

**Townfield Primary School Risk Assessment – whilst school is fully open**

Below you will find a risk assessment template to help you document the controls in preparation for reopening to all students in September 2020. This has been populated with the most common hazards identified and controls that should be considered. Additional hazards and controls may need to be considered depending on each individual school.



**Risk assessment recording form M34**

<b>Location or address</b> Townfield Primary School , Townfield Lane, Oxton, CH43 2LH				<b>Date 3.3.21</b>		
<b>Activity or situation</b> Full school Opening				<b>Reviewed- Weekly</b>		
<b>Hazard</b>	<b>Who may be harmed and how</b>	<b>(3) What controls exist to reduce risk</b>	<b>Likey hood</b>	<b>Severity</b>	<b>Risk total 1-25</b>	<b>(4) What action could you take to further reduce risk</b>
Catching COVID	All staff	Request all staff take lateral flow tests every 3-4 days. All results to be recorded online.	3	3	9	Regular communication with staff
Lack of social distancing at drop-off and pick-up point	All staff, pupils, contractors, and visitors	Implement social distancing measures in line with government guidance and communicate these with parents and all staff  Open a variety of entrances for all year groups to ensure parents and children can adhere to social distancing – especially in playgrounds/collection areas and other areas of congestion, including school gates and frontages on the highway. Consider	3	3	9	<ul style="list-style-type: none"> <li>tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they or any of their household are displaying any symptoms of coronavirus (following the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</li> </ul>

		<p>allocating staff for queue management where possible. Reminders on newsletter.</p> <p>Display social distancing signs.</p> <p>One year group in the hall for lunchtime.</p> <p>Parents to enter and exit school on left on narrow passages. Passageways are marked so parents don't cross over.</p> <p>All updated Covid RAs to be communicated with staff via googlemeet/email when RA changes.</p> <p>Only allow those with appointments to enter the building – use signage to communicate this to anyone new visiting the school.</p> <p>Staff meet students agreed meeting points and escort to classes to restrict parents from entering the playground areas wearing masks.</p> <p>Fixed areas for teachers to stand during pick up or drop off where required. Staff to wear masks.</p>			<p>Communicate the message to staff, pupils and families that they must self-isolate at home and <b>not visit the setting if:</b></p> <ul style="list-style-type: none"> <li>• You have any symptoms of coronavirus (a high temperature, a new, continuous cough or a loss or change to your sense of smell or taste)</li> <li>• You're waiting for a coronavirus test result</li> <li>• You've tested positive for coronavirus – (this means you have coronavirus)</li> <li>• You live with someone who has symptoms, is waiting for a test result or has tested positive</li> <li>• Someone in your support bubble has symptoms, is waiting for a test result or has tested positive</li> <li>• If you're told by NHS Test and Trace that you've been in contact with a person with coronavirus</li> </ul> <p>If you have symptoms of coronavirus, you'll need to self-isolate for at least 10 days.</p> <p>If you live with someone who has symptoms, you'll need to self-isolate for at least 10 days. If you start to show symptoms and test positive, you will need to self isolate a further 10 days from when your symptoms started.</p> <p>If someone in your support bubble has symptoms, you'll need to self-isolate for at least 10 days. If you start to show symptoms and test positive, you will need to self isolate a further 10 days from when your symptoms started.</p> <p>Ref <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/">https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/</a></p>
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						<ul style="list-style-type: none"> <li>• tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend</li> <li>• tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)</li> <li>• make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) Premises team to be on hand to manage gates.</li> <li>• also think about engaging parents and children in education resources such as <u>e-bug</u> and <u>PHE schools resources</u></li> <li>• ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the <u>Coronavirus (COVID-19): safer travel guidance for passengers</u></li> <li>• talk to staff about the plans (for example, safety measures, timetable changes).</li> </ul>
Lack of social distancing of children	Staff and pupils	Using the current Guidance as referenced at the top of this Risk assessment, Primary schools should consider keeping class/year groups together within	4	4	16	Consider the following steps:

