

## General Covid-19 Risk Assessment (amend as appropriate)

Service Director: Janet King (line manager Ian Moss)	Section: Corporate H&S Service	Assessment Ref: Schools Covid-19 RA for September Reopening V1
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**Site/Location of Task:**

**General guidance/recommendations for the full reopening of all schools in September 2020 during Covid-19 Pandemic**

This guidance is intended to support schools, both mainstream and alternative provision, to prepare for reopening in September 2020 and it applies to local authority maintained schools and non-maintained schools, including;

- Primary, infant, junior and middle schools
- Secondary and upper schools (including sixth forms)
- School-based nurseries

It is expected that independent schools will follow the control measures in the same way as state-funded schools. The guidance also covers expectations for children with special educational needs and disability (SEND), including those with education, health and care plans, in mainstream schools.

**It should help providers prepare for opening their setting to all children from the new academic year in September 2020**

**Separate guidance is available on Direct.Gov for early years, further education colleges and special schools**

**Full government guidance can be found via the link below and should be read alongside this guidance.**

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

**(standard Risk Assessments should continue to be referred to for all non-Covid-19 risks)**

**List those who may be at risk / harmed:** Employees, visitors, contractors, member of public

Assessor's Name	Assessor's Signature	Assessment Date
<b>Caroline James</b>		14 <sup>th</sup> July 2020

As part of planning for the full return of all schools in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19).

Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

School employers should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

### **Coronavirus (COVID-19) Specific Risk Assessment**

Everyone needs to assess and manage the risks from coronavirus (COVID-19). This means school employers and leaders are required by law to think about the risks the staff and pupils face and do everything reasonably practicable to minimise them, recognising they cannot completely eliminate the risk of coronavirus (COVID-19). School employers must therefore make sure that a risk assessment has been undertaken to identify the measures needed to reduce the risks from coronavirus (COVID-19) so far as is reasonably practicable and make the school COVID-secure. General information on how to make a workplace COVID-secure, including how to approach a coronavirus (COVID-19) risk assessment, is provided by the [HSE guidance on working safely](#).

Schools should undertake a coronavirus (COVID-19) risk assessment. This risk assessment example may be used as guidance towards this but it must be carefully reviewed by schools to make it specific to their site. A risk assessment is not about creating huge amounts of paperwork, but rather about identifying sensible measures to control the risks in the workplace, and the role of others in supporting that. The risk assessment will help school leaders and employers decide whether they have done everything they need to. Employers have a legal duty to consult their employees on health and safety in good time. It also makes good sense to involve pupils (where applicable) and parents in discussions around health and safety decisions to help them understand the reasons for the measures being put in place. Employers can do this by listening and talking to them about how the school will manage risks from coronavirus (COVID-19) and make the school COVID-secure. The people who do the work are often the best people to understand the risks in the workplace and will have a view on how to work safely. Involving them in making decisions shows that the school takes their health and safety seriously.

### **Sharing your risk assessment**

Schools should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

### **Monitoring and review of risk controls**

It is important that employers know how effective their risk controls are. They should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.

### **The government has provided a system of controls: protective measures to be followed**

Having assessed their risk, schools must work through the below system of controls, adopting measures in a way that addresses the risk identified in their assessment, works for their school, and allows them to deliver a broad and balanced curriculum for their pupils, including full educational and care support for those pupils who have SEND. If schools follow the guidance set out here they will effectively reduce risks in their school and create an inherently safer environment.

### **System of controls**

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

#### **Prevention:**

- 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
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

**Response to any infection:**

- 7) engage with the NHS Test and Trace process
  - 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
  - 9) contain any outbreak by following local health protection team advice
- Numbers 7 to 9 must be followed in every case where they are relevant.

No.	<b>Hazard (H) Description</b> Briefly describe how the hazard could be realised, i.e. describe the potential accident. Include a description of the reasonably foreseeable injury	<b>H</b> <b>1-5</b>	<b>Control Measures - Likelihood (L) Factors</b> Detail the following - Existing controls (Do they work?); Consider Safe Working Procedures (SWP), frequency; environmental factors; previous hazardous events; accident statistics etc.	<b>L</b> <b>1-6</b>	<b>Risk</b> <b>=</b> <b>HxL</b>	<b>Further action / control req'd?</b> <b>Y/N</b>
01	<p><b><u>Shielding and/or Vulnerable Persons</u></b>            Increased risk if exposed to the virus due to being clinically vulnerable or being considered to have a comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p>	3	<p>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, it is expected that most staff will attend school.</p> <p>It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</p> <p><b>Staff who are clinically vulnerable or extremely clinically vulnerable</b>            Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.</p> <p>Advice for those who are <a href="#">clinically-vulnerable, including pregnant women</a>, is available.</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a>.</p> <p>School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p>	2	6 Low	

