

## Safety, Health and Environment (SHE)

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



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

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

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

## COVID-19 Risk Assessment for Schools and other Educational Settings

## ASSESS

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

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

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

**Vulnerable groups** – this risk assessment considers vulnerable groups which the NHS lists as ‘people at high risk (clinically extremely vulnerable)’; and ‘people at moderate risk (clinically vulnerable)’. An individual risk assessment may be appropriate for vulnerable employees plus BAME and those who are very anxious about returning to their workplace.

## PLAN

| Prepare Building   | Y/N               | NOTES  | Prepare Employees and Parents and pupils   | Y/N      | NOTES   |
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| <b>Buildings</b> <ul style="list-style-type: none"> <li>Ensure that all health and safety compliance checks have been undertaken (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.).</li> <li>Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.).</li> </ul> | <p>Y</p> <p>Y</p> | <p>All to evacuate using the normal school fire drill.</p> <p>Caretaker and Business Manager carry out weekly, regular checks.</p> | <b>Employees</b> <ul style="list-style-type: none"> <li>Involve employees in plans and listen to any suggestions on preventative measures that can be taken.</li> <li>Employees fully briefed about the plans and protective measures</li> </ul> | <p>Y</p> | <p>All staff aware of risk assessments and are given the opportunity to express concerns.</p> |
| <ul style="list-style-type: none"> <li>Make provision for children who display COVID-19 symptoms/ become ill during the day to be isolated. Space should be identified in addition to the usual medical room.</li> </ul>   | <p>Y</p>          | <p>Upstairs room (opposite Mezzanine) allocated as isolation room.</p>   | <ul style="list-style-type: none"> <li>Consider personal risk factors: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual risk assessments.</li> </ul>  | <p>Y</p> | <p>All staff have been asked to declare any concerns in line with guidance.</p>               |

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| <ul style="list-style-type: none"> <li>Ensure school has sufficient supplies of PPE including cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements.</li> </ul>                                       | Y |  | <ul style="list-style-type: none"> <li>Employees fully briefed about the plans and protective measures identified in the risk assessment.</li> </ul>   | Y | All staff have been sent guidance and this is displayed in the isolation room. |
| <ul style="list-style-type: none"> <li>Provide suitable and sufficient bins to support pupils and staff to follow the 'catch it, bin it, kill it' approach.</li> <li>Provide sufficient tissues in all rooms.</li> </ul>              | Y |  | <ul style="list-style-type: none"> <li>Regular staff briefings</li> <li>Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security.</li> </ul> | Y | Weekly meetings<br><br>Whats App group   |
| <ul style="list-style-type: none"> <li>Consider if the school site can be split into separate zones where groups of pupils can remain to minimise mixing.</li> </ul>  | Y | <p>Year 5/6 use the side entrance and playground nearest their class.</p> <p>Year 3/4 use the front entrance and playground nearest their classroom.</p> <p>Year1/2 and EYFS to use KS1 entrance and playground.</p> | <ul style="list-style-type: none"> <li>Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school.</li> </ul>                                      | Y | Absence reported to the Headteacher/ Business Manager                          |
| <ul style="list-style-type: none"> <li>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.</li> </ul> | Y |  | <ul style="list-style-type: none"> <li>Information shared about testing available for those with symptoms.</li> </ul>  | Y |  |
| <ul style="list-style-type: none"> <li>Consider separate facilities be provided for meals and refreshments in different zones (e.g. pods, kiosks, cafes).</li> </ul>  | Y | <p>Year 5/6 to have lunch in their class.</p> <p>Year 3/4 in designated area of the hall and Key stage one and EYFS</p>  | <ul style="list-style-type: none"> <li>Teachers to identify shared resources and how to prevent mixed contact (e.g. cleaning between</li> </ul>  | Y | No shared class resources.   |