<p>during classes</p>		<p>their own “Bubble”. where ever possible as it is recognised that younger children cannot socially distance from staff and each other. Bubbles are essentially ‘class bubbles’ but children are in ‘year group’ bubbles during lunch time playtime. it is recommended that the bubble should be a class size. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> <p>Use the Forest for PPA</p> <p>Refer to national guidance, which may change on this topic:  <a href="https://www.gov.uk/government/publications/actio">https://www.gov.uk/government/publications/actio</a></p>			<ul style="list-style-type: none"> <li>• Review and refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening</li> <li>• organise small class groups, as described in the ‘class or group sizes’ section above</li> <li>• organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible</li> <li>• refresh the timetable: <ul style="list-style-type: none"> <li>○ decide which lessons or activities will be delivered- deliver new curriculum</li> <li>○ consider which lessons or classroom activities could take place outdoors including the forest</li> <li>○ use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</li> <li>○ class assemblies only</li> <li>○ stagger break times (including lunch), so that all children are not moving around the school at the same time</li> </ul> </li> <li>• plan parents’ drop-off and pick-up protocols that minimise adult to adult contact</li> </ul>
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		<p>ns-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Arrange classrooms with forward facing desks where possible and children to have set places (desk and carpet spaces).</p> <p>Where possible use allocated desks to reduce children touching surfaces others have touched.</p> <p>Relocate desks to keep as much distance as possible.</p> <p>Ideally, adults should maintain 2 metre distance from each other (including within the staff room), and from children. Staff should wear a mask/visor in all communal spaces eg corridors, meetings, staff room. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Staff can wear visor/mask whilst teaching.</p> <p>Keep your classroom door and windows open if possible, for air flow. Installing door guards for key doors in building can be considered to ensure compliance with fire risk assessment. Talk to H&amp;S team for more information.</p> <p>Ensure regular hand washing is encouraged – set routines throughout the day when pupils wash their</p>			<ul style="list-style-type: none"> <li>ensuring parents and carers are aware of recommendations on transport to and from school, which means reducing any unnecessary travel on coaches, buses or public transport where possible (for example, by walking or cycling to school) and avoiding peak times</li> <li>using signage to guide parents and carers about where and when they should drop off and pick up their children - you will want to communicate this to parents in advance. All access/egress areas to be painted with directional arrows and meeting points. Premises team to marshall all agtes.</li> <li>working out arrangements for breaks or play times so that ideally only one “Bubble” is in the same play area at any one time. Larger play areas could be segregated to keep bubbles apart.</li> <li>enhanced cleaning throughout the day (toilets and touch spots). All toilets, door handles and bannisters are thoroughly cleaned throughout the day, premises team to support and extra cleaning hours supported to Canner Cleaning. Extra hours between 1300- 1430hrs.Cleaning team split throughout the day providing 3 robust cleaning sessions .</li> </ul>
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		<p>hands in addition to after using the toilet e.g. upon arrival in school, before lunch.</p> <p>Reduce tasks involving touching lots of varied shared equipment such as crafts</p> <p>Postpone full Music lessons until Government guidance changes. Singing outside in the forest.</p> <p>Reduce the use of shared resources by seeking to prevent the sharing of stationary and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently.</p> <p>Where possible, utilise wash basins within classrooms to limit risk of contact with other children</p> <p>Assemblies to take place only with children within a 'bubble' or group in class.</p>				<ul style="list-style-type: none"> <li>regular monitoring and refilling of all toiletries, hand sanitisers, blue rolls and regular washing of all cloths etc. This will be done on a daily basis</li> </ul>
Social distancing during PE		<p>Key principles for supporting safe PESSPA:</p> <ul style="list-style-type: none"> <li>• Clean frequently touched surfaces</li> <li>• Wash hands frequently as part of a clear hygiene regime</li> <li>• Minimise contact</li> <li>• Ensure good respiratory hygiene Ensure pupils are regularly informed about what good hygiene is.</li> </ul> <p>Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on the policy related to usually shared items (for example, practical equipment).</p>	4	4	16	<ul style="list-style-type: none"> <li>Review and refresh your risk assessment and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed below). Also ensure that all health and safety compliance checks have been undertaken before opening</li> <li>refresh the timetable:</li> </ul>

