

Preparing schools for reopening to all students September 2020

The purpose of this document is to offer practical advice and guidance for school settings returning in September to all students.

It is important that it is recognised that all schools will face different challenges dependent on a range of factors such as class sizes, classroom sizes, location and size of dining areas and drop off/pick up points. With that in mind there will absolutely be a requirement for schools to consider the appropriate controls and add further controls that are suitable for the school's individual factors.

This risk assessment is not exhaustive and is flexible and fluid.

It is recognised that the guidance below is not an absolute. Some situations that arise in various schools may need additional advice from the local authority, however this should help with the planning process and documentation of risk assessment.

We have cross referenced this document with the health and safety related comments from NEU.

The advice within this document is primarily taken from:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The following 6 sections contain a drill down of the guidance where prevention is the aim. There are 6 distinct sections that Government guidance has given, and we have tried to break these down to help you with decision making. Many of these controls will already be in place in your setting. The biggest changes will be around social distancing and "Bubbles" The risk assessment document focuses on controls to minimise the spread of Covid-19.

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms , or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.
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	<p>Communicate the message to staff, pupils and families that they must self-isolate at home and not visit the setting if:</p> <ul style="list-style-type: none"> • 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) • You're waiting for a coronavirus test result • You've tested positive for coronavirus – (this means you have coronavirus) • You live with someone who has symptoms, is waiting for a test result or has tested positive • Someone in your support bubble has symptoms, is waiting for a test result or has tested positive • If you're told by NHS Test and Trace that you've been in contact with a person with coronavirus <p>If you have symptoms of coronavirus, you'll usually need to self-isolate for at least 7 days. If you live with someone who has symptoms, you'll usually need to self-isolate for 14 days. If someone in your support bubble has symptoms, you'll usually need to self-isolate for 14 days.</p> <p>Ref https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/</p> <p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>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.</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 must be cleaned and disinfected using standard cleaning</p>
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	<p>products before being used by anyone else.</p> <p>PPE (disposable, gloves, apron and fluid resistant surgical mask, plus eye protection if a risk of splashing/respiratory droplet contamination to face) 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.</p> <p>If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home. For more information on how to care for a symptomatic child while protecting the welfare of other pupils and staff, read the guidance on isolation for residential educational settings.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. If they require medical support or advice, they should contact NHS 111 who will respond to their concern accordingly.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test & Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare</p>
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	<p>settings guidance.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19)</p>
<p>2: Clean hands thoroughly more often than usual</p>	<p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with liquid soap and running water or hand sanitiser. Schools must 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. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly Liquid soaps rather than bar soaps should be used Hand sanitiser should at a minimum contain 60% alcohol supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them
<p>3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p> <p>Maintaining frequent hand washing</p> <p>Provision of handwashing</p>	<ul style="list-style-type: none"> the availability of liquid soap and hot water in every toilet (and if possible, in classrooms) the location of hand sanitiser stations, for example at the school entrance for pupils and any other person passing into the school to use, and their replenishment the location of lidded bins (with foot pedal operation if possible) in classrooms and in other key locations around the site for the disposal of tissues and any other waste, their double bagging and emptying

facilities in the workplace.	<ul style="list-style-type: none"> ensuring you have a good supply of disposable tissues to implement the ‘catch it, bin it, kill it’ approach in each classroom and enough to top up regularly Ensuring paper towels for hand drying are available or hand dryers are functioning correctly.
4: Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and	<p>Points to consider and implement:</p> <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 COVID-19: cleaning of non-healthcare settings guidance</p> <ul style="list-style-type: none"> putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> more frequent cleaning of rooms / shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal, such as bathrooms, grab-rails in corridors and stairwells and door handles A routine that includes cleaning with warm soapy water before disinfecting. Alternatively a combined detergent/disinfectant solution (eg Chlor clean) can be used. different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <p>When cleaning an area where someone with suspected/confirmed Covid-19 has been present, wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, stored securely for 72 hours, and then thrown away in the regular rubbish after cleaning is finished. If an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), or a risk assessment of the setting indicates that a higher level of virus may be present (for example, a setting where unwell individuals have slept such as a boarding school dormitory) or there is visible contamination with body fluids, then the need for additional PPE to protect the cleaner’s eyes, mouth and nose might be necessary. Wash hands regularly with soap and water for 20 seconds, also after removing gloves, aprons and other protection used while cleaning.</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p>
5. Minimise contact between	Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19).

