THIS IS A GUIDE OF CONSIDERATIONS FOR A RISK ASSESSMENT FOR COVID-19, BUT HEADTEACHERS MUST CONSIDER THE WORK ACTIVITIES AND ENVIRONMENT IN THEIR SCHOOLS TO UNDERTAKE THEIR OWN RISK ASSESSMENT

VERSION 3

ENFIELD Council

EXAMPLE RISK ASSESSMENT – PRIMARY SCHOOLS DURING CORONAVIRUS PANDEMIC (COVID-19) for return in the Autumn 2020 Term

School:			
Headteacher:	*Insert*	*Persons undertaking the assessment:*	Headteacher/ Senior Leadership Team/ School Business Manager
Work Activity being assessed:	Risk Assessment for Schools in response to Coronavirus in the Autumn 2020 term	*Risk Assessment Number:*	*Insert*
Date of assessment:	*Insert*	*Date of next review:*	*Suggest review in one month or sooner if Government advice changes*

SCOPE OF OPERATION, LOCATION AND PERIOD (i.e., AUTUMN TERM)	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, before schools return full-time from the beginning of the Autumn term. https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools 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. Consideration should be given to the additional risks and control measures so as to enable a return to full capacity in the Autumn term. 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.	NHS 111 https://111.nhs.uk/covid-19 https://www.hse.gov.uk/coronavirus/working-safely/index.htm https://www.hse.gov.uk/mothers/index.htm Government guidance: By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance. https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance https://www.gov.uk/guidance/coronavirus-covid-19-

Version 3   15/7/20

Reference should be made to the various guidance documents available from GOV.UK as on the left-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.	getting-tested 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 https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care
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*	https://www.gov.uk/guidance/contacts-phe-health-protection-teams https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ https://www.gov.uk/government/publications/covid-19-

3

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.

stay-at-home-guidance

https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers

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

https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield

https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people

https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes

https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers

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

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, 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.

https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19

https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm

https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown

https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm

https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits

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

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

Version 3

15/7/20

REMEMBER; THIS DOCUMENT IS THERE TO BE USED AS A MODEL AND SHOULD BE ADAPTED FOR YOUR SCHOOL SETTING AND ITS NEEDS.	https://www.gov.uk/coronavirus Coronavirus (COVID-19): implementing protective measures in education and childcare settings What parents and carers need to know about schools and other education settings during the coronavirus outbreak https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/

6

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

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?
PART 1 – GENERAL RISK ASSESSMENT FOR SCHOOL				
Getting or spreading coronavirus by not washing hands or not washing them adequately	Workers Customers Contractors Drivers coming to your business Drivers going out for your business Visitors	Follow the HSE guidance on cleaning, hygiene and hand sanitiser https://www.hse.gov.uk/coronavirus/working-safely/cleaning.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	- 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	

| | | 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 | - 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 coming to your business | Follow HSE guidance on welfare facilities, canteens etc:

Identify:
➢ areas where people will congregate, eg rest rooms, canteens, changing rooms, reception, meeting rooms, smoking areas, tea points, kitchens etc

➢ 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, eg kettles, shared condiments etc
➢ areas and surfaces that are frequently | - Put in place monitoring and supervision to make sure people are following controls put in place, eg following hygiene procedures, washing hands, following one-way systems

- Near-miss reporting may also help identify where controls cannot be followed or people are not doing what they should | |

8

		touched but are difficult to clean		
		➢ communal areas where air movement may be less than in other work areas, eg 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, eg 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 (eg 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		

9

		or regularly used pedestrian traffic routes to manage the flow of people moving around workplaces and to allow social distancing rules to be met ➢ leave non-fire doors open to reduce the amount of contact with doors and also potentially improve workplace ventilation ➢ 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, eg 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		
Getting or spreading	Workers	– Identify groups of workers who live together	Discuss with workers who	

coronavirus through workers living together and/or travelling to work together		and group them into a work cohort – Identify groups of workers who travel to work together and group them into a work cohort	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 business Drivers going out for your business	Use the guidance on cleaning and hygiene during the coronavirus outbreak https://www.hse.gov.uk/coronavirus/working-safely/cleaning.htm - Identify surfaces that are frequently touched and by many people (often common areas), eg 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	- Put in place monitoring and supervision to make sure people are following controls, ie 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	

