

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.

<ul style="list-style-type: none"> (packs provided by GCC). Modify school reception/ early years entrance to maintain social distancing (e.g. provide screens or floor markings). Consider one-way system if possible for circulation around the building. Stairways to be up or down only. Put down floor markings along the middle of two-way corridors/stairs to keep groups apart and 'keep left' signs. In areas where queues may form, put down floor markings to indicate distancing. Can separate doors be used for in and out of the building (to avoid crossing paths). Identify doors that can be propped open (to limit use of door handles and 	Friday 22	<p>On display 22/5</p> <p>Screen already at office</p> <p>All comms via emails and phone calls rather than face to face</p> <p>EYFS in side door, Y1 in kitchen door, Y6 back door. One way system not possible</p> <p>Not possible so walk on left? Wait for someone half way etc</p>	<ul style="list-style-type: none"> Where necessary individual risk assessments for employees and pupils at special risk (take account of medical advice). Review EHCPs where required. Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school. Information shared about testing available for those with symptoms. Remote education is continuing as much as possible to limit numbers attending school. Assess how many employees are needed in school and identify those that can remain working from home. Employees shielding at home manage online work, whilst those in school only teach. Returning to school will be for groups on a priority basis 	n	<p>All teachers planning for home learning and teaching this at school</p> <p>TBC</p>
	Fri 22	signage on stairs		In weekly newsletter	
	Y Fri 22	Toilets – mark corridor outside		In weekly newsletter	
	Y Fri 22	See above		y	
	Yes to come in. Hard to manage the toilets as only one and at end of the school	Fri 22. Door from hall to Hawks, door from Owls to stairs etc.		TBC	
				TBC	
				y	
				As per DfE advice	

<p>aid ventilation) taking account of fire safety and safeguarding. Seek advice from SHE if necessary.</p> <ul style="list-style-type: none"> Identify rooms that can be accessed directly from outside (to avoid shared use of corridors). Organise classrooms for maintaining space between seats and desks. Arrange sleep rooms to space out the cots and beds. Inspect classrooms and remove unnecessary items. Remove soft furnishings, soft toys and toys that are hard to clean. In toilets middle cubicle/ sink/ urinal of 3 to be taken out of use. Put up laminated picture signs in toilets and classrooms in front of sinks showing handwashing. Position clocks with second hand or timers near sinks to teach pupils to 	<p>Hawks and Owls only</p> <p>Y Fri 22</p> <p>na</p> <p>In EYFS? Y</p> <p>Y</p> <p>Y Fri 22</p> <p>Fri 22</p> <p>Timers?</p>	<p>Depends on numbers; may have to use two classes or spaces</p> <p>Na</p> <p>take out cubicle in both toilets</p>	<p>(early years settings - 3 and 4 year olds followed by younger age groups); or (Primary schools - nursery, reception, year 1 and year 6); or (Secondary - years 10 and 12 students).</p> <ul style="list-style-type: none"> If shortage of teachers, allocate teaching assistants to lead a group, working under the direction of a teacher. Reviewing timetables to decide which lessons or activities will be delivered on what days. Smaller class groups identified (split in half, with no more than 15 pupils per small group to one teacher and, if needed, a teaching assistant). For early years' settings, the employees to child ratios within Early Years Foundation Stage (EYFS) will determine groups of pupils. 	<p>Y</p> <p>y</p> <p>No more than 10 in a group and possibly less TBC</p> <p>Y</p>	<p>Two teachers not in</p>
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<p>wash for 20 seconds.</p> <ul style="list-style-type: none"> • Make arrangements with cleaners for additional cleaning and agree additional hours to allow for this. • A COVID-19 message to display on screens when locked. • Swimming pools and sports centres remain closed (pending changes in government restrictions). • Outdoor tennis courts may open in a way compliant with social distancing restrictions. Specific risk assessment is required to determine preventative measures. 	<p>Done</p> <p>TBC</p> <p>Na</p> <p>na</p>		<ul style="list-style-type: none"> • Identify and plan lessons that could take place outdoors. • Use the timetable to reduce movement around the school or building. • Planning break times (including lunch), so that all pupils are not moving around the school at the same time. • Communicate to parents on the preventative measures being taken (e.g. post risk assessment on school website). • Parents informed only one parent to accompany child to school. • Parents and pupils encouraged to walk or cycle where possible. • Staggered drop-off and collection times planned and communicated to parents. • Made clear to parents that they cannot gather at entrance gates or doors. • Encourage parents to phone school and 	<p>eyfs always one group outside</p> <p>y</p> <p>y</p> <p>By Wed 20</p> <p>By Wed 20</p> <p>By Wed 20</p> <p>By Wed 20</p> <p>Wed 20</p>	<p>Sports Coach in wed and fri am; FS leader in tues and thurs</p>