		<p>Vulnerable persons who are considered to be at higher risk from the virus should discuss their situation with their line manager before attending work. Further details on assessing vulnerable employees can be found on the <a href="#">Covid-19 Microsite</a>. Further guidance and support can be obtained from HR if necessary.</p> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b> Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</p> <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</p> <p><b>Pupils who are shielding or self-isolating</b> We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high.</p> <p>Therefore, the majority of pupils will be able to return to school. You should note however that:</p> <ul style="list-style-type: none"> <li>• a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</li> <li>• shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a></li> <li>• if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to</li> </ul>		
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			<p>shield during the period where rates remain high and therefore they may be temporarily absent (see below).</p> <ul style="list-style-type: none"> <li>some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at <a href="#">COVID-19 - 'shielding' guidance for children and young people</a>.</li> </ul>			
02	<p><b>Covid-19 (Coronavirus)</b> Infection control if concerns regarding exposure to the virus</p>	3	<p>Those who are showing the signs of Covid-19 (Coronavirus) or who live with someone who is showing signs (fever, new and persistent cough, sudden loss or taste/smell) must not attend work but should inform their line manager and work from home if well enough to do so. If symptoms persist and/or they are diagnosed with Covid-19 (Coronavirus), they should refrain from attending work for at least 7 days from the onset of symptoms or 14 days from someone they live with first showing symptoms or being diagnosed with Covid-19 (Coronavirus).</p> <p>Staff who are showing symptoms can be tested to confirm whether they have the virus or not so that they can return to work if tests prove negative. To book a test visit <a href="https://self-referral.test-for-Covid-19(Coronavirus).service.gov.uk/">https://self-referral.test-for-Covid-19 (Coronavirus).service.gov.uk/</a>. <b>Note, it might be worth checking with your employer to see if they can make a referral for you before trying to book a self-referral.</b> Members of their household can also be tested if they are symptomatic to confirm whether they have the virus or not.</p> <p>If an employee has reason to believe they may have been exposed to Covid-19 (Coronavirus) and are showing symptoms, or they are aware a child or other person they have helped has tested positive, they should inform their line manager and self-isolate until they have been able to obtain a test. If the test result proves negative, they can then return to work.</p>	2	<p><b>Low 6</b></p>	<p>Wash hands thoroughly using hot water and soap frequently during the day, especially on arrival at sites, workplaces and on re-entering after lunch or other absences. Avoid touching the face.</p> <p>Observe government guidelines regarding social distancing where possible.</p> <p>For further government guidance on Covid-19 visit <a href="https://www.gov.uk/Covid-19(Coronavirus)">https://www.gov.uk/Covid-19 (Coronavirus)</a></p> <p>For further SCC guidance visit; <a href="#">Corporate H&amp;S Covid-19 Microsite</a></p>
03	<p><b>Infection Protection and Control</b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces</p>	3	<p>Preventing the spread of Covid-19 (Coronavirus) involves dealing with direct transmission (i.e. close contact with those sneezing and coughing) and indirect transmission through touching contaminated surfaces.</p> <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning.</p>	2	<p><b>6 Low</b></p>	<p>Further information is available on GOV. UK - <a href="#">Implementing protective measures in education and childcare settings</a></p>

		<p>That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Adopting a hierarchy of controls, including those outlined below, can substantially reduce these risks;</p> <ul style="list-style-type: none"> <li>• Minimising contact with individuals who are unwell by ensuring that those who have Covid-19 (Coronavirus) symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges (see section 2)</li> <li>• Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered</li> <li>• Ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach</li> <li>• Cleaning frequently touched surfaces often using standard products, such as detergents and bleach (see section 30)</li> <li>• For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</li> <li>• Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>• It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</li> <li>• Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</li> <li>• Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</li> </ul>		
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<p><b>04</b></p>	<p><b><u>General Office</u></b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space and shared equipment</p>	<p><b>3</b></p> <p>DSE – ensure all workstations and equipment are thoroughly cleaned with antibacterial wipes before each use, even if it was used by the same person the day before. This includes the desk surface, keyboard, mouse and telephone handset and buttons, including the mouth and ear pieces.</p> <p>Where possible stagger the use of offices to limit occupancy.</p> <p>Avoid hot-desking, use the same desk each time where possible. Maintain social distancing, i.e. use every other desk not adjacent or opposite desks where possible.</p> <p>Printers – wipe printer buttons with antibacterial wipes before touching. Avoid queuing to use the printer if possible but if you need to queue, observe social distancing at all times.</p> <p>It may be appropriate to consider whether the wearing of PPE (facial masks and/or gloves) is appropriate if it is not possible to observe social distancing for prolonged periods, i.e. in office or other staff areas with limited space. It should be noted that current government advice is that PPE is not considered necessary in schools in general, i.e. staff in general contact with children and young people, such as teaching or supervising play etc.</p>	<p><b>1</b></p>	<p><b>Low 3</b></p>	
<p><b>05</b></p>	<p><b><u>Staff room and refreshment areas</u></b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space and shared equipment (taps, kettles, fridges etc.)</p>	<p><b>3</b></p> <p>Schools should plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p> <p>Where possible stagger breaks to reduce occupancy and use as much as possible at any one time.</p> <p>Avoid queuing to use kitchen equipment, including kettles, fridges and sinks etc. where possible but if you need to queue, observe social distancing at all times where possible.</p> <p>Water bottles and other personal containers should not be refilled from water coolers or taps unless they have been thoroughly washed in hot soapy water beforehand.</p>	<p><b>2</b></p>	<p><b>6 Low</b></p>	