11

		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. https://www.gov.uk/government/publications/c		

Version 3   15/7/20

		ovid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings		
Mental health and wellbeing affected through isolation or anxiety about coronavirus	Workers	Follow HSE 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	- 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	- Put in place arrangements to monitor and supervise to make sure social distancing rules are followed - Provide information,	

Version 3   15/7/20

	Delivery drivers to/from your workplace Visitors	instance. This may include: ➢ using marker tape on the floor ➢ one-way systems ➢ holding meetings virtually rather than faceto-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, eg 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,	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	

14

		not impair visibility and will probably need approval from the vehicle manufacturer to ensure they don't compromise safety
		➢ place markers on the floor (eg 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-byside 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)
		https://www.hse.gov.uk/coronavirus/ppe-face-masks/index.htm		

Musculoskeletal disorders as a result of	Workers	Follow HSE guidance on display screen equipment in our Protect homeworkers page	Further information on how to set up a workstation for	

15

using DSE at home for a long period of time		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, eg 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	short duration home working and also what to do for long term home working can be found on HSE's https://www.hse.gov.uk/toolbox/workers/home.htm	
Poor workplace ventilation leading to risks of coronavirus spreading https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown	Workers Customers Contractors	Follow HSE guidance on heating ventilation and air conditioning (HVAC) 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 (that are not fire doors) can help	- maintain air circulation systems in line with manufacturers' recommendations	

16

		- If you need additional ventilation provide it, eg 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 https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-hvac-systems		
Increased risk of infection and complications for vulnerable workers	Workers	- Identify who in your work force fall into one of the following categories: ➢ 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 ➢ People self-isolating ➢ People with symptoms of coronavirus - Discuss with employees what their personal risks are and identify what you need to do in each case - Identify how and where someone in one of these categories will work in line with current government guidance - If they are coming into work identify how you will protect them through social distancing and hygiene procedures	- Put systems in place so people know when to notify you that they fall into one of these categories, eg they start chemotherapy or are pregnant	

17

Exposure to workplace hazards because it isn't possible to get normal https://www.hse.gov.uk/coronavirus/ppe-face-masks/non-healthcare/index.htm	Workers	Follow HSE guidance on PPE during the outbreak https://www.hse.gov.uk/coronavirus/ppe-face-masks/index.htm There are a very limited number of settings where PPE is needed for protection from coronavirus, eg healthcare. This line only considers PPE for workplaces that don't need it for protection from coronavirus - Identify tasks where exposures to hazardous workplace substances may happen and put in place measures to protect people – PPE should not be the first choice, it should be the last. Substitution or engineering controls should be put in place in the first instance - Identify which tasks you need PPE for and specify the right protection factor needed for those tasks - Provide the right protection factor for each task rather than the highest protection factor respiratory protection equipment (RPE) for all tasks - Where required, ensure that those using RPE are face-fit tested. https://www.hse.gov.uk/respiratory-protective-equipment/fit-testing-basics.htm	Put systems in place to keep PPE supplies under review so you can take action if necessary before you run out	

Version 3

		- Where supplies are difficult to obtain follow the HSE guidelines and put in place controls suitable to your workplace https://www.hse.gov.uk/coronavirus/ppe-face-masks/non-healthcare/supply-issues-and-working-safely.htm (Please note – face coverings are not PPE and are not required to be worn in the workplace. https://www.hse.gov.uk/coronavirus/ppe-face-masks/non-healthcare/supply-issues-and-working-safely.htm		

