff member if it is more suitable for them to do lower risk work or work remotely in the interim and take HR advice of any other measures if needed.  Managers to discuss with and consider needs of staff with disability or pregnant and new mothers how the adjustments in the School will impact on them. | Put systems in place so people know when to notify you that they fall into the clinically extremely vulnerable or more at risk categories.  Headteachers/Managers to discuss with staff in these groups.  Wherever there is increased risk for a staff member despite existing control measures the manager/headteacher will provide support and make necessary adjustments to mitigate those risks. It may be that an individual risk assessment can help to discuss issues |  |
| Potential transmission of Covid-19 Coronavirus from staff/pupils with symptoms | **WHO**  Pupils, Staff, Visitors to School Premises,  Cleaners, Contractors, Drivers,  Vulnerable groups  **HOW**  The virus is spread by droplets from coughs and sneezes and droplets picked up from surfaces | Anyone with symptoms of COVID-19 should not attend School and report to their relevant School Liaison.  Staff should access NHS 111 online which is an online interactive and personal checklist:  [NHS - 111 - COVID-19](https://111.nhs.uk/covid-19)  **Staff who become symptomatic should**  [GOV.UK - Stay at home guidance for households with possible coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)  Staff who develop symptoms of COVID-19 should stay at home and self-isolate immediately.  If they have a positive test result but do not have symptoms stay at home and self-isolate as soon as you receive the result. Your household needs to isolate too.  The isolation period should include the day the symptoms started (or the day your test was taken if you do not have symptoms and the next 10 full days.  If staff/pupil develop symptoms whilst at work, inform Staff Liaison at school and they should go home. Staff liaison should provide information of how to get tested  [GOV.UK - Guidance on coronavirus testing (who is eligible for a test and how to get tested)](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested)  If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.  If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using usual cleaning products and normal household bleach before being used by anyone else. Please see advice on cleaning if someone develops symptoms in school  [GOV.UK - Guidance - COVID-19: cleaning of non-healthcare settings outside the home](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)  PPE should be worn by staff caring for the student while they await collection if direct personal care is needed while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the  <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe> | Daily Staff Briefings, Internal communication channels and cascading of messages through Senior Leadership Team will be carried out regularly to reassure and support staff, parents and carers in a fast-changing situation.  Line managers will offer support to staff who are affected by Coronavirus or has a family member affected.  Consistent monitoring of staff absence because of COVID-19 contact / symptoms to ensure prompt return to work  Staff, pupils to be reminded on a regular basis to wash their hands for 20 seconds with water and soap and the importance of proper drying with disposable towels.  To help reduce the spread of coronavirus (COVID-19) reminding everyone of the public health advice  Internal communication channels and cascading of messages through Senior Leadership Team will be communicated to all staff concerned.  Staff to be reminded that wearing of gloves is not a substitute for good hand washing. |  |
| Getting or spreading coronavirus by not washing hands or not washing them adequately | Staff  Pupils  Contractors  Visitors  Drivers | Follow the HSE guidance on cleaning, hygiene and hand sanitiser  [HSE - Handwashing-using hand sanitiser - Coronavirus](https://www.hse.gov.uk/coronavirus/cleaning/handwashing-using-hand-sanitiser.htm)  - Provide water, soap and drying facilities at wash stations  Hands should be washed for 20 secs with soap and running water, or use had sanitiser where this is not readily available.  - Provide information on how to wash hands properly and display posters  Ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.  Avoid touching people, surfaces and objects where possible and regular handwashing.  Based on the number of staff and pupils decide:  ➢ how many wash stations are needed  ➢ where wash stations need to be located  You may already have enough facilities   * Provide hand sanitiser for the occasions when people can’t wash their hands   - There’s a legal duty to provide welfare facilities and washing facilities for visiting drivers | Put in place monitoring and supervision to make sure pupils and staff are following controls  - Put signs up to remind people to wash their hands  - Provide information to your workers about when and where they need to wash their hands  - Identify if and where additional hand washing facilities may be needed  - If people can’t wash hands, provide information about how and when to use hand sanitiser  - Identify how you are going to replenish hand washing/sanitising facilities  - Make sure people are checking their skin for dryness and cracking and tell them to report to you if there is a problem |  |