<p><b>06</b></p>	<p><b><u>Minimizing Contact</u></b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space and shared equipment</p>	<p><b>3</b></p> <p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). 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"> <li>• children’s ability to distance</li> <li>• the lay out of the school</li> <li>• the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)</li> </ul> <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><b><i>How to group children</i></b></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. 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 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><b>2</b></p>	<p><b>6 Low</b></p>	
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		<p>In the 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.</p> <p>In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</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>It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>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.</p> <p>Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between</p>		
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			<p>children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, it is recognised this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p>			
07	<p><b><u>Classrooms</u></b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space and shared equipment</p>	3	<p><b><i>Measures within the classroom</i></b> Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission.</p> <p>It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. It is appreciated 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> <p>Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow but schools doing this where they can, and even doing this some of the time, will help.</p> <p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above. Schools should make small adaptations to the classroom to support distancing where possible.</p>	2	6 Low	

			That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. Desks in classrooms should be set out so that they are forward facing			
08	<p><b><u>Maintaining Social Groups</u></b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space and shared equipment</p>	3	<p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</p> <p>Keep cohorts together where possible.</p>	2	6 Low	
09	<p><b><u>Hygiene and Ventilation</u></b> Increased risk of exposure to disease in enclosed spaces</p>	3	<ul style="list-style-type: none"> <li>• Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</li> <li>• Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</li> <li>• Ensure that all adults and children: <ul style="list-style-type: none"> <li>○ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the <a href="#">guidance on hand cleaning</a></li> <li>○ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing</li> <li>○ are encouraged not to touch their mouth, eyes and nose</li> <li>○ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> </ul> </li> <li>• Ensure that help is available for children and young people who have trouble cleaning their hands independently</li> <li>• Consider how to encourage young children to learn and practise these habits through games, songs and repetition</li> <li>• Ensure that bins for tissues are emptied throughout the day</li> <li>• Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>• Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li> <li>• There is no need for anything other than normal personal</li> </ul>	2	6 Low	

			hygiene and washing of clothes following a day in an educational or childcare setting.			
10	<p><b><u>General movement around schools.</u></b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space and shared equipment</p>	3	<p>Reduce mixing within education or childcare setting by:</p> <ul style="list-style-type: none"> <li>• Accessing rooms directly from outside where possible</li> <li>• Considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</li> <li>• Staggering breaks to ensure that any corridors or circulation routes used have a limited number of children and young people using them at any time</li> <li>• Staggering lunch breaks - children and young people should clean their hands beforehand and enter the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group.</li> <li>• Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> <li>• Outdoor play equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously</li> </ul> <p>If possible and where appropriate consideration might be given to introducing a 'one way' system around schools, including stairways, where one set might be designated as 'ascend' and another set designated as 'descend'. However this is only where it is possible and appropriate to do so.</p>	2	6 Low	
11	<p><b>Outdoor Play Equipment</b></p>		<p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised or removed entirely and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</p>			

12	<p><b><u>Physical Education and School Sport (PE)</u></b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces.</p>				
13	<p><b><u>Arrival and departure from school</u></b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces due to limited space</p>	<p>3</p> <p>It may be appropriate to introduce staggered start and finish times for children to reduce the numbers of parents/carers onsite at any one time and to allow for greater social distancing.</p> <p>Where possible only one parent or carer should attend the school to drop off or pick up and where someone else is available at home to look after them, siblings should not accompany parents or carers at these times.</p> <p>Where parents wish to speak to a teacher, they should ensure they maintain social distancing where possible.</p>	2	6 Low	<p>Guidance on <a href="#">safe working in education, childcare and children's social care</a> provides more advice.</p>