19

THIS IS A GUIDE OF CONSIDERATIONS FOR A RISK ASSESSMENT FOR COVID-19, BUT HEADTEACHERS MUST CONSIDER THE WORK ACTIVITIES AND ENVIRONMENT IN THEIR SCHOOLS TO UNDERTAKE THEIR OWN RISK ASSESSMENT

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? |
|---|---|---|---|---|
| *Preparation of the school before re-opening* | 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 (eg 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 | 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. | |

		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. In the autumn term, schools can resume non-overnight domestic educational visits and conduct a risk assessment.		
Increased risk of infection and complications for vulnerable pupils and staff	Pupils/staff who are shielding	Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Please read current shielding advice Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school. Please read advice here	Put systems in place so people know when to notify you if they fall into one of these categories	
Staff who have a protected characteristic (eg disability, pregnant or	**WHO** Staff with protected characteristics	Will need to consider staff that have protected characteristics. Managers to discuss with and consider needs	Put systems in place so people know when to notify you that they fall into one of these categories, e.g. they	

Version 3

new mothers)	**HOW**	of staff with protected characteristics and how the adjustments in the school will impact on them or might pose a new or different risk to them.	start chemotherapy or are pregnant	
Use of the building by staff with protected characteristics (e.g. disability, pregnancy & new mothers, religion)	Disability might impact on how staff can move around the building or use the adjusted workplace	Pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically vulnerable people Please review the New and Expectant Mother's guidance https://www.hse.gov.uk/mothers/index.htm 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. Please consider evacuation procedure for such staff that might be needed in an emergency.		
Staff who may otherwise be at increased risk from coronavirus (COVID-19)	Staff	Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. If people with significant risk factors are concerned, schools should discuss their concerns and explain the measures the school is putting in place to reduce risks, and as far as practically possible to accommodate additional measures where appropriate.		

Version 3

15/7/20

Potential transmission of Covid-19 Coronavirus from staff/pupils with symptoms	**WHO** • Pupils • Staff • Visitors to School Premises • Cleaners • Contractors • Drivers • Vulnerable groups (i.e., pregnant workers, those with underlying health conditions, elderly etc. **HOW** The virus is spread by droplets from coughs and sneezes and droplets picked up from surfaces	Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team if they become aware of staff or pupil who has tested positive. Records of staff and pupils in each bubble (see later) must be kept to assist Track and Trace. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to undertake the actions below. Anyone with symptoms of COVID-19 should not attend School and report to their relevant School Liaison. **Refer to guidance above, current advice is; Staff/pupils who become symptomatic, or have tested positive in the last 7 days, should self-isolate for 7 days.** **If a staff member or pupil is a household contact of someone who becomes symptomatic (the case) the staff member or pupil should self-isolate for 14 days from when the case first had symptoms. If the staff member or pupil starts symptoms, they need to self-isolate for 7 days from that date.** If staff/pupil develop symptoms whilst at work,	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. Also reminded to catch coughs and sneezes in tissues – Follow Catch it, Bin it, kill it and to avoid	

23

		inform Staff Liaison at school and immediately go home. Staff liaison should provide information of how to get tested and provide information about returning to work when safe to do so. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Provide details of anyone they have been in close contact with if they were to test positive for COVID-19 or if asked by NHS Test and Trace 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.	touching face, eyes, nose or mouth with unclean hands. Consider making tissues will be made available throughout the School. 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.	

24

Version 3

15/7/20

| | | Please see advice on cleaning if someone develops symptoms in school https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings

PPE must be worn by staff caring for the child 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 safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.

