

## Safety, Health and Environment (SHE)

### GCC COVID-19 RISK ASSESSMENT PROCESS FOR REOPENING of Nailsworth C of E Primary School (FROM 8 MARCH 2021)



## COVID-19 Risk Assessment

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

**Vulnerable groups:** Because full measures will be applied, the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. Some people with particular characteristics may be at comparatively increased risk from COVID-19. An individual risk assessment may be appropriate. Staff and pupils who are clinically extremely vulnerable are advised to shield by staying at home.

PLAN		DO			REVIEW
Prepare Building, timetables and lessons, policies and procedures	Prepare Employees, Parents and pupils and other site users	Control Access and Visitors	Minimise contacts and social distancing	Infection Control Measures	Communicate and Review Arrangements
<p><b>Buildings</b></p> <ul style="list-style-type: none"> <li>Ensure that all health and safety compliance checks continue to be undertaken (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.).</li> <li>Review emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.).</li> <li>Make provision for children who display COVID-19 symptoms/ become ill during the</li> </ul>	<p><b>Employees</b></p> <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>Consider personal risk factors: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual risk assessments.</li> <li>Employees fully briefed about the plans and protective</li> </ul>	<p><b>Access</b></p> <ul style="list-style-type: none"> <li>Entry points to school controlled (including deliveries).</li> <li>Building access rules clearly communicated through signage on entrances.</li> <li>School start times staggered so bubbles arrive at different times.</li> <li>Floor markings outside school to indicate</li> </ul>	<p>Minimising contacts and mixing between people reduces transmission of COVID-19.</p> <p><b>'Bubbles'</b></p> <ul style="list-style-type: none"> <li>Small, consistent groups of pupils split into bubbles.</li> <li>Bubbles kept as small as possible.</li> <li>Class groups will be kept together in separate 'bubbles' throughout the day and do not mix with other groups.</li> </ul>	<p><b>Minimise contact with individuals who are unwell:</b></p> <ul style="list-style-type: none"> <li>Refer to PHE guidance.</li> <li>Anyone with COVID-19 symptoms, or who have someone in their household who does, must not attend school.</li> <li>Anyone who has taken a test must not attend school until they have received confirmation that the result of the test is negative</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with employees and trades union Safety Reps on risk assessments.</li> <li>Risk assessment published on school intranet and website.</li> <li>Nominated employees tasked to monitoring</li> </ul>