	<p>Learning</p> <p>PE Clothing</p> <p>Washing hands/ hand sanitiser</p>	<p>Activities taking place in PE lessons and Physical activity sessions should be strictly non-contact and these conditions shared with the pupils.</p> <p>Encourage outdoor PE and PA to support social distancing. PE outside could be preferable to indoor PE.</p> <p>The school will need to agree on modifications/adaptions on clothing expectations</p> <p>Hand sanitiser should be readily available for students to use throughout the day. This is in addition to regular handwashing</p>				<ul style="list-style-type: none"> <li>○ decide which lessons or activities will be delivered</li> <li>○ consider which lessons could take place outdoors including the forest</li> <li>○ use the timetable and selection of classroom or other learning environment to reduce movement around the school or building</li> <li>● Attending school with PE kit/ forest clothing</li> <li>● Is hand sanitiser, soap and other welfare provisions available? Premises team to monitor supplies and refresh all stocks . Staff to clean all equipment between sessions . Hand sanitiser is available in rooms and corridors and outside toilets.</li> </ul> <p>Consider cleaning frequency and location of learning supplies</p>
Toileting of younger students	Staff and pupils	<p>Ensure hand washing facilities are available and encourage children to wash hands after visiting the toilet. Ensure the children know to wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly</p> <p>Ensure that help is available for children and young people who have trouble cleaning their hands independently</p>	4	4	16	<ul style="list-style-type: none"> <li>● Is hand sanitiser, soap and other welfare provisions available? All stock is refreshed on a daily basis and monitored.</li> <li>● Are regular checks completed to ensure supplies do not run low? Premises team to monitor daily</li> </ul>

		Different groups don't need to be allocated their own toilet blocks, but where it is possible this should be considered. Where toilet blocks are shared amongst bubbles consider limiting the number of bubbles that use each block to minimise lots of children from many bubbles using the same toilet facilities if possible. Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet				<ul style="list-style-type: none"> <li>Consider cleaning frequency and location of learning supplies. More robust cleaning regimes in place, premises team to adjust tasks to employ regular cleaning. Extra hours employed for cleaning. Canner Cleaning timetable has been increased to 3 sessions per day as well as Premises Team following on</li> </ul>
Lack of social distancing during lunch time and lunch time provisions.	Staff and pupils	<p>Stagger lunch times to keep those entering the dining hall to a safe minimum</p> <p>F1 and KS1 to have school lunches, limited packed lunch boxes allowed.</p> <p>Middays to wear face masks.</p> <p>A face covering may be worn in enclosed spaces where social distancing isn't possible. It just needs to cover your mouth and nose. It is not the same as a face mask, such as the surgical masks or respirators used by health and care workers. Face coverings are not a replacement for the other ways of managing risk, including minimising time spent in contact, using fixed teams, and partnering for close-up work, and increasing hand and surface washing. Employers should support their workers in using face coverings safely if they choose to wear one. This means telling workers:</p> <ul style="list-style-type: none"> <li>wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser</li> </ul>	4	4	16	<p>Face screens, face masks, gloves, tissues, hand sanitiser on hand throughout the school.</p>

		<p>before putting a face covering on, and before and after removing it</p> <ul style="list-style-type: none"> <li>• when wearing a face covering, avoid touching your face or face covering, as you could contaminate them with germs from your hands</li> <li>• change your face covering if it becomes damp or if you've touched it</li> <li>• continue to wash your hands regularly</li> <li>• change and wash your face covering daily</li> <li>• if the material is washable, wash in line with manufacturer's instructions. If it's not washable, dispose of it carefully in your usual waste</li> <li>• practice social distancing wherever possible</li> </ul> <p>Reduce number of bubbles that middays work with to two where possible. Middays to keep social distance where possible.</p> <p>Ensure children wash their hands before eating and sanitise hands on the way into the hall.</p> <p>Ask students to toilet where possible before they have lunch to ease toileting pressure on lunch staff</p> <p>For kitchen staff review times of start and finish to minimise numbers in one area at any one time. Consider if some preparation can be done at different times of the day to encourage social distancing where possible.</p>				
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		<p>Where times start times cannot be changed consider the lay out of the kitchen. Is it possible to move equipment to offer different work surfaces to those preparing food.</p> <p>Kitchen staff should work side to side rather than face to face where possible.</p> <p><a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a></p> <p>Consider limited menu options to be pre picked by children to reduce queue times and serving times.</p> <p>Consider cleaning of dishes/plates cutlery. Consider if this can be done once a group or “Bubble” has left dining area or if children can directly place cutlery into bowls of water containing detergent.</p>				
Lack of social distancing during break times	Staff and pupils	<p>Keep bubbles separate where possible in play areas.</p> <p>Stagger break and lunch times to keep bubbles apart. Use different play areas, or segregate play areas where possible to keep bubbles apart.</p> <p>Have allocated play equipment per bubble or ensure cleaning regimes between each use from each bubble. Equipment to be cleaned after use if appropriate.</p>	4	4	16	TAs , cleaning team and Premises Staff to have cleaning products available .