<p>individuals and maintain social distancing wherever possible</p>	<p>This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in ‘bubbles’) and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> children’s ability to distance the lay out of the school the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Points to consider and implement.</p> <p>How to group children</p> <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure.</p> <p>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>However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as</p>
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	<p>playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools.</p> <p>In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups. Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups</p>
6. Where necessary, wear appropriate personal protective equipment (PPE)	<p>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:</p> <ul style="list-style-type: none"> 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 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 <p>Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it</p>
Resources to consider.	<ul style="list-style-type: none"> posters (for example, to encourage consistency on hygiene and keeping to own group) https://ebug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus Liquid soap for sinks, and where there is no sink nearby, hand sanitiser (minimum 60% alcohol)

	<p>in rooms/learning environments</p> <ul style="list-style-type: none"> • disposable paper towels • cleaning products (standard products such as detergent and bleach, could consider combined detergent/disinfectant for ease of use) • lidded bins (with foot pedal operation where possible) • tape for cordoning off areas and marking floor.
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Risk Assessment Template

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.



Reopening to All students September 2020

Risk assessment recording form M34

When complete this form must be added to your generic assessment library or site specific file.

Location or address St Peter's Catholic Primary School			Date 15/07/20		
Activity or situation Reopening of School to All Children			Reviewed J Farrelly <i>J Farrelly</i>		

Hazard	Who may be harmed and how	(3) What controls exist to reduce risk	Likey hood	Severi ty	Risk total 1-25	(4) What action could you take to further reduce risk
Lack of social distancing at drop- off and pick-up point	All staff, pupils, contractors, and visitors	<p>Implement social distancing measures in line with government guidance and communicate these with parents and all staff</p> <p>Stagger drop off and pick up times 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 allocating staff for queue management where possible.</p> <p>Use additional entrances if possible, to spread children at different points. Display social distancing signs.</p> <p>Implement one-way system within the school where possible. Consider how entering of lunchroom other shared spaces can be managed.</p> <p>Introduce a one-way walking system where possible to and from school to avoid parental cross over e.g. keep to the left, signage and markers can be effective.</p> <p>Plan a communication time with Staff prior to opening to facilitate communication and test run procedures.</p> <p>Only allow those with appointments to enter the building – use signage to communicate this to anyone new visiting the school.</p> <p>Where possible staff meet students at the appointed</p>	2	3	6	<ul style="list-style-type: none"> 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 COVID-19: guidance for households with possible coronavirus infection) <p>Communicate the message to staff, pupils and families that they must self-isolate at home and not visit the setting if:</p> <ul style="list-style-type: none"> 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) You're waiting for a coronavirus test result You've tested positive for coronavirus – (this means you have coronavirus) You live with someone who has symptoms, is waiting for a test result or has tested positive Someone in your support bubble has symptoms, is waiting for a test result or has tested positive If you're told by NHS Test and Trace that you've been in contact with a person with coronavirus <p>If you have symptoms of coronavirus, you'll usually need to self-isolate for at least 7 days.</p> <p>If you live with someone who has symptoms, you'll usually need to self-isolate for 14 days.</p> <p>If someone in your support bubble has symptoms, you'll usually need to self-isolate for 14 days.</p> <p>Ref https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/</p> <ul style="list-style-type: none"> tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend 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,