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|  |  | in additional designated area of the hall.   | bubbles or rotas for equipment use).  |            |  |
| <ul style="list-style-type: none"> <li>Evaluate the capacity of rooms and shared areas.</li> <li>COVID-19 posters/ signage displayed.</li> <li>Identify 'crunch points' (e.g. entrances/ exits/ corridors/ shared space and consider how movement can be staggered.</li> </ul> | <b>Y</b><br><br><b>Y</b><br><br><b>Y</b> | <p>Year 5/6 children to use the disabled toilets.</p> <p>Year 3/4, Key Stage One and EYFS, to use the main designated toilets.</p>   | <ul style="list-style-type: none"> <li>Plan for remote education for pupils, alongside Face to face teaching</li> </ul>                           | <b>Y</b>   | Remote learning plan and policy in place.    |
| <ul style="list-style-type: none"> <li>Can separate doors be used for in and out of the building (to avoid crossing paths).</li> </ul>   | <b>Y</b>                                 | All bubbles have been assigned a different entrance.   | <b>Parents/pupils</b> <ul style="list-style-type: none"> <li>Review EHCPs where required.</li> </ul>  | <b>N/A</b> |  |
| <ul style="list-style-type: none"> <li>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.</li> </ul>  | <b>Y</b>                                 | Where possible doors are open however due to safeguarding issues all main doors into school are closed.  | <ul style="list-style-type: none"> <li>Communicate to parents on the preventative measures being taken.</li> </ul>                                | <b>Y</b>   | Regular newsletters                          |
| <ul style="list-style-type: none"> <li>Organise classrooms for maintaining space between seats and desks.</li> </ul>   | <b>Y</b>                                 | Children are facing the front.   | <ul style="list-style-type: none"> <li>Post the risk assessment or details of measures on school website.</li> </ul>                              | <b>Y</b>   | Post on 18 <sup>th</sup> Jan 2021            |
| <ul style="list-style-type: none"> <li>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.</li> </ul>                      | <b>Y</b>                                 | <p>Staff to complete extra cleaning throughout the day following a rota. Toilets, tables, door handles etc cleaned regularly throughout the day.</p> <p>Bubbles to have their own playground equipment</p> | <ul style="list-style-type: none"> <li>Parents and pupils informed about the process that has been agreed for drop off and collection.</li> </ul> |            | Letter sent out 7 <sup>th</sup> January 2021 |
| <ul style="list-style-type: none"> <li>Stagger break times and lunch times to avoid mixing</li> </ul>  | <b>N</b>                                 | Due to a small numbers it is manageable to keep the same.  |   |            |  |

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| <ul style="list-style-type: none"> <li>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.</li> </ul>  | Y | <p>Chair and Vice governors liaise regularly with headteacher.</p> <p>Headteacher and governors support staff.</p>  | <ul style="list-style-type: none"> <li>Ensure parents have a point of contact for reassurance as to the plans put in place</li> </ul> | Y |                   |
| <ul style="list-style-type: none"> <li>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.</li> </ul>  | Y | <p>No visitors to be on site unless needed in an emergency. Office staff to manage any visitors and ensure that all the risk management actions are in place from this risk assessment.</p> | <ul style="list-style-type: none"> <li>Limit the equipment pupils bring into school each day to essentials</li> </ul>                 | Y |                   |
| <p><b>Response to any infection</b></p> <ul style="list-style-type: none"> <li>Leadership understands the NHS Test and Trace process and how to contact their local Public Health England health protection team.</li> </ul>   | Y | <p>Using clear guidance for LA – Covid 19 Response Checklist.</p>   | <ul style="list-style-type: none"> <li>Parents informed only one parent to accompany child to school.</li> </ul>                      | Y | Letter sent out.  |
| <ul style="list-style-type: none"> <li>Plan how to inform staff members and parents/ carers that they will need to be ready and willing to             <ul style="list-style-type: none"> <li>book a test if they are displaying symptoms;</li> <li>inform the school immediately of the results of a test;</li> <li>provide details of anyone they have been in close contact with;</li> <li>self-isolate if necessary</li> </ul> </li> </ul> | Y | <p>Using clear guidance for LA – Covid 19 Response Checklist.</p> <p>Information posted on website.</p>   | <ul style="list-style-type: none"> <li>Made clear to parents that they cannot gather at entrance, gates and door</li> </ul>           | Y | Letter sent home. |