<p>day to be isolated. Old DH room to be used.</p> <ul style="list-style-type: none"> <li>• Ensure school has sufficient supplies of PPE, face coverings, cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements.</li> <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> <li>• Consider if the school site can be split into separate zones where groups of pupils can remain to minimise mixing.</li> <li>• Create a plan of the building to mark out areas where bubbles do not mix (e.g. classrooms) and where mixing is more</li> </ul>	<p>measures identified in the risk assessment.</p> <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> <li>• Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school.</li> <li>• Teachers to identify shared resources and how to prevent mixed contact (e.g. cleaning between bubbles or rotas for equipment use).</li> </ul>	<p>distancing rules (if queuing during peak times).</p> <ul style="list-style-type: none"> <li>• Signs to remind parents to avoid congregating, social distancing rules etc.</li> <li>• Staff on duty to monitor pupil and parent behaviour before and after school.</li> <li>• Shared pens removed from reception.</li> <li>• Hand sanitiser provided at entrance.</li> </ul> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>• Wherever possible keep meetings on a virtual platform.</li> <li>• Parents/carers and visitors coming onto the site without an appointment is</li> </ul>	<ul style="list-style-type: none"> <li>• School before and after-school clubs to use Key stage bubble system for Jigsaw and divide the room accordingly.</li> </ul> <p><b>Minimise mixing (pupils)</b></p> <ul style="list-style-type: none"> <li>• Groups use the same classroom or area of a setting throughout the day.</li> <li>• Pupil movements around the school site, either in groups or individuals is controlled to limit contact and mixing.</li> <li>• The number of pupils in shared spaces (e.g. halls, dining areas and internal and external sports facilities) for lunch and</li> </ul>	<ul style="list-style-type: none"> <li>• If anyone becomes unwell at school they will be isolated, sent home and provided with information on what to do next.</li> <li>• An unwell child awaiting collection will be isolated in a suitable room with adult supervision</li> <li>• Staff caring for a child awaiting collection to keep a distance of 2 metres.</li> <li>• PPE to be worn by staff caring for the child, including: <ul style="list-style-type: none"> <li>○ a face mask worn if a distance of 2 metres cannot be maintained.</li> <li>○ if contact is necessary, then gloves, an apron and a face mask should be worn</li> <li>○ eye protection where there is a risk of fluids entering the eye, for example,</li> </ul> </li> </ul>	<p>protection measures.</p> <ul style="list-style-type: none"> <li>• Members of staff are on duty at breaks to ensure compliance with rules.</li> <li>• The effectiveness of prevention measures will be monitored by school leaders.</li> <li>• This risk assessment will be reviewed if the risk level changes (e.g. following local/national lockdown or cases or an outbreak)</li> </ul>
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<p>likely and so where distancing and other measures are required.</p> <ul style="list-style-type: none"> <li>• Consider door signs mounted to identify max number in toilets at one time.</li> <li>• COVID-19 posters/signage displayed.</li> <li>• Consider one-way system if possible for circulation around the building.</li> <li>• In areas where queues may form, put down floor markings to indicate distancing.</li> <li>• Separate doors used for in and out of the building (to avoid crossing paths).</li> <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>	<ul style="list-style-type: none"> <li>• Identify and plan lessons that could take place outdoors.</li> <li>• All staff to have lateral flow testing option available to them twice a week.</li> </ul> <p><b>Parents/pupils</b></p> <ul style="list-style-type: none"> <li>• Review EHCPs where required.</li> <li>• Communicate to parents on the preventative measures being taken.</li> <li>• Post the risk assessment or details of measures on school website.</li> <li>• Parents and pupils informed about the process that has been agreed for drop off and collection.</li> <li>• Ensure parents have a point of contact for reassurance as to</li> </ul>	<p>not to be permitted.</p> <ul style="list-style-type: none"> <li>• Peripatetic staff, regular visitors and or students in training follow the schools arrangements for managing and minimising risk.</li> <li>• Twice weekly lateral flow tests made available for all peripatetic staff, regularly visiting adults and students in training.</li> <li>• Site guidance on physical distancing and hygiene is explained to all visitors on or before arrival.</li> <li>• Where possible visits (e.g. service contractors) arranged</li> </ul>	<p>exercise is limited to specific bubbles.</p> <ul style="list-style-type: none"> <li>• Large gatherings such as collective worship avoided.</li> <li>• Separate spaces for each group clearly indicated.</li> <li>• Multiple groups do not use outdoor equipment simultaneously.</li> <li>• Limiting the number of pupils who use the toilet facilities at one time to 3.</li> </ul> <p><b>Minimising mixing (staff)</b></p> <ul style="list-style-type: none"> <li>• The same teacher(s) and other staff are assigned to each bubble and, as far as possible, these stay the same.</li> <li>• Staff that move between classes and year groups,</li> </ul>	<p>from coughing, spitting or vomiting.</p> <ul style="list-style-type: none"> <li>• Staff to wash their hands after caring for a child with symptoms.</li> <li>• All areas where a person with symptoms has been to be cleaned thoroughly after they have left.</li> <li>• Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days.</li> </ul> <p><b>Hand washing</b></p> <ul style="list-style-type: none"> <li>• Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning).</li> <li>• Sufficient handwashing facilities are available.</li> </ul>	<p>and in light of updated guidance.</p>