		<p>Use cones to show clear segregation of play areas to children. Review supervision at play times to keep groups or bubbles apart. Children to wash hands/ sanitise before and after break times.</p> <p>Discuss measures with children so they understand the need to keep to their bubble.</p> <p>Where children may ordinary play with siblings that in different groups consider discussing the need to be apart during the school day. This is to ensure all children understand the importance of staying in their groups as those with out siblings may be confused.</p>				
Lack of social distancing during wrap around care	Staff and pupils	<p>Reduce numbers of breakfast/after school club to 30. Parents can only book a place prior to the date needed. Bubbles are kept in EYS, KS1 and KS2. Inform parents that bubbles may slightly change</p> <p>Have allocated play equipment per bubble or ensure cleaning regimes between each use from each bubble.</p> <p>Use tape, markers, or cones to show clear segregation of play areas to children. Review supervision at play times to keep groups or bubbles apart.</p> <p>Children to wash hands before attending wrap around</p>	4	4	16	<p>Ensure 'School Spider' booking system is in place</p> <p>Reduce the number of places</p> <p>System of cleaning/rotating equipment</p>

Lack of safe distancing in staff areas.	Staff and pupils	<p>Reinforce expectations of social distancing Staff to wear masks in communal areas e.g corridors, staff room</p> <p>Staff not to enter other classrooms or office spaces, stand at the door to communicate. Designated meeting room for large meetings.</p> <p>Spread out seating to ensure social distancing is maintained in staff room/ meeting room.</p> <p>Smaller face to face meetings to be held in designated meeting room, socially distanced. Staff to wear masks.</p> <p>Ensure staff do not share cups, and appropriately clean eating utensils</p> <p>Encourage staff to take fresh air at break times where possible.</p> <p>Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available.</p> <p>Staff to clean area where they have been eating when they've finished.</p>	4	4	16	<p><b>Ask staff to bring in own cutlery, plates. Food etc</b></p> <p>Staffroom to be planned to accept the social distancing protocols. All dishes to be placed in the dish washer and units left clean and tidy after every use.</p> <p>Hand wash , towels and dispenser, hand sanitiser, face masks, face screens and tissues supplied and stored in the staffroom.</p>
Staff meetings/inset	staff	<p>Staff meetings/INSET to take place via Google meet.</p> <p>Smaller face to face meetings to be held in designated meeting room, socially distanced. Staff to wear masks.</p>	3	3	9	Only meet if necessary

Inadequate cleaning of areas following displays of suspected COVID symptoms	Staff and pupils	<p>If a child becomes unwell and is awaiting collection, they should be moved to MH's office where they can be isolated behind a closed door. Settings should be mindful of individual children's needs – for example it would not be appropriate for younger children to be alone without adult supervision. 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.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>In most cases, closure of the educational setting will not be needed but this will be a local decision with Public Health England based on various factors such as establishment size and risk of further spread.</p> <p>Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers</p> <p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</p>	4	4	16	<ul style="list-style-type: none"> <li>• hand sanitiser, soap and other welfare provisions available.</li> <li>• Additional cleaning to MH's room (covid isolation room) after isolation of a child</li> <li>• Covid cleaning kit to be stored in covid isolation room</li> <li>• Are regular checks completed to ensure supplies do not run low.</li> <li>• Canner Cleaning employed as and when for a through deep clean of any area.</li> </ul> <p>Deep cleaning of any area and a specialist Fogging company employed to disinfect any contaminated area. Wirral Carpet Cleaning.</p> <p>Contractors on site will wear PPE, only work in those area as instructed, will be managed by the Premises Team.</p>