			<p>Where provided markers or similar aids should be used to observe social distancing at all times.</p> <p>Schools should have a process in place for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>			
14	<p><b>Travel to and from school and other transport arrangements</b> General risk of exposure to disease through contact with others and/or touching contaminated surfaces and due to limited space</p>	3	<p>Social distancing has significantly reduced available transport capacity. The below guidance sets out a new framework for supporting transport to and from schools from the autumn term, making a distinction between dedicated school transport and wider public transport:</p> <ul style="list-style-type: none"> <li>dedicated school transport is services that are used only to carry pupils to school. This includes statutory home to school transport, but may also include some existing or new commercial travel routes, where they carry school pupils only</li> <li>public transport services is routes which are also used by the general public</li> </ul> <p><b>Dedicated school transport, including statutory provision</b></p> <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.</p> <p>The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:</p> <ul style="list-style-type: none"> <li>how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>use of hand sanitiser upon boarding and/or disembarking</li> </ul>	3	<p><b>9 Med</b></p>	<p>DfE will shortly publish new guidance to local authorities on providing dedicated school transport, based on the framework outlined here.</p> <p>Given the pressures on public transport services it may also be necessary to work with local authorities so that they can identify where it might be necessary to provide additional dedicated school transport services, including in places where these services do not currently operate. The government is currently evaluating this position and will set out next steps shortly.</p> <p>Other actions to also consider;</p> <ul style="list-style-type: none"> <li>Schools, parents and young people following the government guidance on how to travel safely, particularly if public transport is required (<a href="#">safer travel guidance for passengers</a>)</li> <li>Ensure transport arrangements cater for any changes to start and finish times</li> <li>Make sure transport providers</li> </ul>



		<ul style="list-style-type: none"> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible</li> <li>• distancing within vehicles wherever possible</li> <li>• the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> </ul> <p>Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day, others involve use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances.</p> <p>It will also require a partnership approach between local authorities, schools, trusts, dioceses and others. In particular, it is imperative that schools work closely with local authorities that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision.</p> <p><b>Wider public transport</b></p> <p>In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum.</p> <p>To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level. Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils.</p> <p>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</p> <p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes.</p>		<p>do not work if they or a member of their household are displaying any symptoms of coronavirus</p> <ul style="list-style-type: none"> <li>• Make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers</li> <li>• Take appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts</li> <li>• Local authorities or transport providers could consider the following: <ul style="list-style-type: none"> <li>○ guidance or training for school transport colleagues</li> <li>○ substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers</li> <li>○ cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out</li> </ul> </li> <li>• Communicate revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</li> </ul>
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15	<p><b><u>Personal Protective Equipment (PPE) in relation to Covid-19</u></b></p>	<p>3</p> <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"> <li>• where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> <li>• If a child, young person or other learner becomes unwell with symptoms of Covid-19 (Coronavirus) while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</li> </ul>	2	<p><b>6 Low</b></p>	<p>Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> 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>
16	<p><b><u>Covid-19 (Coronavirus) related illness in setting</u></b> Risk from children and/or staff who may develop symptoms whilst in the setting</p>	<p>3</p> <p>If anyone becomes unwell with a new, continuous cough or a high temperature or sudden loss of taste/smell in an education or childcare setting, they must be sent home and advised to follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection guidance</a>.</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 of the child and 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 should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, loss of taste/smell, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive</p>	3	<p><b>9 Med</b></p>	

			(see 'What happens if there is a confirmed case of coronavirus in a setting?' below). They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> .			
17	<b>Response to an infection</b> Virus may be transmitted through large groups of people unless strict controls are in place	3	<p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>• <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>• provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>• <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS <a href="#">testing and tracing for coronavirus website</a>, or ordered by telephone via NHS 119 for those without access to the internet.</p>	2	6 Low	
18	<b>Manage confirmed cases of coronavirus (Covid-19)</b> Virus may be transmitted through large groups of people unless strict controls are in place	3	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to</p>	2	6 Low	<p><b>Contain any outbreak by following local health protection team advice</b></p> <p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will</p>