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|  |  |  | <ul style="list-style-type: none"> <li>Encourage parents to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings).</li> </ul>   | Y |  |
|  |  |  | <b>Others</b> <ul style="list-style-type: none"> <li>Assurances that caterers comply with the guidance for food businesses on COVID-19.</li> </ul>  | Y | FSM children offered a hot meal at lunch time. |
|  |  |  | <ul style="list-style-type: none"> <li>Communication with other building users (e.g. lettings, extended school provision, regular visitors, etc.)</li> </ul>  | y |  |
|  |  |  | <ul style="list-style-type: none"> <li>Limit visitors by exception (e.g. for priority contractors, emergencies etc.).</li> </ul>  | y |  |
|  |  |  | <b>Lettings and non-school users</b> <ul style="list-style-type: none"> <li>Review existing lettings/hire agreements and amend or supplement as necessary to include specifics of what the school will do and what the hirers are responsible for (e.g. cleaning, sharing equipment, hand washing or sanitiser, what</li> </ul> | y |  |

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|   |  |  | happens if anyone shows symptoms or tests positive to COVID-19, etc.).  |  |                      |
| <b>DO</b>   |  |  |   |  |                      |
| <b>Control Access</b>   | <b>Y/N and Notes</b>                         | <b>Implementing Social Distancing</b>  | <b>Y/N and Notes</b>  | <b>Implement Infection Control Measures</b>  | <b>Y/N and Notes</b> |
| <b>Access</b> <ul style="list-style-type: none"> <li>Entry points to school controlled (including deliveries).</li> <li>Hand sanitiser provided at all entrances.</li> <li>Gathering at the school gates prohibited.</li> <li>Staff on duty outside school to monitor protection measures.</li> </ul> | Y<br>Front gate controlled<br><br>Y<br><br>Y | Minimising contacts and mixing between people reduces transmission of COVID-19 and the school will consider how to implement this.<br><br><b>'Bubbles'</b> <ul style="list-style-type: none"> <li>Small, consistent groups of pupils split into bubbles.</li> <li>Groups will be kept together in separate 'bubbles' throughout the day and do not mix with other groups.</li> <li>Keep a record of pupils and staff in each bubble, lesson or close contact group.</li> </ul> | Places to offer to vulnerable and Key worker children only. To only use the places when absolutely necessary.<br><br>Key stage 1 bubble<br>Year 3/4 bubble<br>Year 5/6 bubble | <b>Minimise contact with individuals who are unwell:</b> <ul style="list-style-type: none"> <li>Refer to PHE guidance and Action Cards for School Managers.</li> </ul> | Y                    |
| <b>Visitors</b> <ul style="list-style-type: none"> <li>Wherever possible keep meetings on a virtual platform (e.g. 1:1 sessions with professionals, recruitment interviews, parental meetings etc.).</li> </ul>   | Y  | <b>Minimise mixing</b> <ul style="list-style-type: none"> <li>Whatever the size of the bubble, they are to be kept apart from other groups where possible.</li> </ul>  | Y   | <ul style="list-style-type: none"> <li>Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend school.</li> </ul>                | Y                    |
| <ul style="list-style-type: none"> <li>Parents/carers and visitors coming onto the site without an appointment is not to be permitted.</li> </ul>   | Y  | <ul style="list-style-type: none"> <li>Groups use the same classroom or area of a setting throughout the day.</li> </ul>   | Y   | <ul style="list-style-type: none"> <li>If anyone becomes unwell at school they will be isolated, sent home and provided with</li> </ul>                                | Y                    |