| **Potential transmission of virus from working within enclosed spaces, including**  **Reception Office**  **Classroom**  **Staff Kitchen areas/Staff rooms**  **Printers**  **Meeting rooms**  **Toilets** | Staff in enclosed areas could be exposed to Coronavirus | Where there are Staff and Pupil Individual Risk Assessments these should be reviewed in consultation with the member of staff, or parents in the case of the pupil, in light of the information and circumstances regarding COVID-19.  Minimising contact – as much as possible endeavour to group pupils into a grouping (‘bubble) of one full class size and keep each ‘bubble’ separate. If in primary schools it is not possible to deliver the full range of subjects or logistically possible, then a full year group might need to form a ‘bubble’.    Where possible teachers should try to maintain distance from children and ideally 2 metres distance from adults. If teachers need to come into close contact, avoid face to face contact and try to minimise the amount of time spent within 1 metre of children. This might not be possible with children who have complex needs or need close contact.  Encourage pupils to maintain social distancing within their bubble, although it is recognised this might not be possible with younger children.  Identify staff who live together and group them into a bubble if possible.  Classrooms – desks placed side to side and front facing  Avoid large gatherings such as assemblies or worship with more than one bubble.  Enhanced and regular cleaning of school/  classrooms. Removal of any unnecessary items from classroom. Removal of soft furnishings, soft toys that are hard to clean. Regular cleaning of outdoor play equipment.  Premises Staff should carry out their usual health and safety checks (i.e., fire safety checks, regular flushing regime) to ensure the building remains safe.  Consider limiting the number of people in rooms so that social distancing rules can be met, e.g. stagger breaks, have maximum occupancy numbers for meeting rooms  Reorganise facilities in communal areas such as spacing out tables in meeting rooms, canteens etc so social distancing rules can be met  Where possible put in place physical impervious barriers (e.g. Perspex in reception areas) to reduce contact  Fixed/standalone sanitisers stations or containers of hand sanitiser will be set up at various locations including entry and exit points.  If possible open windows to ventilate rooms/corridors.  Toilets - operate social distancing if possible. Maintain hot water and soap at wash hand basins.  Staff to refrain from using hot air dryers and use paper towels instead if possible.  Meeting rooms – will have signage with maximum number of occupants to maintain 2 metre distance.  Reduce face to face meetings where possible and use other digital/remote means.  Using back-to-back or side-to-side working (rather than face-to-face) where possible.  Access classroom via outside door if possible, using one-way system.  Hand washing on entering all classrooms to have soap and sanitiser. Wipes and hand sanitisers available in class and pupils reminded to clean/wash their hands frequently.  Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly.  Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubble | Put in place monitoring and supervision to make sure people are following controls put in place, e.g. following hygiene procedures, washing hands, following one-way systems  Put in place monitoring and supervision to make sure people are following controls, e.g. are implementing the cleaning regimes implemented  Contact cleaning company to discuss cleaning regime.  Check capacity of cleaning staff is adequate to enable enhanced cleaning regime.  Ensure that soap, sanitiser and paper towels are checked and are replenished regularly  Provide information telling people who needs to clean and when  Provide instruction and training to people who need to clean. Include information on:  ➢ the products they need to use  ➢ precautions they need to follow  ➢ the areas they need to clean and how often  Identify how you are going to replenish cleaning products  Pupils to be reminded regularly of the importance of social distancing both in the School and outside. Additional support for SEND and children with challenging behaviour may need to be considered.  Frequently cleaning and disinfecting objects and surfaces, play equipment that are touched regularly particularly in areas of high use such as door handles, light switches, etc. using appropriate cleaning products and methods.  Consider putting in place one-way systems in corridors or regularly used pedestrian traffic routes to manage the flow of people moving around the school and to allow social distancing rules to be met  Consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).  Consider use of shared staff spaces to help distance staff. Minimise use of staff rooms but ensure sufficient rest breaks for staff.  Printers - social distancing if possible, Cleaning wipes available at printers for touch points.  No unnecessary equipment to be brought into school. Pupils encouraged to bring their own pencil cases from home.  When timetabling, bubbles should be kept apart and movement around the school kept to a minimum. Passing briefly in the corridor or playground is low risk, but avoid creating busy corridors, entrances and exits. |  |
| Poor workplace ventilation leading to risks of coronavirus spreading | Workers  Customers  Contractors | Follow HSE guidance on heating ventilation and air conditioning (HVAC)  [HSE - Air Conditioning and Ventilation during the Coronavirus Pandemic](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm)  Identify if you need additional ventilation to increase air flow in all or parts of the school  Fresh air is the preferred way of ventilating your workplace so opening windows and doors (fire doors should normally be closed; HOWEVER; WHERE AREAS ARE OCCUPIED- providing staff are briefed to only keep open whilst area/vicinity is in use, there is robust monitoring on procedure, the Fire Risk Assessment is amended and records of briefing to staff maintained, then fire doors can be kept open to improve ventilation)  If you need additional ventilation provide it, e.g. mechanical ventilation, desk fans, air movers etc  Switch heating ventilation and air conditioning (HVAC) systems to drawing in fresh air where they can be, rather than recirculating air  [CIBSE (Chartered Institution Building Services Engineers) Coronavirus, SARS-COV-2, COVID-19 and HVAC Systems](https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems) | - maintain air circulation systems in line with manufacturers’ recommendations |  |