		<p>guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset</li> </ul>		<p>be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this guidance, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on</p>
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			of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>			<a href="#">testing and tracing for coronavirus (COVID-19)</a> .
19	<b>First Aid</b> Potential for reduced First Aid cover during pandemic if staff are ill or self-isolating	3	<p>First Aid cover should be reviewed to ensure adequate provision is in place at all times with temporary arrangements put in place if appropriate. Special consideration should be given to children and young people with special medical needs and paediatric requirements.</p> <p>As per usual arrangements, where appropriate First Aiders, and other staff who may deal with minor injuries or illnesses, should ensure they wear PPE (including a face mask if considered appropriate) when providing first aid.</p> <p><b><u>Covid-19: advice for first aiders</u></b></p> <ol style="list-style-type: none"> <li><b>1. Be aware of the risks to yourself and others</b> When approaching a casualty there is always a risk of cross contamination – especially when you may have to get close to the casualty to assess what is wrong or to check their breathing. It is always important to be aware of the risks of how this cross contamination has occurred. According to NHS 111 we do not know exactly how coronavirus spreads from person to person but similar viruses are spread in cough droplets.</li> <li><b>2. Keep yourself safe</b> In line with government advice, make sure you wash your hands or use an alcohol gel, before and after treating a casualty also ensure that you don’t cough or sneeze over a casualty when you are treating them.</li> </ol> <p>The Resuscitation Council (UK) provides some useful advice of how to keep yourself safe when providing CPR. <a href="#">You can read their full advice on their website here.</a></p> <p>Don’t lose sight of other cross contamination that could occur that isn’t related to COVID-19.</p> <ul style="list-style-type: none"> <li>○ Wear face masks if possible if you are unable to maintain social distancing to treat a person</li> </ul>	2	6 Low	

		<ul style="list-style-type: none"> <li>○ Wear gloves or cover hands when dealing with open wounds</li> <li>○ Cover cuts and grazes on your hands with waterproof dressing</li> <li>○ Dispose of all waste safely</li> <li>○ Do not touch a wound with your bare hand</li> <li>○ Do not touch any part of a dressing that will come in contact with a wound.</li> </ul> <p><b>3. Give early treatment</b> The vast majority of incidents do not involve you getting close to a casualty where you would come into contact with cough droplets. Sensible precautions will ensure you are able to treat a casualty effectively.</p> <p><b>4. Keep yourself informed and updated</b> As this is a new disease this is an ever changing situation and the government and NHS are continually updating their advice. Make sure that you regularly review the NHS 111 or Gov.uk website which has a specific section on Coronavirus.</p> <ul style="list-style-type: none"> <li>○ <a href="#">Click here to visit NHS 111</a></li> <li>○ <a href="#">Click here to visit Gov.uk</a></li> <li>○ <a href="#">Click here to visit Resuscitation Council</a></li> </ul> <p><b>5. Remember your own needs</b> These are challenging and uncertain times for all. The COVID-19 outbreak has meant a lot of upheaval and worry for people. In order to help others you will also need to look after your own needs. Make sure you take time to talk about your fears and concerns with someone you trust and to take out time to look after yourself.</p> <p><b>6. If you think you may have been exposed to or contracted Covid-19</b> If you are symptomatic for Covid-19 (Coronavirus), i.e. are showing signs of high fever, new and persistent cough and breathing difficulties, sudden loss of taste/smell, you should inform your line manager and arrange to self-isolate for 7 days with immediate effect. You can book also a test to confirm whether you have the virus or not by visiting <a href="https://self-referral.test-for-Covid-19(Coronavirus).service.gov.uk/">https://self-referral.test-for-Covid-19(Coronavirus).service.gov.uk/</a>. Members of your household who are symptomatic can also be</p>		
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			tested to confirm whether they have the virus. If all symptomatic persons in your household test negative, you can return to work.			
20	<p><b><u>Fire and Emergency Evacuation Procedures</u></b> There may be the potential for increased risks from fire due to temporary arrangements in place in schools such as reduced staff numbers and staff and children and young people being located in different areas than usual.</p>	5	<p>It should be assured a current Fire Risk Assessment (FRA) is in place and where possible remedial actions completed.</p> <p>The FRA and current Fire and Emergency Evacuation procedures should be reviewed in conjunction with other changes being implemented during the Covid-19 pandemic.</p> <p>Where appropriate Temporary Fire and Emergency Evacuation Plan should be implemented and all staff briefed accordingly.</p> <p>A fire drill should be carried out at the earliest opportunity to provide awareness and familiarity for staff, children and young people alike.</p> <p>Reviews of Temporary Fire and Emergency Evacuation Plans and fire drills should be repeated accordingly as other year groups return to school under the phased return process.</p> <p>Personal Emergency Evacuation Plans (PEEP) in place for staff and/or children and young people should be reviewed to ensure they remain effective under any temporary arrangements.</p>	2	10 Med	Schools who have subscribed to the Property Term Servicing Agreement can continue to receive guidance and support with regards to their FRA and remedial actions as usual.
21	<p><b><u>Stress, fatigue, verbal abuse</u></b> Increased risk of stress during Covid-19 pandemic leading to staff being adversely affected by factors such as continuing change and lack of job control, conflicting demands between home and work and increased risk of verbal abuse from parents who are frustrated or frightened during the crisis</p>	3	<p>Staff can talk to line manager if they are feeling unwell or ill at ease about things at work and or conflicting demands between home and work or concerns regarding their personal safety during the Covid-19 pandemic.</p> <p>Where necessary further guidance and support can be found through HR with regards to conflicting demands.</p> <p>Normal policy applies for dealing with verbal abuse from parents or anyone else. However de-escalation techniques should be used where possible in recognition that some parents may feel threatened or frustrated by the temporary arrangements in place, conflicting information in media and fear for their children's and their safety.</p>	3	9 Med	<p>Staff signposted to support services, EAP (Employee Assistance Programme) - <a href="https://healthassuredeap.co.uk/wp-content/plugins/healthassured/sl.php?lg=southamptoncc&amp;lp=southamptoncc&amp;lid=4093">https://healthassuredeap.co.uk/wp-content/plugins/healthassured/sl.php?lg=southamptoncc&amp;lp=southamptoncc&amp;lid=4093</a></p> <p>Refer to Covid-19 (Coronavirus) wellbeing web pages - <a href="http://staffinfo.southampton.gov.uk/supporting-our-staff/coronavirus-covid19/our-wellbeing/">http://staffinfo.southampton.gov.uk/supporting-our-staff/coronavirus-covid19/our-wellbeing/</a> If you cannot access these pages please email the H&amp;S team (<a href="mailto:health.and.safety@southampto">health.and.safety@southampto</a>)</p>