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			<p>make telephone appointments if they wish to discuss their child (to avoid face to face meetings).</p> <ul style="list-style-type: none"> • Discourage parents and pupils from bringing in toys and other play items from home. • Communications to parents (and young people) includes advice on transport. • Daily briefing to pupils on school rules and measures with reminders before leaving rooms. • Review behaviour policies to consider how pupils not following distancing rules will be managed. • Employees fully briefed about the plans and protective measures identified in the risk assessment. • Regular (daily) staff briefings. • Keeping in touch with off-site workers on their working arrangements including their 	<p>Wed 20</p> <p>Walk or cycle if poss</p> <p>y</p> <p>Wed 20</p> <p>Wed 20 - send to them</p> <p>Zoom weekly for teachers Daily updates fort staff onsite</p> <p>Zoom/emails Govs have checked in with all staff via phone call</p>	<p>Update staff in zoom on 29/5</p> <p>Wed 20</p> <p>Zoom 29/5</p> <p>Via email</p> <p>Govs to check in regularly too</p>
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			<p>welfare, mental and physical health and personal security.</p> <ul style="list-style-type: none"> • Communication with contractors and suppliers that will need to prepare to support plans for opening (e.g. cleaning, catering, food supplies, hygiene suppliers). • Liaison with transport providers to cater for any changes to start and finish times and confirm protective measures during journeys. • Communication with others (e.g. extended school provision, lettings, regular visitors, etc.) • Limit visitors by exception (e.g. for priority contractors, emergencies etc.). • Keep parent appointments / external meetings on a 'virtual platform.' 	<p>Done</p> <p>Na</p> <p>Done</p> <p>done</p> <p>outside of school</p>	<p>Cleaning comp</p>
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DO					
Control Access	Y/N and Notes	Implementing Social Distancing	Y/N and Notes	Implement Infection Control Measures	Y/N and Notes
<ul style="list-style-type: none"> • Entry points to school controlled (including deliveries). • Building access rules clearly communicated through signage on entrances. • Parents' drop-off and pick-up protocols to minimise contact. • School start times staggered so class groups arrive at different times. • Floor markings outside school to indicate distancing rules (if queuing during peak times). • Screens installed to protect employees in reception. • Hand sanitiser provided at all entrances. • Visitors do not sign in with the same pen or touch screen devices in reception. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Spots on pg for y6 children</p> <p>Aready there but no parents in school</p> <p>Y front and back door, but don't anticipate visitors during school day.</p> <p>Y</p>	<ul style="list-style-type: none"> • Safe distancing or 2 metres is a preventative measure that will be adopted so far as is reasonably practicable but it is acknowledged that this is not always possible in schools. However, all the measures in this assessment are aimed at reducing transmission risk. • Reduced class sizes. • Class groups kept together throughout the day and do not mix with other groups. • Groups do not mix to play sports or games together. • The number of pupils in shared spaces (e.g. halls, dining areas and internal and external sports facilities) for lunch and exercise is 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Hall out of use Playground zoned</p>	<ul style="list-style-type: none"> • Sufficient handwashing facilities are available. • Where there is no sink, hand sanitiser provided in classrooms. • Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning). • Hands cleaned on arrival at school, before and after eating, and after sneezing or coughing. • Young pupils encouraged to learn and practise good hygiene habits through games, songs and repetition. • Staff help is available for pupils who have trouble cleaning their hands independently. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>

