



Introduction.

This risk assessment template has been prepared to assist relevant duty holders in their effective management of the risk to people from Coronavirus (COVID-19). Duty holders should familiarise themselves with the most recent guidance published by the government before completing the risk assessment, as well as during each review of the content.

Overview

The risk assessment template draws on the guidance published by the [Health and Safety Executive](#), [Gov.UK](#) the [National Health Service](#), [Public Health England](#) and the [Department for Business, Energy & Industrial Strategy](#), in accordance with the COVID-19 secure principles.

Context

Coronavirus COVID-19 may be present in minute water droplets that are expelled from the body through sneezing, coughing, talking and breathing. The virus can be transferred to the hands and from there to surfaces. It can survive on surfaces for a period after transfer (depending on such things as the surface type, its moisture content and temperature).

Most people infected with the virus experience disease with mild or moderate symptoms, however a significant minority become severely unwell requiring hospitalisation and for some people the disease is fatal.

The risk of serious disease and death are unevenly distributed, the population groups at increased risk are:- older people, people with pre-existing health conditions, men, people from BAME communities.

Basic Principles.

The control measures follow the basic principles outlined in the current advice provided by government around safe social distancing, hand and respiratory hygiene, self awareness of risk group (extremely vulnerable, vulnerable, general population) and of symptoms of high temperature and / or new continuous cough, loss of, or change in, normal sense of taste or smell as a symptom which require self isolation for the case and household contacts.

The Risk Assessment.

This document is intended to be a living document applicable for the duration as required.

It will therefore be subject to regular review and revision as change occurs and assessed needs direct in order to ensure its continued adequacy, in so far as it is reasonable practicable to do so. If events change on the day, dynamic assessment based upon professional judgement will direct the necessary additional control measures.

As an employer, you must protect people from harm. This includes taking reasonable steps to protect your workers and others from coronavirus. This is called a risk assessment and it'll help you manage risk and protect people.

You must:

- identify what work activity or situations might cause transmission of the virus
- think about who could be at risk
- decide how likely it is that someone could be exposed
- act to remove the activity or situation, or if this isn't possible, control the risk.

Consultation.

Relevant duty holders should consult with their workforce and trade union representatives as part of putting measures in place. Involving them promotes ownership and demonstrates that you take their health and safety seriously.

Risk Assessment	School's Risk Management of COVID-19 Restricted attendance during the national lockdown – January 2021.	
	This document is current at the date published and should be completed in conjunction with reference to the latest version of Stockton Borough Council's Human Resources and Public Health COVID-19 guidance for schools.	
School	Whitehouse Primary School	