		<p>gates and escort to classes to restrict parents from entering the playground areas.</p> <p>Marked zone for teachers to stand during pick up or drop off where required.</p> <p>Where possible create a site map marking locations of areas used by individual bubbles. This can show entry/exit and any one-way systems.</p> <p>Children and parents should be encouraged to walk or cycle to school where possible.</p> <p>If public transport is the only option, staff should think carefully about the times, routes and ways they travel to stay safe. Staff and parents should be advised to use mandatory face coverings (not medical masks) if travelling by public transport</p>				<p>which entrance to use)</p> <ul style="list-style-type: none"> Introduce a suggested 'one-way' walking system for parents and children to and from school to avoid congestion on footways to avoid compromising social distancing esp close to school. Consider additional signage and sending information (sketch/maps) to assist their understanding. 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) also think about engaging parents and children in education resources such as e-bug and PHE schools resources ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times).
Lack of social distancing of children during classes	Staff and pupils	<p>Using the current Guidance as referenced at the top of this Risk assessment, Primary schools should consider keeping class groups together within their own "Bubble". where ever possible as it is recognised that younger children cannot socially distance from staff and each other, 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</p>	2	3	6	<p>Consider the following steps:</p> <ul style="list-style-type: none"> 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 organise small class groups, as described in the 'class or group sizes' section above organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible refresh the timetable: <ul style="list-style-type: none"> decide which lessons or activities will be delivered consider which lessons or classroom activities could take

		<p>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>Refer to national guidance, which may change on this topic: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Arrange classrooms with forward facing desks where possible.</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 (2 metres if possible).</p> <p>Ideally, adults should maintain 2 metre distance from each other (including within the staff room), and from children. 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.</p>				<ul style="list-style-type: none"> ○ place outdoors ○ use the timetable and selection of classroom or other learning environment to reduce movement around the school or building ○ stagger assembly groups ○ stagger break times (including lunch), so that all children are not moving around the school at the same time ○ stagger drop-off and collection times <ul style="list-style-type: none"> • plan parents’ drop-off and pick-up protocols that minimise adult to adult contact • institutions offering residential provision will also need to consider the maximum number of children or young people they can safely accommodate in residences • how you might stagger start and end times between year groups by a short period to reduce volume at the entrance • 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 • 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 • 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.
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		<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&S team for more information.</p> <p>Ensure regular hand washing is encouraged – set routines throughout the day when pupils wash their 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>Reduce the use of shared resources by seeking to prevent the sharing of stationery 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>Consider placing coats on back of chairs to reduce risk of close contact in cloakrooms or coat peg areas OR stagger use of cloakrooms</p> <p>Assemblies to take place only with children within a 'bubble' or group.</p>				
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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> <p>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</p>	2	3	6	<ul style="list-style-type: none"> Is hand sanitiser, soap and other welfare provisions available? Are regular checks completed to ensure supplies do not run low? Consider cleaning frequency and location of leaning supplies.
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>Use floor markers if required to show distance points.</p> <p>Ensure children wash their hands before eating</p> <p>Ask students to toilet where possible before they</p>	2	3	6	

		<p>have lunch to ease toileting pressure on lunch staff</p> <p>If possible close off every other sink to keep a distance between when handwashing.</p> <p>Where possible create a site map marking locations of play areas used by individual bubbles. This can show entry/exit and any one-way systems.</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> <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. 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</p>				
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		<p>workers:</p> <ul style="list-style-type: none"> • wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on, and before and after removing it • when wearing a face covering, avoid touching your face or face covering, as you could contaminate them with germs from your hands • change your face covering if it becomes damp or if you've touched it • continue to wash your hands regularly • change and wash your face covering daily • 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 • practice social distancing wherever possible <p>https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</p> <p>Consider if prepacked lunch can be provided, or 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>				
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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.</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>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>	2	3	6	
Lack of safe distancing in staff areas.	Staff and pupils	<p>Reinforce expectations of social distancing behaviour amongst staff</p> <p>Limit numbers in staff rooms where possible</p> <p>Spread out seating to ensure social distancing is</p>	2	3	6	

		<p>maintained</p> <p>Ensure staff do not share cups, and appropriately clean eating utensils</p> <p>For larger schools use separate staff rooms where possible</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>				
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, if possible and if appropriate, to a room 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</p>	2	3	6	<ul style="list-style-type: none"> Is hand sanitiser, soap and other welfare provisions available. Are regular checks completed to ensure supplies do not run low.