						n.gov.uk) with your query and they will endeavour to provide you with the information you require.
22	<b><u>SEND Guidance in relation to Covid-19</u></b>	3	<p>Reference should be made to the GOV.UK guidance on risk assessments for settings managing children and young people with an education, health and care (EHC) plan during the Covid-19 (Coronavirus) outbreak.</p> <p>The government has published guidance for how special schools and colleges might consider and manage risks in supporting children and young people with complex needs towards managing children and young people with education, health and care plans: <a href="#">guidance for special schools, specialist colleges, local authorities and any other settings</a> This covers recommendations for educational settings, working with local areas and families, on how to assess risks in supporting children and young people.</p>	2	6 Low	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance</a>
23	<b><u>Implementing protective measures in alternative provision (AP)</u></b>	3	<p>It is the Government's intention that all pupils in alternative provision (AP) settings (including pupil referral units, AP academies and AP free schools) will return to school full-time from the start of the autumn term.</p> <p>To support this return, AP settings must comply with health and safety law which requires employers to assess risks and put in place proportionate control measures. They should work through the system of controls to follow the same principles as mainstream schools, adopting measures as appropriate that help them meet each control in a way that addresses the risk identified in their assessment and that works for their setting to allow them to deliver a broad and balanced curriculum for pupils.</p> <p>When working through the system of controls, APs should take steps to minimise social contact and mixing as far as is practicable.</p> <p>All APs, especially larger AP schools, should consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum. Due to the smaller size of many AP settings, and because APs are not typically organised by year groups, APs may wish to adopt whole school bubbles as part of their system of control and in order to best meet the needs of their students.</p>	3	9 Med	<a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance</a>



			<p>Staff should use simple language to explain safety measures, and reiterate and reinforce key messages.</p> <p>Safe routines for access to toilets, hand-cleaning and break and lunch times should be put in place. Teaching resources can be used to aid understanding.</p> <p>Settings may need to carry out a risk assessment, if it is deemed that a child or young person may not be able to follow instructions, to determine what mitigations need to be put in place and whether, in rare circumstances, they should stay at home. For those children and young people with a social worker, our expectation is that they should attend their educational setting unless a risk assessment concludes they will be safer at home.</p>			
24	<b><u>Returning to a DT or Art department after extended closure &amp; Guidance on practical work</u></b>	3	<p><b>CLEAPSS has provided guidance on practical work in schools</b> This is in addition to all standard operating procedures across your school and CLEAPSS Guidance in general. This should be reviewed alongside all guidance for your own setting. The guidance will be updated as more is learnt about these new ways of teaching, therefore please check regularly for updates on the CLEAPSS website.</p>	3	9 Med	Stay up to date with the latest CLEAPSS guidance on COVID 19 <a href="#">GL336 – CLEAPSS Advice during the COVID-19 / Coronavirus Pandemic</a>
25	<b><u>Guidance for science departments returning to school after an extended period of closure</u></b>	3	<p>CLEAPSS has put together a list of important checks you should perform when your school re-opens.</p> <p><b>GL345</b> – Guidance for science departments returning to school after an extended period of closure <a href="http://science.cleapss.org.uk/Resource-Info/GL345-Guidance-for-science-departments-returning-to-school-after-an-extended-period-of-closure.aspx">http://science.cleapss.org.uk/Resource-Info/GL345-Guidance-for-science-departments-returning-to-school-after-an-extended-period-of-closure.aspx</a></p> <p><b>Checking the chemical store</b> There may have been a spill or leak so keep safe by reading <a href="#">GL246</a> before going in, and check <a href="#">GL247</a> and <a href="#">GL252</a> for further details and advice on what to look for.</p> <p>Be particularly careful if the weather has been hot or you are unsure that the store is ventilated well.</p>	3	9 Med	For further help or advice contact the CLEAPSS Helpline <a href="https://science.cleapss.org.uk/helpline/">https://science.cleapss.org.uk/helpline/</a>