Task/Activity:	Implementing Protective Measures to Mitigate against Covid-19 Infection
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Author:	Mrs S Randle – Head Teacher	Date:	1/03/21
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Quality Assurance Check by Manager / Line Manager		Date:	
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<p>Staff safety and welfare</p>	<p>Whole school risk assessments in place.</p> <p>DFE Guidance:</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak</p> <p>Information for staff:</p> <p>https://www.gov.uk/coronavirus</p>	<p>School is re-opening for all pupils on 8th March 2021. School is following the latest DFE guidance</p> <p>School is organised into Year group bubbles' of children in classes and small SEND discrete groups. The DFE have said that schools cannot limit numbers so there is a range of numbers of children across school</p> <p>Each 'bubble' is assigned specific staff who work exclusively with those children.</p> <p>Staff are restricted in mixing with other staff across school and take breaks only in specified areas in school. There are 4 ITT Durham student on placement. There is a specific risk assessment in Appendix 1 for these students.</p> <p>Staff are only re-deployed where absolutely necessary and under a balance of risks to minimise the transmission of Covid-19.</p> <p>Staff, pupils and parents have all been given training and advice on good hygiene, minimising risk and dealing with any suspected cases of Covid-19.</p> <p>Staff will be consulted on a regular basis on any new risk assessments.</p> <p>Staff are invited to contribute to the risk assessment.</p> <p>Any staff with any concerns over their own health must discuss this with the HT and complete an individual risk assessment.</p>	<p>HT, SLT, Team Leaders.</p> <p>All staff take responsibility for the health and safety of each other.</p>
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Activity to Manage	Current Control Measures	Additional Control Measures	Action by who?	Action by when?	Done
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<p>Arriving at and leaving school</p>	<p>Schools are to have staggered / adjusted start and finish times to keep groups apart as they arrive and leave school.</p> <p>Primary Schools are to have a process for the removal of pupil face coverings when they arrive at school and are to communicate this clearly with pupils and parents/guardians.</p> <p>Pupils must be instructed not to touch the front of their face covering during use or when removing it.</p> <p>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> <p>Advice on the safe removal of face coverings can be found here.</p>	<p>Each Bubble have their own entrances and exits. Parents issued with a plan identifying this.</p> <p>Staff meet the children at the classroom entrances and dismiss from the exit.</p> <p>The majority of the pupils do not wear a face-covering coming into school.</p>	<p>HT</p>	<p>In Place</p>	<p>1/03/21</p>
<p>Layout of the premises</p>	<p>School entrances are to be manned by staff to monitor observance of safe social distancing (<i>2m apart, or 1m with risk mitigation where 2m is not viable</i>) and to remind of good hand and respiratory hygiene.</p> <p>One-way systems are to be introduced where practicable. Social distancing markers, directional signage and posters should be used to illustrate this.</p> <p>A one way system should assist with narrow corridors and high traffic areas within School. This includes staircases and the use of lifts; posters should identify how many people are permitted within the lift at one time.</p>	<p>If mixing between bubbles occurs at the School entrance, then this must be fed back by staff to the Head Teacher, and action taken to prevent excessive mixing between groups / bubbles. Reminders are to be issued to parents/carers, when appropriate, to remind them of the drop off / pick up procedures.</p> <p>COVID-Secure floor stickers, [footprints, directional signage, catch it, bin it, kill it posters. hand and respiratory hygiene etc] may be obtained from Xentrall Design & Printing Services.</p> <p>Contact Chris Stansmore or tel. 01642 – 524502.</p>	<p>Parents are asked to wear face coverings to minimise the risk whilst on the premises.</p> <p>Staff take breaks in their own bubble areas.</p>	<p>HT</p> <p>HT AB</p>	<p>In place</p> <p>In place</p>

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	<p>Mobility impaired students may require additional arrangements.</p>		<p>Individual risk assessment</p>		
<p>Hygiene</p>	<p>Sufficient hand washing facilities are to be made readily available with liquid soap dispensers and ample supplies of paper towels. Alcohol gel is only recommended in circumstances where hand washing is not immediately practical.</p> <p>All persons are to wash their hands on arrival at the building, before eating, after eating, after sneezing or coughing etc.</p> <p>Encourage pupils to improve their hygiene habits using tissues to cough or sneeze into, with an adequate supply of available tissues and bins.</p> <p>Children encouraged to avoid touching their face.</p> <p>Regularly touched surfaces should be cleaned regularly using bleach* or detergents, this may include touch screens, door handles, bannisters, desks, seats, light switches, toilets, sinks etc. See cleansing guidance. *Following manufacturer's instructions.</p> <p>Where possible, all spaces should be well ventilated, opening windows or doors where practicable, or using fans to move air.</p> <p>Some pupils with complex needs who may be unable to maintain good hygiene, may require an individual risk assessment to support these pupils and staff working with them, to ensure they obtain face to face education.</p>	<p>Communicate expectations to staff and parents regarding cleaning and hygiene. Guidance on cleaning non-healthcare premises available here .</p> <p>Frequent hand washing and drying – see guidance on hand cleaning.</p> <p>Catch it, bin it, kill it posters. Additional tissues and bins provided.</p> <p>Resources available to support effective messaging available from the eBug coronavirus website. Further guidance on cleaning approaches available from Implementing Protective Measures in Education and Childcare Settings, available here.</p> <p>Advice on Air conditioning and ventilation during the coronavirus outbreak is available from the Health and Safety Executive.</p>	<p>New soap dispensers and hand sanitisers have been installed around school.</p> <p>Reminder training sessions with staff and the children to continue the hygiene routines. Additional tissues and hand gel in each classroom as is the current practice.</p> <p>Staff given again expectations documents on minimising infections. Staff reminded to keep windows open and children to wear an extra layer of clothing.</p> <p>Mr Barber and Mr Goodman to review cleaning schedule which includes PPE for cleaners.</p>	<p>AB AG HT</p>	<p>In Place</p>