		<p>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> <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 COVID-19: cleaning of non-healthcare settings guidance</p>				
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 guidance on cleaning for non-healthcare settings.</p> <p>Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and put in a plastic bag that</p>	2	3	6	•

		<p>the wearer has brought with them in order to take it home. The wearer must then clean their hands.</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"> • put it in a plastic rubbish bag and tie it when full • place the plastic bag in a second bin bag and tie it • put it in a suitable and secure place marked for storage for 72 hours <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> <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>Settings such as residential care homes or special schools that generate clinical waste should continue to follow their usual waste policies.</p> <p>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-</p>				
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		administering-first-aid				
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> <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 <u>COVID-19: cleaning of non-healthcare settings guidance</u></p>	2	3	6	

Unsafe crossing of roads near school	Staff and pupils	<p>Ensure road escort (if available) has no physical contact with students</p> <p>Provide hand sanitiser for any crossing escorts to regularly sanitise hands</p> <p>Provide hand washing facilities in the school when shift is completed</p> <p>Consider one-way walking systems, to minimise staff, students and parents from crossing paths in large groups and close proximity.</p>	1	1	1	<ul style="list-style-type: none"> If additional support is required from road traffic division contact David Rees at roadsafety@wirral.gov.uk  <p>Restarting Schools June 2020 - Highways</p> <p>No crossing patrol at school</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</p>	2	3	6	 <p>MF - Fire Risk Assessment Activity - Assessment Model &</p>  <p>RA - Fire Risk Assessment Model &</p>  <p>RA - Fire Risk Assessment Model &</p> <ul style="list-style-type: none"> Consider planning your fire drill, to test procedures.

<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>link: 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-an-education-setting-before-wider-opening-from-1-june. The guidance states prop doors open only if they are not fire doors, and where it is safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</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</p>				
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		of the day.				
Risk of transmission through contact with school resources	Staff and pupils	<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>Consider online homework and marking where possible.</p>	2	3	6	
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>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</p>	2	3	6	 <p>FINAL_VERSION 9 INFECTION CONTROL</p>


		After delivering any first aid <ul style="list-style-type: none"> • Ensure you safely discard disposable items and clean reusable ones thoroughly • Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible 				
Inadequate assessment of transmission risk between SEND pupils and staff.	Staff and pupils	<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.</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>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-</p>	2	3	6	Cleaning of any special equipment needed for SEND pupils also needs to be included in the cleaning regime.

		<p>personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</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>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>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</p>				
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		The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway.				
Stress and mental health issues for staff	Staff and pupils	<p>Remind all staff of support available.</p> <p>Ensure 1 to 1 strategic and wellbeing meetings are held with all staff. Make time for all staff to talk to senior leaders about their personal situation:</p> <ul style="list-style-type: none"> • Thoughts on returning, fears, concerns about returning, • what will be easy to accomplish, what will be hard, • fatigue (Staff have continued to work), • changes in circumstance, retirement, pregnancy, bereavement. • additional worries about members of their family and friends. • Remind them of any internal support plan/system that is in place <p>Address / discuss ability to return to work.</p>	2	3	6	Support should be available for staff from Occupational Health supplier – if purchasing the OH SLA then staff can contact the EAP.
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</p>	2	2	4	

		<p>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>				
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.</p> <p>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> <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</p>	2	3	6	


		on a case by case basis.				
Dispensing medicines to children.	Students and staff.	<p>Consider placing children of the same year group requiring medication into the same “Bubble” where possible to enable trained staff to administer medications to those groups.</p> <p>Consider planning to train more staff in medicine administration to cover for any absence of trained staff.</p>	2	3	6	
Vulnerable groups	Staff and students.	<p>Staff and pupils who are identified as clinically extremely vulnerable may be at high risk of serious illness if they catch coronavirus (COVID-19). They are strongly advised to stay at home as much as possible and keep interactions outside to a minimum. The government is currently advising people to shield until 31 July and is regularly monitoring this position. A clinical discussion with paediatric specialist or GP will be needed before any child or young person is removed from the shielded patient list. Health services will be in touch with children and their families over the summer, ahead of the new school term, to discuss what the new evidence means for them personally in the longer term.</p> <p>https://www.gov.uk/government/publications/guidance-on-</p>	2	3	6	<p>The attached Q&A From HR may assist in supporting schools with those returning to work from Vulnerable groups. This document is dated 3rd July 2020 and updates will be published regularly. To ensure you are using the most up to date Q&A These will be sent out via Sam Jenkins at each update.</p> <div data-bbox="1545 1002 1608 1062" data-label="Image"> </div> <p>HR related FAQs 3 July 2020 (1).docx</p>