| Potential transmission of virus from pupils presenting complex needs or challenging behaviours (e.g. spitting and biting) | Staff and other pupils | Consider what measures are needed to manage behaviour and/or personal protective equipment that might be needed. |  |  |
| Potential exposure to Coronavirus – Use of PPE  **DELETE** | Staff that have to use PPE due to close contact required for various purposes | *Attention should be paid to any guidance that may be changed with regard to PPE in schools.*  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 a child becomes ill with covid-19 symptoms and 2 metres distance cannot be maintained * Children, young people, and students whose care routine already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way. |  |  |
| Potential transmission of virus from Welfare office | Welfare Staff and pupils | Staff to adhere to infection control policy.  Regular medication protocols to be followed.  Washing facility and sanitisers available in the welfare room.  Staff to frequently wash their hands.  Avoid/reduce close contact with pupils where possible.  Use face mask/gloves where appropriate or close contact is unavoidable. |  |  |
| Potential transmission of virus from desks, monitors, keyboards and mouse | All | Desks to be located 2 metres apart if possible.  If appropriate, staff to be provided with their own portable keyboard and mouse for use (take with them to use at whichever desk is made available) or clean between use by different users.  Clear desk policy will be robustly applied so as to enable effective cleaning  Enhanced cleaning regime - including desks every night.  Cleaning wipes available on each desk to clean desks and equipment as needed before and after use desk and throughout day as needed  Regular handwashing by staff and pupils or use a sanitiser if not near a wash hand basin.  **Above applies to the ICT suite for pupil use as well.** |  |  |
| Kitchen Operations/food preparation | Kitchen Staff | School kitchens can continue to operate, but must comply with [GOV.UK - Guidance for food businesses on Coronavirus (COVID-19)](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19) | Online refresher training for all staff including food hygiene for kitchen staff  Consistent monitoring of staff absence because of covid-19 symptoms/contact to ensure prompt return to work. |  |
| Potential transmission of virus during lunch/play breaks / food served in the dining hall | Staff and pupils | Staggered lunch breaks for pupils and limiting the dining hall to use of each bubble with cleaning between use by each bubble.  Where possible pupils to queue and collect lunch and eat it outdoors. Seek to maintain 2 metre separation in dining hall if possible.  Separate entry and exits to the dining hall where possible with one way in and out. Mark out queuing arrangements.  Pupils encouraged to dispose of their left- over food in the bins.  Bins provided at various location in the dining hall.  Pupils will be supervised as normal. |  |  |
| Handling Deliveries | Staff required to deal with deliveries | Considering methods to reduce frequency of deliveries, for example by ordering larger quantities less often.  Local arrangements to be made whether deliveries made external to the building or to pre-allocated area as appropriate.  Staff wiping the outer surfaces of delivery boxes before handling/relocating/sorting the delivery  Wash hands after handling deliveries/packaging. |  |  |
| Potential transmission of virus from visitors/parents | All those that would come into contact with Visitors | Parents to observe social distancing when dropping and picking children from school.  Where possible, only one parent to pick/drop the children.  Staggered school start and finish timings to avoid crowding by the school gates.  Parents visiting reception office to wait outside. When queues are likely, parents to maintain 2 metre distance.  Social distancing arrangements put in place with good signage, floor markings etc  Parent will be allowed into the school by appointment.  Fixed/standalone sanitisers stations will be set up at various locations including entry and exit points.  Screens installed at reception desk.  Staff are to regularly wash hands or use hand gel frequently i.e. on arriving at work, after handling parcels/post/books, moving from room to room.  Reduce intake of any paper documentation from parents. Advise parents to email any documentation. Where it is unavoidable, staff to ensure wash and sanitise hands regularly. | Where parents wish to discuss any concerns with the teacher, this to be done outdoors maintaining social distance.  Notices displayed in Reception office reminding the parents not to send their child to school if they or anyone in the household have symptoms and to remind the public to practice social distancing when on school site.  Pre-recorded advisory message on the school phone line about the COVID-19 symptoms and isolation. |  |