Activity to Manage	Current Control Measures	Additional Control Measures	Action by who?	Action by when?	Done
			SENCO to complete individual risk assessments		
<p>Clinically Extremely Vulnerable / Clinically Vulnerable / Mental Health Awareness</p>	<p>During this period, from 5th January onwards (until review at a later date) we are advising the clinically extremely vulnerable to shield and work from home. See Appendix 1. If you cannot work from home, you are advised not to go to work.</p> <p>Clinically extremely vulnerable pupils are advised not to attend School, where possible, and to complete technology-based lessons from home.</p> <p>Staff living with someone who is clinically extremely vulnerable can still attend work where homeworking is not possible.</p> <p>See the guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for the current advice.</p> <p>Ongoing mental health support and guidance is available as part of the Department for Education releases, both for staff and pupils.</p> <p>During the current period, a number of children will be accessing lessons from home using technology whilst critical worker's children may be accessing education from the School premises. All pupils and staff must be supported during this difficult time, with mental health support and guidance being offered regularly.</p>	<p>Clinically vulnerable individual risk assessments should be reviewed to ensure they remain suitable and sufficient in the light of any changed circumstances.</p> <p>If you require a copy of an individual person's risk assessment template, please contact your Human Resources provider.</p> <p>Maintained schools should contact: Human Resources at SMHR@stockton.gov.uk</p> <p>Information about the extra mental health support for pupils and teachers</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>	<p>SENCo to devise individual risk assessment of pupils, check with the SBCMO and share with Parents</p> <p>Staff given expectations document and guidance to follow.</p> <p>HT audit the individual circumstances of staff and discuss as appropriate-make a decision on the information as given.</p> <p>Staff given Government advice on applying for Covid -19 testing if displaying symptoms</p> <p>DFE have asked staff to self-test 2 times a week.</p>	SENCo	25/01/21

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<p>BAME backgrounds</p>	<p>Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the 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> <p>There is clear evidence that COVID-19 does not affect all population groups equally. The PHE review of disparities in the risk and outcomes of COVID-19 shows that there is an association between belonging to some ethnic groups and the likelihood of testing positive and dying with COVID-19.</p>	<p>If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</p> <p>The Public health England guidance, Beyond the data: Understanding the impact of COVID-19 on BAME groups, is available here.</p>			
<p>Pregnant Staff</p>	<p>Pregnant women are in the ‘clinically vulnerable’ category, and are generally advised to follow the above advice, which applies to all staff in schools.</p> <p>Employers should conduct a risk assessment for pregnant women in line with the Management of Health and Safety at Work Regulations 1999 (MHSW). This should be regularly reviewed throughout and after the pregnancy.</p> <p><28 weeks pregnant: If the risk assessment identifies it is safe to do so, the pregnant staff member can continue their work providing suitable control measures are in place. If the risks cannot be reduced to a safe level, then</p>	<p>The Royal College of Obstetrics and Gynaecology (RCOG) has published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk.</p>	<p>Staff are reminded to speak to the HT if they have any additional health needs.</p> <p>Risk assessments are completed as required.</p>		