		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 <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>				
Unsafe disposal of PPE and face coverings		<p>Used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus (COVID-19), in line with the <a href="#">guidance on cleaning for non-healthcare settings</a>.</p> <p>To dispose of waste from people with symptoms of coronavirus (COVID-19), such as disposable cleaning cloths, tissues and PPE:</p> <ul style="list-style-type: none"> <li>• put it in a plastic rubbish bag and tie it when full</li> <li>• place the plastic bag in a second bin bag and tie it</li> <li>• put it in a suitable and secure place marked for storage for 72 hours</li> </ul> <p>This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours.</p>	3	3	9	<ul style="list-style-type: none"> <li>• all refuse should be double bagged and disposed off in the usual manner after storing for 72 hours . This will be co-ordinated by the Premises Team.</li> <li>• This will be stored in an outside storage facility on school premises until disposed of by the Premises Team.</li> </ul>

		<p>Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances.</p> <p><a href="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#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid">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#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</a></p>				
Inadequate cleaning of premises (general)	Staff and pupils	<p>Use cleaning products that offer disinfecting qualities and are available through suppliers.</p> <p>A combined detergent/disinfectant (eg chlor clean) can be used for ease.</p> <p>Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers.</p> <p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</p> <p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.</p>	4	4	16	<p>Review times of cleaning and increase numbers of cleaners if necessary</p> <p>Cleaning hours are 0500-0830hrs, 1500-1830 hrs 1300-1430 extra hours</p> <p>Premises team to review on an hourly basis to support cleaning team.</p> <p>Regular contact with Canner cleaning company</p> <p>Deep cleaning on a weekly basis</p> <p>Deep cleaning Fogging Service has been employed for contaminated areas.</p>

Unsafe crossing of roads near school	Staff and pupils	Consider one-way walking systems when appropriate, to minimise staff, students and parents from crossing paths in large groups and close proximity.	3	3	9	<ul style="list-style-type: none"> <li>If additional support is required from road traffic division contact David Rees at <a href="mailto:roadsafety@wirral.gov.uk">roadsafety@wirral.gov.uk</a></li> </ul>  <p>Restarting Schools June 2020 - Highways</p>
Increased fire risk due to doors being propped open to increase air circulation and reduce touching of doors and pushpads	Staff and pupils	<p>Review school fire risk assessment to reflect any changes that have been made.</p> <p>Before additional pupils are re-introduced, make sure that fire log book is up to date and all checks have been made, including the fire marshal inspection checklist.</p> <p>For cross corridor and key fire doors from higher risk areas such as staff rooms, consider using devices such as Dorguards where possible. The DfE has been made aware that some schools and trusts have been seeking advice on propping open of fire doors.</p> <p>Gov.uk has provided relevant guidance to the query of wedging open fire doors at the following link: <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-</a></p>	3	3	9	 MF - Fire Risk Assessment Activity - Assessment Model &  RA - Fire Risk Assessment Model &  RA - Fire Risk Assessment Model &  <p>Plan a fire drill in the first weeks in March</p>

<p>Changes to emergency fire procedures – uncertainty of staff and pupils due to working at different locations to normal and changes in evacuation routes.</p>		<p><u>an-education-setting-before-wider-opening-from-1-june.</u></p> <p>If wedges are to be used, there must be a robust procedure to ensure that these are all removed in the event of the fire alarm sounding and at the end of every day.</p> <p>Communicate with staff any changes to emergency procedures that have been made and make sure that they have understood them. It is not a requirement to maintain 2 metres social distancing in the event of an emergency or unplanned sounding of the fire alarm, however it should be maintained at the muster point, if possible.</p> <p>Remind all staff of their responsibility not to increase the risk of fire in the workplace: by keeping combustible materials to the minimal, turning off electrical equipment when not in use and at the end of the day.</p>				
<p>Risk of transmission through contact with school resources</p>	<p>Staff and pupils</p>	<p>Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources.</p> <p>Where possible do not take marking/schoolwork home to limit any potential contamination spread.</p> <p>Teachers and staff should make sure they wash their hands and surfaces, before and after handling pupils' books.</p>	<p>4</p>	<p>4</p>	<p>16</p>	<p>Reduce number of resources shared</p> <p>Review Homework policy to incorporate online learning</p>

		Consider online homework and marking where possible.				
Risk of transmission through first aid procedures	Staff and pupils	<p>Children, young people or learners who require first aid should continue to receive care in the same way . No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms</p> <p><a href="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#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid">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#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</a></p> <p><b>After delivering any first aid</b></p> <ul style="list-style-type: none"> <li>• Ensure you safely discard disposable items and clean reusable ones thoroughly</li> <li>• Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible</li> </ul>	4	4	16	 <p>FINAL_VERSION 9 INFECTION CONTROL</p>