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|   |                         |  |                         | information on what to do next.   |   |
| <ul style="list-style-type: none"> <li>Where possible visits arranged outside of school hours.</li> </ul>   | Y                       | <ul style="list-style-type: none"> <li>Pupil movements around the school site, either in groups or individuals is controlled to limit contact and mixing.</li> </ul> | Y                       | <ul style="list-style-type: none"> <li>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).</li> </ul> | Y |
| <ul style="list-style-type: none"> <li>A record kept of all visitors to assist NHS Test and Trace, including:               <ul style="list-style-type: none"> <li>the name;</li> <li>a contact phone number;</li> <li>date of visit;</li> <li>arrival and departure time;</li> <li>the name of the assigned staff member.</li> </ul> </li> </ul> | Y<br>Visitor signing in | <ul style="list-style-type: none"> <li>Multiple groups do not use outdoor equipment simultaneously.</li> </ul>   | Y                       | <ul style="list-style-type: none"> <li>Staff caring for a child awaiting collection to keep a distance of 2 metres.</li> </ul>  | Y |
|   |                         | <ul style="list-style-type: none"> <li>Limiting the number of pupils who use the toilet facilities at one time.</li> </ul>   | Y<br>Refer to above     | <ul style="list-style-type: none"> <li>PPE to be worn by staff caring for the child if 2 metres distance cannot be maintained.</li> </ul>   | Y |
|   |                         | <ul style="list-style-type: none"> <li>Allow pupils to have access to toilets at all times during the day to prevent queues developing at social.</li> </ul>         | Y<br>Refer to the above | <ul style="list-style-type: none"> <li>Staff to wash their hands after caring for a child with symptoms.</li> </ul>   | Y |
|   |                         | <b>Distancing</b> <ul style="list-style-type: none"> <li>Staff to keep 2 metres from other adults as much as possible.</li> </ul>                                    | Y                       | <ul style="list-style-type: none"> <li>All areas where a person with symptoms has been to be cleaned after they have left</li> </ul>  | Y |
|   |                         | <ul style="list-style-type: none"> <li>Where possible staff to maintain distance from their</li> </ul>   | Y                       | <ul style="list-style-type: none"> <li>Should staff have close hands-on</li> </ul>  | Y |



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|  |  | pupils, staying at the front of the class.  |   | contact they should monitor themselves for symptoms of possible COVID-19 over the following 10 days.  |   |
|  |  | <ul style="list-style-type: none"> <li>Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> </ul>         | Y                                       | <b>Hand washing</b> <ul style="list-style-type: none"> <li>Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning).</li> </ul>                         | Y |
|  |  | <ul style="list-style-type: none"> <li>Supply teachers to minimise contact and maintain as much distance as possible from other staff.</li> </ul>     | Y<br>Only used as a last resort         | <ul style="list-style-type: none"> <li>Sufficient handwashing facilities are available.</li> </ul>  | Y |
|  |  | <ul style="list-style-type: none"> <li>The occupancy of staff rooms and offices limited.</li> </ul>   | Y                                       | <ul style="list-style-type: none"> <li>Where there is no sink, hand sanitiser provided in classrooms</li> </ul>   | Y |
|  |  | <ul style="list-style-type: none"> <li>Use of staff rooms to be minimised.</li> </ul>   | Y<br>Lunch time to prepare and eat food | <ul style="list-style-type: none"> <li>Pupils to clean their hands when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> </ul> | Y |
|  |  | <ul style="list-style-type: none"> <li>Use a simple 'no touching' approach for young children to understand the need to maintain distance.</li> </ul> | Y                                       | <ul style="list-style-type: none"> <li>Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small children and</li> </ul>                           | Y |