<ul style="list-style-type: none"> Staff on duty outside school to monitor protection measures. 	y	<p>limited to specific group(s).</p> <ul style="list-style-type: none"> Assemblies not held or staggered. Separate spaces for each group clearly indicated in shared spaces (e.g. barriers or floor markings). Take out service only during lunch with pupils eating outside (weather permitting). Limiting the number of pupils who use the toilet facilities at one time. Groups use the same classroom or area of a setting throughout the day. Seating plans to ensure pupils sit at the same desk. Desks should be spaced as far apart as possible. The same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same. Members of staff come to the classroom rather than groups of pupils circulate to 	<p>No collective gathering</p> <p>Y</p> <p>All children bringing packed lunch</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<ul style="list-style-type: none"> Adults and pupils are encouraged not to touch their mouth, eyes and nose. Be vigilant to babies or pupils putting items in their mouths etc. and make sure these are dealt with immediately. Adults and pupils encouraged to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') Bins for tissues provided and are emptied throughout the day. Spaces well ventilated using natural ventilation (opening windows) or ventilation units. Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied. Sanitising spray and paper towels to be provided in classrooms for use by members of staff. 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>
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		<p>different parts of the building/site.</p> <ul style="list-style-type: none"> • Subject teachers in smaller option subjects (e.g. practical subjects) collect small numbers coming out of main curriculum on a rota. • Rooms accessed directly from outside where possible. • The occupancy of staff rooms and offices limited. • Radios provided and/or encouraging use of phones to communicate between different parts of school. • Reducing use of lifts to only those that need to use them. • Lifts are single occupation only (if 2 metres not achievable). • Members of staff are on duty at breaks to ensure compliance with rules. 	<p>Na</p> <p>Y where possible</p> <p>Y staff can use SR or kitchen</p> <p>Walkie talkie for staff going to field a lunchtime</p> <p>Na</p> <p>Na</p> <p>y</p>	<ul style="list-style-type: none"> • Thorough cleaning of rooms at the end of the day. • Shared materials and surfaces cleaned and disinfected frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, etc.). • Toys and play equipment appropriately cleaned between groups of pupils using it, and not shared with multiple groups. • Equipment used in practical lessons cleaned thoroughly between groups. • Outdoor equipment not used; or • Outdoor equipment appropriately cleaned between groups of pupils; • Multiple groups do not use outdoor equipment simultaneously. • Limit shared resources being taken home. • Avoid sharing books and other materials. 	<p>Y daily</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y hand sani installed on trim trail next to reading shed, and signage.</p> <p>Y</p> <p>Y</p> <p>Y no books to be brought to school</p>
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				<ul style="list-style-type: none"> • No books or work handed in on paper. Use electronic submission or if paper put in quarantine (e.g. for 3 days). • Hand sanitiser provided for the operation of lifts. • Procedures should someone become unwell whilst attending school. • 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. <p>NOTE: Wearing a face covering or face mask in schools or other education settings is not recommended by PHE. The majority of employees in education settings will not require PPE beyond what they would normally need for their work (determined by existing risk</p>	<p>TBC</p> <p>Na</p> <p>Y</p> <p>y</p>
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				<p>assessment), even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> • pupils whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way; • if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. <p>However, PPE packs are being provided by GCC for all schools.</p> <p>Employees providing first aid to pupils will not be expected to maintain 2m distance. The following measures will be adopted:</p> <ul style="list-style-type: none"> • washing hands or using hand sanitiser, before and after treating injured person; • wear gloves or cover hands when 	
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				<p>dealing with open wounds;</p> <ul style="list-style-type: none"> • if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives; • if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest. • dispose of all waste safely. <p>Should employees have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days.</p>	
REVIEW	Communicate and Review Arrangements				
Consultation with employees and trades union Safety Reps on risk assessments.	Risk assessment published on school intranet and website.	Nominated employees tasked to monitoring protection measures.	Employees encourage 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 and/or in light of updated guidance.