<p>Inadequate assessment of transmission risk between SEND pupils and staff.</p>	<p>Staff and pupils</p>	<p>Young children and children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines. Reassurance and support to be provided my staff to these pupils.</p> <p>Suggest limiting the number of children in each group and reducing this to provide more space in each classroom or learning area.</p> <p>As far as possible, small groups of children should be supported by consistent staffing, and groups should remain as consistent as possible throughout the outbreak.</p> <p><a href="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#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid">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#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</a></p> <p>If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting) or require care that cannot be provided without close hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE.</p>	<p>4</p>	<p>4</p>	<p>16</p>	<p>Cleaning of any special equipment needed for SEND pupils also needs to be included in the cleaning regime.</p> <p>Clear timetable for Base children to be followed.</p>
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		<p>In these circumstances, to reduce the risk of coronavirus (COVID-19) transmission, no additional PPE is necessary as these are non-symptomatic children in a non-healthcare setting and so the risk of viral transmission is very low. However, additional space and frequent cleaning of surfaces, objects and toys will be required. Cleaning arrangements should be increased in all settings, with a specific focus on surfaces which are touched a lot.</p> <p><a href="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#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact">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#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact</a></p>				
Stress and mental health issues for staff	Staff and pupils	<p>Ensure 1 to 1 strategic and wellbeing meetings are available for all staff. Make time for all staff to talk to senior leaders about their personal situation:</p> <ul style="list-style-type: none"> <li>• Thoughts on returning, fears, concerns about returning,</li> <li>• what will be easy to accomplish, what will be hard,</li> <li>• fatigue (Staff have continued to work),</li> <li>• changes in circumstance, retirement, pregnancy, bereavement.</li> <li>• additional worries about members of their family and friends.</li> </ul>	3	3	9	Support should be available for staff from Occupational Health supplier – if purchasing the OH SLA then staff can contact the EAP.

		<ul style="list-style-type: none"> <li>Remind them of any internal support plan/system that is in place</li> </ul> <p>Address / discuss ability to return to work.</p>				
Inadequate building management and routine inspections.	Staff and pupils	<p>All routine inspections should be completed for any school that may have been closed/ partially closed to students.</p> <p>Any routine or annual checks should be carried out in their usual time frames. Any contractors that have been expected but not attend - due to school closures should be arranged to attend if required.</p> <p>Social distancing and hand hygiene should be observed by all contactors. Contact your asset management provider where assistance is required.</p>	4	4	16	<p>Discuss COVID during planning new build meetings</p> <p>Ensure all children moved due to refurbishment are kept in bubbles</p> <p>All inspections are carried out weekly, monthly and annually. Eg, fire alarm testing, fire fighting equipment, fire door exit/egress, electricity, gas, heating, groundworks and play equipment.</p>
Restraining students.	Staff and pupils.	<p>For students that have individual risk assessments, and it is identified that restraint is required PPE would only be indicated in the circumstances indicated previously, i.e. if a pupil has suspected/confirmed coronavirus; or if they normally require the use of PPE for their care. In special school setting, PPE would only be indicated in the circumstances indicated previously, i.e. if a pupil has suspected/confirmed coronavirus; or if they normally require the use of PPE for their care. Individual risk assessments for each student will identify if it is safe for them to return to the school setting at this time.</p>	4	4	16	<p>PPE available and each staff member given</p>

		<p>Where possible limit the number of students to teacher ratios to minimise disruption to other students.</p> <p>Consider bubble sizes and if they can be reduced for those bubbles containing a child that requires restraint.</p> <p>Individual assessment needs to be made for pupils who have known behaviours that would pose risk, such as spitting and biting where social distancing is not possible. Provision of PPE should be considered on a case by case basis.</p>				
Dispensing medicines to children.	Students and staff.	Constant review of planning to train more staff in medicine administration to cover for any absence of trained staff.	3	3	9	<p>Medication to be allocated from the office at clear designated times. Children/staff to not cross over with any other bubbles or enter the office.</p> <p>PPE to all staff</p> <p>Check first aid update and training</p>
Vulnerable groups	Staff and students.	The UK Chief Medical Officers have issued a <a href="#">statement on schools and childcare reopening</a> which states that there is a very low rate of severe disease in children and young people from COVID-19. Schools have their own measures in place to limit the risk of transmission which can be found in <a href="#">guidance on reopening of schools</a> .	4	4	16	The attached Q&A From HR may assist in supporting schools with those returning to work from Vulnerable groups. This document is dated 3 <sup>rd</sup> July 2020 and updates will be published regularly. To ensure you are using the