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|  |  |   |                                   | pupils with complex needs).   |            |
|  |  | <ul style="list-style-type: none"> <li>Older children to be encouraged to keep their distance within bubbles.</li> </ul>  | Y                                 | <ul style="list-style-type: none"> <li>Use resources such as “e-bug” to teach effective hand hygiene etc.</li> </ul>  | Y          |
|  |  | <b>Minimising contact</b> <ul style="list-style-type: none"> <li>Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied.</li> </ul> | Y                                 | <b>Respiratory hygiene</b> <ul style="list-style-type: none"> <li>Adults and pupils are encouraged not to touch their mouth, eyes and nose. (‘catch it, bin it, kill it’)</li> </ul>  | Y          |
|  |  | <ul style="list-style-type: none"> <li>Staff and pupils to have their own individual and very frequently used equipment, such as pencils and pens.</li> </ul>                             | Y                                 | <ul style="list-style-type: none"> <li>Adults and pupils encouraged to use a tissue to cough or sneeze and use bins for tissue waste</li> </ul>   | Y          |
|  |  | <b>PE and School Sport</b> <ul style="list-style-type: none"> <li>Pupils kept in same consistent bubbles where possible during PE and sport.</li> </ul>                                   | Y                                 | <ul style="list-style-type: none"> <li>Tissues to be provided.</li> <li>Bins for tissues provided and are emptied throughout the day</li> </ul>   | Y          |
|  |  | <ul style="list-style-type: none"> <li>Sports equipment thoroughly cleaned between each use.</li> </ul>   | Y<br>Different sports for bubbles | <b>Cleaning</b> <ul style="list-style-type: none"> <li>Sanitising spray and paper towels to be provided in classrooms for use by members of staff.</li> </ul> <p>Thorough cleaning of rooms at the end of the day.</p> <ul style="list-style-type: none"> <li>Shared materials and surfaces to be cleaned frequently (e.g.</li> </ul> | Y<br><br>Y |

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|  |  |   |   | toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.).   |                                      |
|  |  | <ul style="list-style-type: none"> <li>Outdoor sports should be prioritised where possible.</li> </ul>          | Y | <ul style="list-style-type: none"> <li>Outdoor equipment appropriately cleaned frequently.</li> <li>Toilets to be cleaned regularly.</li> </ul>  | Y<br><br>Refer to rota               |
|  |  | <ul style="list-style-type: none"> <li>Large indoor spaces used where it is not.</li> </ul>                     | Y | <ul style="list-style-type: none"> <li>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.</li> </ul> | Y                                    |
|  |  | <ul style="list-style-type: none"> <li>Distance between pupils from mixed bubbles will be maximised.</li> </ul> | Y | <b>PPE</b><br>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:   | First Aid cupboard regularly checked |

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|  |  |   |  | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul> | <p>Y</p> <p>Y</p>   |
|  |  | • |  | <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• Check if qualifications run out. Consider enrolling more staff on training.</li> <li>• Employees providing first aid to pupils will not be expected to maintain 2 metres distance. The following measures will be adopted:</li> <li>• washing hands or using hand</li> </ul>   | <p>Y – staff training planned for March 2020</p> <p>Defibrillator on site.</p> <p>Y</p> <p>Whole school staff training 2020</p> <p>On-going staff training</p> <p>Y</p> |

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|   |  |   |  | <p>sanitiser, before and after treating injured person;</p> <ul style="list-style-type: none"> <li>• wear gloves or cover hands when dealing with open wounds;</li> <li>• if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives;</li> <li>• if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest.</li> <li>• dispose of all waste safely.</li> </ul> | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>   |
| <b>REVIEW</b>   |  |   |  |   |   |
| Consultation with employees and trades union Safety Reps on risk assessments. | Risk assessment published on school intranet and website | <p>Nominated employees tasked to monitoring protection measures.</p> <p>Members of staff are on duty at breaks to ensure compliance with rules.</p> | 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 |

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|  |  |  |                                |                  | light of updated guidance.            |
|  |  | Staff meeting overseen by SC (Headteacher) | On-going and at staff meetings | All stakeholders | Reviewed 7 <sup>th</sup> January 2021 |

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