26	<p><b><u>Guidance for managing hands on activities in Primary</u></b></p>	3	<p>CLEAPSS has provided guidance for managing hands on activities in Primary schools, including information on how to arrange classrooms and how to carry out hands on science, D&amp;T and art lessons.</p> <p><a href="http://primary.cleapss.org.uk/Resource-File/P104-Managing-hands-on-activities-in-a-partially-reopened-school.pdf">http://primary.cleapss.org.uk/Resource-File/P104-Managing-hands-on-activities-in-a-partially-reopened-school.pdf</a></p>	3	<p><b>9 Med</b></p>	<p>For further help or advice contact the CLEAPSS Helpline <a href="https://science.cleapss.org.uk/helpline/">https://science.cleapss.org.uk/helpline/</a></p>
27	<p><b><u>Meetings</u></b> Increased risk of close contact due to limited space and numbers of persons attending</p>	3	<p>Face to face meetings should be avoided where at all possible but where this is not possible, it should be ensured that government guidance regarding social distancing is observed.</p>	2	<p><b>6 Low</b></p>	
28	<p><b><u>Increased working from home during Covid-19 pandemic</u></b> Risk to all staff when working from home from non-managed premises. Potential injuries due to unsafe electrical equipment, lone working, not being able to summon help in the event of falling ill or suffering an injury, risks associated with working for long periods of time in an unsuitable location or with unsuitable work equipment</p>	3	<p>Employees to ensure they work in a safe environment at home as far as reasonably practicable and to inform their line manager if there is any reason why this may not be possible, i.e. no suitable place to work, unsafe equipment, lack of security or any other risks.</p> <p>Contact arrangements discussed and agreed with line manager as appropriate.</p> <p>Employees to ensure they work safely and avoid using IT equipment for long periods in unsuitable locations.</p> <p>A Risk Assessment for Flexible Homeworking is available on the <a href="#">H&amp;S Forms Page</a> on Young Southampton</p>	2	<p><b>6 Low</b></p>	<p>If home is not suitable for working from for short or longer periods of time employees may need to work from the office instead, however during the Covid-19 (Coronavirus) pandemic this may not be possible, therefore please discuss with your line manager and refer to the <a href="#">DSE Microsite</a> for further information</p>
29	<p><b><u>Covid-19 Related Incident Reporting</u></b> All staff are at risk of the virus whether at work or in the wider community</p>	3	<p>All normal accidents or incidents should continue to be reported as usual using the online reporting system (<a href="#">HSMS</a>).</p> <p>Where there is reasonable evidence that any reported case of Covid-19 is resultant of occupational exposure, this should be reported on <a href="#">HSMS</a>, where it will be considered against RIDDOR guidance issued by the HSE.</p> <p>Head Teachers or their nominated deputy must review all incidents reported and take necessary actions as appropriate to prevent further occurrences where possible.</p> <p><i>A report under RIDDOR (The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013) should only be made when:</i></p>	2	<p><b>6 Low</b></p>	<p><b>RIDDOR <a href="#">reporting of COVID-19</a></b></p>

			<ul style="list-style-type: none"> <li>• an unintended incident at work has led to someone's possible or actual exposure to coronavirus. This must be reported as a dangerous occurrence.</li> <li>• a worker has been diagnosed as having COVID 19 and there is reasonable evidence that it was caused by exposure at work. This must be reported as a case of disease.</li> <li>• a worker dies as a result of occupational exposure to coronavirus.</li> </ul>			
30	<p><b><u>School Cleaning during Covid-19 (Coronavirus) outbreak</u></b> Increased risk to cleaning staff from contracting Covid-19 (Coronavirus) during cleaning activities</p>	3	<p>Increased cleaning will reduce the risk of infection and guidance on school cleaning during the Covid-19 (Coronavirus) outbreak is available on Young Southampton.</p> <p>PPE requirements in relation to cleaning in schools may be slightly different to usual during the Covid-19 (Coronavirus) outbreak. Further information can be found via this link <a href="#">Schools - What PPE to Wear During Coronavirus Outbreak</a></p>	2	6 Low	<p>Follow the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p> <p>For further guidance see:</p> <p><a href="#">School Cleaning – Little and Often</a></p> <p><a href="#">School Cleaning Manual – January 2020</a></p>
31	<p><b><u>Air conditioning</u></b> Risk of transmitting Covid-19 (Coronavirus) through air conditioning systems</p>	3	<p><b>HSE Guidance states that the risk of air conditioning spreading coronavirus is extremely low.</b></p> <p>If you use a centralised ventilation system that removes and circulates air to different rooms, it is recommended that you turn off recirculation and use a fresh air supply.</p> <p>You do not need to adjust other types of air conditioning systems.</p> <p>If you're unsure, speak to your heating ventilation and air conditioning (HVAC) engineers or advisers.</p> <p>Good ventilation is encouraged to help reduce the risk of spreading coronavirus.</p>	2	6 Low	<p>For regular HSE updates on coronavirus <a href="#">visit HSE website</a></p>
32	<p><b><u>Site Management during Covid-19 (Coronavirus) outbreak</u></b></p>	3	<p>Where schools are closed or only partially open, it must be ensured that statutory compliance is complied with as per normal arrangements, including the ongoing need to ensure legionella controls are continued as normal and servicing and maintenance of boilers, LEV's etc. continue in line with their normal inspection and maintenance schedule.</p>	2	6 Low	<p>Schools who have subscribed to the Property Term Servicing Agreement can continue to receive support with regards to compliance and maintenance etc. as usual.</p>