All pupils and students should continue to attend education settings in Tiers 1, 2 and 3 unless they are one of the very small number of pupils or students under paediatric or other NHS care and have been advised by their GP or clinician not to attend an education setting. Shielding advice is currently in place in Tier 4, so all children still deemed clinically extremely vulnerable are advised not to attend school. Children and young people whose parents or carers are clinically extremely vulnerable can continue to go to school.

<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>

Any employee within the shielding or vulnerable categories should follow the guidance

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

For staff members or pupils who may be vulnerable to covid for other reasons, eg people from the BAME community, Individual risk assessments

most up to date Q&A These will be sent out via Sam Jenkins at each update.



HR related FAQs 3  
July 2020 (1).docx

should be used. This assessment attached can be used to support or schools can use their own individual assessment if preferred so long as the controls required are considered and implemented so far as is reasonably practicable.



Covid 19 staff risk assessment tool 0207

If the staff member can work for home this should be considered to minimise risk where practical. If this is not practical the following considerations should be made.

Strict social distancing should be maintained and mask wearing.

Consider amending job role to enable the employee to maintain social distancing more easily

Consider access to rest areas, toilets etc to minimise contact with others where possible

Consider if the role can be done at different times when there are less or no children on the premises.

Consider the working location. Can the employee be placed in a different office or area that is allocated just to them?

		Ensure cleaning and sanitation plans are in place to ensure shared areas are kept clean.				
Visitors to schools such as speech and language therapy	Visitors staff and students.	<p>Visitors to be stopped unless essential.</p> <p>Social distancing and hand hygiene should be observed by all visitors.</p> <p>Consider the environment used for these services – ensure social distancing be adhered to in line with current guidance.</p> <p>Where group sessions are requested bubbles should not be broken and only children from the same bubble should attend sessions if at all possible.</p> <p>Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available.</p> <p>Ensure all visitors sign in and are encouraged to wash or sanitise hands upon entering the building.</p> <p>Consider reciting all covid-19 safety measures such as hand hygiene and social distancing to the visitor as soon as they arrive at the premises.</p> <p>Ensure that all visitors make an appointment prior to visiting the school</p> <p>Ask all visitors if they have any of the symptoms related to Covid-19. If so they should not be permitted into the school.</p>	3	3	9	<p>Use Speech and Language room only at these times and ensure cleaning of this room is timetabled</p> <p>S/L with one to one children only</p> <p>Parents to have telephone conversations with staff rather than meetings/discussions on the yard</p> <p>Open evenings to be postponed but parent meeting phone calls to take place.</p> <p>All contractors must have PPE and reduce the number of visitors to site or out of hours visiting. Must be escorted by the Premises Team at all times .</p>

		<p>If the school has a control for face coverings to be worn this should be communicated to the visitor prior to the visit.</p> <p>Consider asking visitors to bring only resources that are absolutely necessary for the purposes of the visit.</p> <p>Consider if an area can be set up to include a Perspex screen that can be used to segregate the visitor from children requiring any one to one therapy or service.</p>				Signage in all areas, recommendations in the school bulletins and newsletter.
Contingency planning for outbreaks		<p><b><u>Familiarise yourself with public health guidance on what to do if a member of staff or pupil informs you that they have tested positive (or the test is inconclusive).</u></b></p> <ol style="list-style-type: none"> <li><b>1. Confirm that the individual must isolate for 10 days from symptom onset. After that, they can return to school if they feel better and as long as they have not had a fever without medication for 48 hours.</b></li> <li><b>2. <u>If the individual (pupil or teacher) has been in attendance at the school in the period of 48 hours prior to symptom onset, the rest of their class ONLY should be sent home and advised to self-isolate for 10 days (and to book a test immediately if they develop symptoms).</u> Household members of the wider class do not need to self-isolate unless the pupil/staff member they live with develops symptoms.</b></li> </ol>	4	4	16	<p>Staff have been issued with twice weekly testing kits, this must be reported via the Government website and communicated to the Headteacher as soon as possible once the test has given a positive result.</p> <p>If positive results show then the classroom will be deep cleaned and fogged. Wirral Carpet Cleaning.</p>