| Potential transmission of virus from contractors attending the school site | All those that would come into contact with Contractors | Contractors to be notified in advance not to attend the premises if they have symptoms  Attendance by contractors notified to reception desk in advance  Contractors to sign in at reception desk and declare they do not have symptoms.  Site manager to ensure area of the work is clear before-hand. Any pupils and staff to leave that area.  Site manager to liaise with and monitor the contractor maintaining social distancing where possible.  Sanitisers stations will be set up at various locations including entry and exit points.  Supervised and limited access to other parts of the building  Regular cleaning regime of public/communal areas. | Staff to observe and ask any contractors to leave the building if they have symptoms |  |
| Potential Spread of virus from School Library | All Library Users and Staff | Staff to make use of any digital resources for pupils.  Once operational only limited number of pupils can attend the library at any one time.  Online reservation/book catalogue available to help pupils to reserve books.  Pupils encouraged to drop the returning items in a collection box/trolley.  Returned items to be quarantined for 72 hours. |  |  |
| Potential enhanced infection risk from music (e.g. singing, playing wind/brass instruments) | Music students and teachers | Consider physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.  Singing indoors is not recommended as it increases the exhalation of droplets etc. |  |  |
| Physical education, sport and physical activity (enhanced risk via exhalation during exercise) | Pupils and teachers | Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.  Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and enhanced cleaning and handwashing |  |  |
| Accidents, security and other incidents: | All | In an emergency, for example, an accident or fire, people do not have to stay 2m apart if it would be unsafe.  People involved in the provision of assistance to others should pay attention to sanitation measures immediately afterwards including washing hands. |  |  |
| Potential stress/anxiety caused by COVID-19 | Staff can be affected by stressors more than is usual due to COVID-19 crisis. | Reassurance to staff of measures taken seriously to protect their safety.  Communication of message that for most people Covid 19 results in mild illness. Also, that transmission of the virus is more likely if in contact with someone with symptoms at less than 2 metres for 15 minutes or more. The incidence of covid-19 is lower than it was.  Regular communications from Headteacher.  Mental Health  Senior Leadership Team will promote mental health & wellbeing awareness to staff and will offer whatever support they can to help.  Regular contact with managers and colleagues  One to one supervision meetings with manager  Insert school’s own arrangements for access to Employee assistance line/occupational health service.  The Education Support Partnership provides mental health & wellbeing support to the Education sector.  Insert school’s own arrangements for any access to computer- based training on coronavirus, stress etc (e.g. through schools SLA)  Signpost to any online guidance regarding bereavement during the coronavirus period | Regular communication of mental health information should be communicated to all staff.  Consider use of Occupational Health Service or equivalent. |  |
| Travel between schools or other travel whilst at work  Note: This practise may vary greatly or not apply to all schools.  Travelling to and from school | All travelling staff and pupils  All | Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.  Where a pupil routinely attends more than one setting on a part time basis (for example because they are dual registered at a mainstream school and an alternative provision setting or special school) schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.  Consider staggered starts or adjusting start and finish times to keep bubbles apart as they arrive and leave school (without reducing overall teaching time).  If pupils or staff wear face coverings when they arrive at school, they must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on [GOV.UK - Safe working in education, childcare and children's social care](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) provides more advice.  Identify staff groups of workers who travel to work together and group them into bubble. Staff should be discouraged from sharing vehicles unless part of the same bubble.  Dedicated school transport (services that are used only to carry pupils to school):  The advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible. Consider: -   * Where possible reflect the bubbles adopted within the school * Use of hand sanitiser upon boarding and/or disembarking * additional cleaning of vehicles * organised queuing and boarding where possible * distancing within vehicles wherever possible * the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet   Public transport services (routes which are also used by the general public):  consider staggered start times to enable more journeys to take place outside of peak hours.  Encourage greater use of walking, cycling or own car rather than public transport if possible  Families using public transport should refer to the  https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers |  |  |
| Extra-curricular provision | All | Schools should consider resuming any breakfast and after-school provision, where possible. Try to keep pupils within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.  Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak |  |  |
| Fire Evacuation Procedures during the COVID-19 Pandemic | All occupiers of school buildings.  Evacuations require movements of large amounts of people which may compromise social distancing etc. | Generally review procedures consider lower frequency of fire drills, zonal evacuation for drills etc. For Schools with access to Schools Health & Safety Team Service, refer to the Schools Hub advice sheets; “Fire Evacuation Procedures” – COVID-19 – Sheet No. 5 | Review procedures |  |