Schools should ask parents and staff to inform them immediately of the results of a test:

• if someone tests negative and they feel well and no longer have symptoms similar to COVID-19, they can stop self-isolating
• if someone tests positive they should self isolate for 7 days from onset of the symptoms and only return to school once symptoms have stopped (except for loss of smell/taste or a cough whist can persist even when the infection has gone) | | |
| Getting or spreading coronavirus by not | Staff | Follow the HSE guidance on cleaning, hygiene and hand sanitiser https://www.hse.gov.uk/coronavirus/working- | Put in place monitoring and supervision to make sure pupils and staff are | |

washing hands or not washing them adequately	Pupils
	
	Contractors
	
	Visitors
	
	Drivers
		safely/cleaning.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
			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	

		Cough and sneeze into a tissue and dispose of immediately into the bin and wash hands afterwards. Have tissues available and sufficient bins and empty them regularly		
Potential transmission of virus from working within enclosed spaces, including **Reception Office** **Classroom** **Staff Kitchen areas/Staff rooms** **Printers** **Meeting rooms** **Toilets**		Where there are Staff and Pupil Individual Risk Assessments 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'. It might be less possible to achieve separation of bubbles for wrap around care or specialist teaching but trying to keep bubbles at least partially separate and minimising contacts between children will still reduce possible transmission. 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	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	

		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 cleaning of school. 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. 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. 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.	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	

28

		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		
		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).		
		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.		

29

		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. 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. Using back-to-back or side-to-side working (rather than face-to-face) where possible. Regulating use of locker rooms: • Social distancing if possible • Encouraging storage of personal items and clothing in personal lockers during shifts. • Staff to avoid sharing the lockers. Where this is not possible the lockers to be cleaned between uses.		

Version 3

		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.		
		No unnecessary equipment to be brought into school. Pupils encouraged to bring their own pencil cases from home.		
		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.		
		Plan activities which can be undertaken outdoors with the pupils.		
		Regular cleaning regime of classrooms and outdoor play equipment.		
		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		

31

		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 Staff to raise any concerns with the management as soon as possible.		
Poor workplace ventilation leading to risks of coronavirus spreading	Workers Customers Contractors	Follow HSE guidance on heating ventilation and air conditioning (HVAC) https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm?utm_source=govdelivery&utm_medium=email&utm_campaign=coronavirus&utm_term=intro-1&utm_content=aircon-22-jun 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, so opening windows and doors (that are not fire doors) can help If you need additional ventilation provide it, eg 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 https://www.cibse.org/coronavirus-covid-19/coronavirus,-sars-cov-2,-covid-19-and-	- maintain air circulation systems in line with manufacturers' recommendations	

Version 3   15/7/20

		hvac-systems		
Potential transmission of virus from pupils presenting complex needs or challenging behaviours (e.g. spitting and biting)		Consider what measures are needed to manage behaviour and/or personal protective equipment that might be needed.		
Potential exposure to Coronavirus – Use of PPE		*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		Staff to adhere to infection control policy. Regular medication protocols to be followed. Washing facility and sanitisers available in the welfare room.		

33

		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		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		The expectation is that kitchens will be fully open from the start of the autumn term. School kitchens can continue to operate, but must comply with the guidance for food businesses on covid-19 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		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.		
		Considering methods to reduce frequency of		

35

Handling Deliveries		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		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	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	

36

		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.	isolation.	
Potential transmission of virus from contractors attending the school site		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.	Staff to observe and ask any contractors to leave the building if they have symptoms	

37

		Supervised and limited access to other parts of the building Regular cleaning regime of public/communal areas.		
Potential Spread of virus from School Library		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 (eg singing, playing wind/brass instruments)		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. More detailed DfE guidance will be published shortly.		

38

Physical education, sport and physical activity (enhanced risk via exhalation during exercise)		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:		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		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	Regular communication of mental health information should be communicated to all staff.	

39

		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		
Travel between schools or other travel whilst at work		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		

Version 3

15/7/20

		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.		
Travelling to and from school		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 safe working in education, childcare and social services 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.		

Version 3

15/7/20

		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, will <u>not</u> apply from the autumn term on dedicated transport. The approach to dedicated transport will need to 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 DfE will shortly publish new guidance to local authorities on providing dedicated school transport. **Public transport services (routes which are also used by the general public):**		

42

		• 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 safer travel guide for passengers		
Extra-curricular provision		Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. 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		

Version 3