	<p><b>3. Individuals testing positive will be contacted by the NHS Test and Trace team who will identify and communicate with any other contacts who need to take action.</b></p> <p><b>4. After confirmation of a positive test, the school should arrange for cleaning of the setting as per <u>guidance for cleaning non-healthcare settings</u></b></p> <p><b><u>If more than ONE person tests positive, a suspected outbreak should be reported through the Wirral Outbreak Hub, who will advise you on the most appropriate action to take. This will very rarely involve closure of an entire school.</u></b></p> <p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (see section on <u>remote education support</u>)</p> <p>DFE will provide more information on this in due course.</p> <p>More information can be found at section 5, planning for outbreaks within the guidance here: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p>				
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		 ACTIONS TO TAKE FOR SCHOOLS updat				
Legionella Risk		<p>Employers have a duty to protect people by identifying and controlling risks associated with legionella.</p> <p>If your building was closed or has reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease.</p> <p>You should review your <u>risk assessment</u> and and manage the legionella risks when you:</p> <ul style="list-style-type: none"> <li>• reinstate a water system or start using it again</li> <li>• restart some types of <u>air conditioning units</u></li> </ul> <p><b>See guidance below:</b>  <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></p>	2	2	4	<p>Risk Assessment on site. Premises Team to regularly flush and monitor water outlets. Regular Hertel monitoring.</p> <p>Over holiday periods Premises team will inspect and monitor stagnation by opening the school up before the day of return to flush systems</p> <p>Hertel Risk Assessment in Premises Team office.</p>



Risk Rating	Action Required
17 - 25	<b>Unacceptable</b> – stop activity and make immediate improvements
10 – 16	<b>Tolerable</b> – but look to improve within specified timescale
5 – 9	<b>Adequate</b> – but look to improve at review
1 – 4	<b>Acceptable</b> – no further action but ensure controls are maintained

**Likelihood:**

- 5 – Very likely
- 4 – Likely
- 3 – Fairly likely
- 2 – Unlikely
- 1 – Very unlikely

**Consequence:**

- 5 – Catastrophic
- 4 – Major
- 3 – Moderate
- 2 – Minor
- 1 – Insignificant

- (1) List hazards **something with the potential to cause harm** here
- (2) List groups of people who are especially at risk from the significant hazards which you have identified
- (3) List existing controls here or note where the information may be found. Then try to quantify the level of risk **the likelihood of harm arising** that remains when the existing controls are in place based on the number of persons affected, how often they are exposed to the hazard and the severity of any consequence. Use this column to list the controls that you might take and develop all or some of that list into a workable action plan. Have regard for the level of risk, the cost of any action and the benefit you expect to gain. Agree the action plan with your team leader and make a note of it overleaf. If it is agreed that no further action is to be taken this too should be noted.

## Key contacts

	<b>Link/Lead for schools</b>
<b>Risk Assessment/Health and Safety</b>	Lorraine Adamson ( <a href="mailto:Lorraineadamson@wirral.gov.uk">Lorraineadamson@wirral.gov.uk</a> )
<b>PPE</b>	Anna Jones ( <a href="mailto:annajones@wirral.gov.uk">annajones@wirral.gov.uk</a> )
<b>Workforce implications</b>	Sue Blevins ( <a href="mailto:sueblevins@wirral.gov.uk">sueblevins@wirral.gov.uk</a> )
<b>Public Health/Infection Control considerations and guidance</b>	Jane Harvey ( <a href="mailto:janeharvey@wirral.gov.uk">janeharvey@wirral.gov.uk</a> )
<b>Asset Management considerations (buildings)</b>	Mike Woosey ( <a href="mailto:Mikewoosey@wirral.gov.uk">Mikewoosey@wirral.gov.uk</a> )
<b>Road Safety</b>	<a href="mailto:roadsafety@wirral.gov.uk">roadsafety@wirral.gov.uk</a>
<b>Communications Plan (workforce/Public)</b>	Sam Jenkins ( <a href="mailto:samjenkins@wirral.gov.uk">samjenkins@wirral.gov.uk</a> )
<b>Emotional support for pupils</b>	Health and schools Team