33	<p><b><u>Visitors</u></b> Increased risk due to unknown health or exposure</p>	3	<p>Where possible it is recommended that visitors to the school are limited to essential only, i.e. Property Service and/or contractors for essential maintenance and inspection and essential deliveries.</p> <p>All visitors should be asked to adhere to hygiene rules at the site, i.e. use sanitiser on arrival as provided by reception or if this is not possible or suitable, to wash their hands on arrival for 20 seconds using soap and hot water.</p>	3	<p><b>9 Med</b></p>	
34	<p><b><u>Swimming Pools</u></b></p>	3	<p>For schools who have swimming pools, guidance is available via the links below from the POOL WATER TREATMENT ADVISORY GROUP:</p> <ul style="list-style-type: none"> <li>• <a href="#">PWTAG - Technical note 45: Reopening or commissioning the pool for use following temporary closure due to the coronavirus lockdown</a></li> <li>• <a href="#">PWTAG - Technical note 44: How to disinfect areas which may have been used by people carrying coronavirus</a></li> <li>• <a href="#">PWTAG - Guidance on Temporary Pool Closures</a></li> </ul>	3	<p><b>9 Med</b></p>	Follow guidance as appropriate

### Hazard Impact Severity/Consequence if exposed to risk

Severity of the hazard if incident occurs		
Rating	Possible qualitative equivalent	Examples
1	No Harm	No injury, damage, or sickness or other loss, i.e. of working equipment.
2	Minor Harm - First Aid	First aid injury or illness, minor damage or loss. For example, scratch, bruise, minor cut, minor burns. Normal work possible after first aid treatment.
3	Serious Harm - Over 3 day injury	Minor fractures (fingers & toes), temporarily disabling back injuries. Accidents result in an over 'three-day' injury or illness, substantial damage or loss.
4	Major harm	Major fractures (limbs, vertebrae etc.), eye injury, longer term disability long term sickness absence.
5	Catastrophic Harm Fatality	Fatality, permanent disabling illness, blindness, catastrophic damage or loss e.g. loss of limb

### Likelihood of being exposed to risk

Likelihood of incident occurring		
Rating	Possible qualitative equivalent	Examples
1	Remote	Highly unlikely to occur
2	Rare	May occur in exceptional circumstances
3	Unlikely	Unlikely but could occur at some time
4	Possible	Fairly likely to occur at some time or in some circumstances
5	Likely	Will probably occur at some time or in some circumstances
6	Highly Likely	Highly likely to occur

### Health and Safety 6x5 Risk Matrix

Hazard Severity  
x Likelihood  
= RISK

Risk Level	
Low	1-6
Med	8-12
High	15-20
V High	24-30

### Risk Matrix

Likelihood rating	6	6	12	18	24	30
	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
		Hazard Severity rating				

### Risk Control Plan

Risk level	Guidance on necessary action and timescale
Low (1-6)	Unlikely to cause serious injury, any actions need to be completed within 6 months. Periodic review to ensure controls are maintained
Medium (8-12)	Will cause injury at some point; consideration should be given as to whether the risks can be lowered, actions to be completed within 1 month, regular review of controls to ensure they are maintained particularly if the risk levels are associated with harmful consequences.
High (16-20)	Likely to cause injury, substantial efforts required to reduce risk. Controls to be implemented as a priority.
High (25-30)	Will cause serious injury or worse, <b>consider stopping, suspending or restricting the activity</b> all risk reduction actions are immediate detailed planning and regular monitoring of controls. Temporary controls might be appropriate in the short term such as increased supervision.