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<ul style="list-style-type: none"> <li>Identify rooms that can be accessed directly from outside (to avoid shared use of corridors).</li> <li>Organise classrooms for maintaining space between seats and desks.</li> <li>Arrange desks for seating pupils side by side and facing forwards.</li> <li>Inspect classrooms and remove unnecessary items and furniture to make more space.</li> <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> <p><b>Timetabling and lessons</b></p> <ul style="list-style-type: none"> <li>Staggered starts and finish times to keep</li> </ul>	<p>the plans put in place.</p> <ul style="list-style-type: none"> <li>Limit the equipment pupils bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones.</li> <li>Bags are allowed.</li> <li>All pupils are provided with their own personal equipment (pens, pencils, rulers etc.) to ensure these are not shared in class.</li> <li>Parents informed only one parent to accompany child to school.</li> <li>Parents and pupils encouraged to walk or cycle where possible.</li> <li>Clear messages to pupils about minimising the use of public transport and how to reduce</li> </ul>	<p>outside of school hours.</p> <ul style="list-style-type: none"> <li>A record is 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>	<p>to keep their distance from pupils and other staff.</p> <ul style="list-style-type: none"> <li>Supply teachers, peripatetic teachers students in training and/or other temporary staff to minimise contact and maintain as much distance as possible from pupils and other staff.</li> <li>Use of staff rooms to be minimised.</li> <li>Furniture in offices, PPA work rooms well spaced.</li> </ul> <p><b>Distancing</b></p> <ul style="list-style-type: none"> <li>Staff to keep 2 metres from other adults as much as possible.</li> <li>Where possible staff to maintain distance from their pupils,</li> </ul>	<ul style="list-style-type: none"> <li>Where there is no sink, hand sanitiser provided in classrooms.</li> <li>Pupils to clean their hands when they arrive at school, when they return from breaks, after PE and before and after eating.</li> <li>Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small children and pupils with complex needs).</li> <li>Use of resources such as “e-bug” to teach effective hand hygiene etc.</li> </ul> <p><b>Respiratory hygiene</b></p> <ul style="list-style-type: none"> <li>Adults and pupils are encouraged not to touch their mouth, eyes and nose.</li> <li>Adults and pupils encouraged to use a tissue to cough or</li> </ul>	
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<p>groups apart as they arrive and leave school.</p> <ul style="list-style-type: none"> <li>• Staggered break times and lunch times to avoid mixing and time for cleaning between groups.</li> <li>• Timetabling to keep classes apart and to keep movement around the school site to a minimum to avoid creating busy corridors, entrances and exits.</li> </ul> <p><b>Policies and procedures</b></p> <ul style="list-style-type: none"> <li>• Updated policies to reflect changes brought about by COVID-19, including: <ul style="list-style-type: none"> <li>○ Safeguarding/child protection</li> <li>○ Behaviour</li> <li>○ Curriculum</li> <li>○ NQTs</li> <li>○ Special educational needs</li> <li>○ Visitors to school</li> </ul> </li> </ul>	<p>the risks of transmission outside of school.</p> <ul style="list-style-type: none"> <li>• Staggered drop-off and collection times planned and communicated to parents.</li> <li>• Made clear to parents that they cannot gather at entrance gates or doors and reminders about social distancing.</li> <li>• Encourage parents to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings).</li> <li>• Communications to parents (and young people) includes advice on transport.</li> </ul> <p><b>Others</b></p>		<p>staying at the front of the class.</p> <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> <li>• Use a simple 'no touching' approach for young children to understand the need to maintain distance.</li> <li>• Older children to be encouraged to keep their distance within bubbles.</li> </ul> <p><b>Minimising contact</b></p> <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> <li>• Staff and pupils to have their own</li> </ul>	<p>sneeze and use bins for tissue waste ('catch it, bin it, kill it')</p> <ul style="list-style-type: none"> <li>• Tissues to be provided.</li> <li>• Bins for tissues provided.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>• Heating used as necessary to ensure comfort levels are maintained when the building is occupied.</li> <li>• Keep windows open a little (not wide open) to provide some natural background ventilation and open internal doors to increase air flow.</li> <li>• Open windows fully when rooms are unoccupied for longer periods to purge the air (e.g. lunch times and before and after school).</li> </ul>	