		<p>shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p> <p>Any employee within the shielding or vulnerable categories should follow the guidance</p> <p>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</p> <p>For staff members or pupils who may be vulnerable to covid for other reasons, eg people from the BAME community, Individual risk assessments 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.</p> <p></p> <p>Covid 19 staff risk assessment tool 0207</p> <p>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.</p> <p>Strict social distancing should be observed</p> <p>Consider amending job role to enable the employee to</p>				
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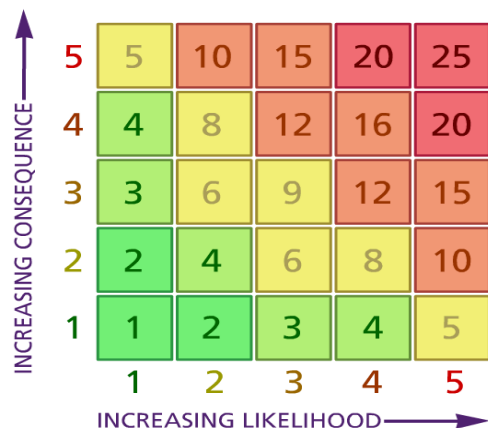
		<p>maintain social distancing more easily</p> <p>Consider access to rest areas, toilets etc to minimise contact with others where possible</p> <p>Consider if the role can be done at different times when there are less or no children on the premises.</p> <p>Consider the working location. Can the employee be placed in a different office or area that is allocated just to them?</p> <p>Ensure cleaning and sanitation plans are in place to ensure shared areas are kept clean.</p>				
Visitors to schools such as speech and language therapy	Visitors staff and students.	<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</p>	2	3	6	

		<p>soon as they arrive at the premises.</p> <p>Consider ensuring that all visitors make an appointment prior to visiting the school</p> <p>Consider asking the visitor to call the school on arrival and asking the visitor if they have any of the symptoms related to Covid-19. If so they should not be permitted into the school.</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>				
Contingency planning for outbreaks		<p><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></p> <p>1. Confirm that the individual must isolate for 7 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.</p>	2	3	6	

		<p>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 14 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.</p> <p>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.</p> <p>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></p> <p><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></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: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full- </p>				
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		<u>opening-schools</u>  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"> • reinstate a water system or start using it again • restart some types of <u>air conditioning units</u> <p><u>See guidance below:</u> https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</p>	2	2	4	

Risk Rating	Action Required
17 - 25	Unacceptable – stop activity and make immediate improvements



10 – 16	Tolerable – but look to improve within specified timescale
5 – 9	Adequate – but look to improve at review
1 – 4	Acceptable – 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

	Additional Controls Required	Action to be Taken	By Whom	Target Completion Date	Task Completed (Signed & Dated)

1	Communication/ Consultation	Risk assessments and plan for reopening school to all pupils to be developed and shared for consultation with all stakeholders prior to end of school year.	J Farrelly	July 2020	J Farrelly 150720
	Review of Risk Assessment	<p>Risk assessment to be reviewed regularly and after any changes in Governmental advice</p> <p>In response to consultation and further Governmental Guidance, plan for reopening and risk assessment to be reviewed in August prior to reopening school</p>	J Farrelly S Parry	31 st August 2020	
Please use this space to identify issues for which you may require council support:					

Primary Health and Safety support via Jeanne Fairbrother



150720 RA 029
Reopening school aft

Key contacts

	Link/Lead for schools
Risk Assessment/Health and Safety	Lorraine Adamson (Lorraineadamson@wirral.gov.uk)
PPE	Anna Jones (annajones@wirral.gov.uk)
Workforce implications	Sue Blevins (sueblevins@wirral.gov.uk)

Public Health/Infection Control considerations and guidance	Jane Harvey (janeharvey@wirral.gov.uk)
Asset Management considerations (buildings)	Mike Woosey (Mikewoosey@wirral.gov.uk)
Road Safety	roadsafety@wirral.gov.uk
Communications Plan (workforce/Public)	Sam Jenkins (samjenkins@wirral.gov.uk)
Emotional support for pupils	Health and schools Team