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<ul style="list-style-type: none"> <li>• Website is compliant with regards to the publishing of policies.</li> <li>• Visitors' protocol so that parents, contactors, professionals working with individual children are clear about the infection control measures in place.</li> <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> <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</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with contractors and suppliers that will need to prepare to support plans for full opening (e.g. cleaning, catering, food supplies, hygiene suppliers).</li> <li>• Assurances that caterers comply with the guidance for food businesses on COVID-19.</li> <li>• Discussion with caterers to agree arrangements for staggered lunches (e.g. seating capacity, holding hot food, cleaning between sittings, distancing and minimising contacts).</li> <li>• Liaison with transport providers to cater for any changes to start and finish times and confirm</li> </ul>		<p>individual and very frequently used equipment, such as pencils and pens.</p> <p><b>PE and School Sport</b></p> <ul style="list-style-type: none"> <li>• Pupils kept in same consistent bubbles where possible during PE and sport.</li> <li>• Sports equipment thoroughly cleaned between each use.</li> <li>• Outdoor sports should be prioritised where possible.</li> <li>• Large indoor spaces used where it is not.</li> <li>• Adequate ventilation through opening windows and doors</li> </ul> <p><b>Educational Visits and journeys</b></p>	<ul style="list-style-type: none"> <li>• Action taken to prevent occupants being exposed to draughts. For example, partially open high-level windows as oppose to low-level windows, close external doors and arrange the furniture if appropriate and possible.</li> <li>• If necessary, occupants encouraged to wear additional, suitable indoor clothing.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> <li>• Measures to be taken when playing instruments or singing in small groups such as in</li> </ul>	
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<p>Public Health England health protection team.</p> <ul style="list-style-type: none"> <li>• Staff members informed and parents/ carers informed 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>○ Remain at home until they have received the results;</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>	<p>protective measures during journeys.</p> <ul style="list-style-type: none"> <li>• Communication with other building users (e.g. extended school provision, contractors, regular visitors, etc.)</li> <li>• Before and after-school wraparound childcare for pupils permitted</li> <li>• No other lettings at this stage.</li> </ul>		<ul style="list-style-type: none"> <li>• No educational visits to take place during at this stage.</li> </ul>	<p>music lessons include:</p> <ul style="list-style-type: none"> <li>○ physical distancing;</li> <li>○ ensuring good ventilation.</li> <li>○ singing outside.</li> </ul> <ul style="list-style-type: none"> <li>• No performances with an audience.</li> </ul> <p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>• Sanitising spray and paper towels to be provided in classrooms for use by members of staff.</li> <li>• Thorough cleaning of rooms at the end of the day.</li> <li>• Shared materials and surfaces to be cleaned frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.).</li> <li>• Resources that are shared between bubbles (e.g. sports, art and science equipment) to be</li> </ul>	
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				<p>cleaned frequently and meticulously and always between bubbles.</p> <ul style="list-style-type: none"><li>• Outdoor equipment appropriately cleaned frequently.</li><li>• Toilets to be cleaned regularly.</li><li>• Hand sanitiser provided for the operation of lifts.</li><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> <p><b>PPE</b> The majority of staff in education settings will not require PPE beyond what they would normally need for their</p>	
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				<p>work. PPE is only needed in a very small number of cases, including:</p> <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>PPE for protection against COVID-19 will include:</p> <ul style="list-style-type: none"><li>• fluid-resistant surgical face masks (Type IIR);</li><li>• disposable gloves;</li><li>• disposable plastic aprons;</li></ul>	
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				<ul style="list-style-type: none"><li>• eye protection (for example a face visor or goggles).</li></ul> <p><b>Face coverings</b></p> <ul style="list-style-type: none"><li>• Face coverings to be worn by staff or visitors (unless exempt), outside classrooms and when moving around the premises.</li><li>• Pupils, staff and visitors will be expected to provide their own face covering.</li><li>• A supply of face coverings will be available for anybody that does not have one due to having forgotten it or it has become soiled or unsafe.</li><li>• Cleaning of hands before and after removing or putting on face covering.</li><li>• Face coverings placed in sealable</li></ul>	
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				<p>plastic bags between use.</p> <ul style="list-style-type: none"><li>• Face visors or shields only used after assessing the specific situation in addition to a face covering and not to be worn as an alternative to face coverings.</li></ul> <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:<ul style="list-style-type: none"><li>○ washing hands or using hand sanitiser, before and after treating injured person;</li><li>○ wear gloves or cover hands when dealing</li></ul></li></ul>	
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				<p>with open wounds;</p> <ul style="list-style-type: none"><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>	
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