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	<p>alternative working arrangements should be sought, or working from home.</p> <p>>28 weeks pregnant/ pregnant staff with underlying health conditions at any stage of gestation: A risk assessment should still identify control measures to reduce the risk, however staff should be supported to work flexibly from home. More advice can be found here.</p>				
First Aid	<p>The school's first aid assessment should be reviewed to ensure an adequate provision, including at least one paediatric First Aider present at all times in Primaries.</p> <p>Appropriate PPE to be available to reduce the likelihood of infection transmission during first aid assessment or treatment.</p> <p>Guidance for first aiders can be found here.</p> <p>Guidance for first responders can be found here</p> <p>Advice from the St John Ambulance is available here.</p>	<p>Consider pupil ratio, location of first aid provision, lunchtime supervision, workforce understanding of dealing with a potentially symptomatic person.</p> <p>First aid trained staff should be encouraged to maintain this key role. Staff should be updated in the additional risks associated with treating persons during the COVID-19 situation and how to improve the way they handle injured, unwell or symptomatic people.</p>	<p>Staff given expectations document including scenarios on initial or first aid to give.</p> <p>Review with staff their own PPE Bag.</p> <p>Each class has their own first aid and PPE kit.</p> <p>SENCo to give medical info for the group leaders and establish first aiders on duty.</p>	In Place	
Personal Protective Equipment [PPE]	<p>PPE guidance can be found here.</p> <p>Most staff in education, childcare and children's social care settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 meters from others.</p> <p>Face coverings that may be worn in communal areas are not classified as PPE.</p> <p>Increased cleansing and improved hand and</p>	<p>Staff have been advised to wear face covering in common areas when moving around school such as the reception area and corridors.</p>	<p>SENCo to review the care plans for SEND pupils with Parents and staff and assess risk and valid use of staff using PPE.</p> <p>PPE equipment available in SEND changing areas and also in classrooms to deal</p>	In Place	

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	<p>respiratory hygiene habits are effective measures in controlling the spread of the virus in non-clinical settings.</p> <p>PPE should only be in circumstances of students receiving intimate personal care that already involves PPE, or if a student becomes unwell / symptomatic and needs direct personal care until they can return home.</p> <p>Read the guidance on Safe working in education, childcare and children's social care for further information on infection prevention and control including when, how PPE should be used, what type of PPE to use, and how to source it.</p>	<p>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.</p> <p>Where a child has become unwell with symptoms, PPE means:- fluid-resistant surgical face masks Type IIR disposable gloves, disposable plastic aprons, eye protection, a face visor or goggles.</p>	<p>with any incidents/accidents. Signage on the Donning of PPE display for staff reference.</p>		
<p>Office Areas.</p>	<p>Managers to assess who is required to come into the office and have the minimum amount of staff present or introduce a staggered working day.</p> <p>Consider a one-way system to reduce the risk of crossing paths with others.</p> <p>Clear signage detailing the arrangements and procedures in place.</p> <p>Hot desking and the sharing of equipment should be avoided where possible but if this cannot be achieved, then desks, non-fabric parts of chairs, keyboards, phones, PC screens and other such surfaces should be cleansed after use and before use by the next person.</p> <p>Where it is not possible to remain 2m apart, consider whether the environment can be redesigned to maintain a 2m distance, or 1m with</p>	<p>For further advice on working safely in offices, see Working Safely During The Coronavirus Outbreak In Offices and Contact Centres.</p> <p>Photocopier use is to be limited to one person per time. Staff to use wipes after their use Staff to reduce the need to use the photocopiers and wash hands after use. Technology should be utilised where possible, rather than the use of meeting rooms.</p>	<p>Office staff on a rota of one week in and one week working from home. On the rare times of two people in the office then a plastic screen separates the two working stations.</p> <p>Staff have work stationed assigned to them – individually.</p>	<p>In Place</p> <p>Staff meetings, team meetings and management meetings are held remotely</p>	

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	<p>mitigation where 2m is not viable, for example using screens or barriers, staff working side by side, or facing away from each other, rather than face to face if possible.</p> <p>Staff and cleaners are to complete regular contact points and surface cleaning.</p>			using teams.	
<p>Students / Staff display symptoms</p>	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). The Local Authority Public Health Team should be informed via: www.digital.stockton.gov.uk/covid19-contactus or 01642 528474.</p> <p>If anyone becomes unwell with the COVID-19 symptoms in an education or childcare setting, they must be sent home and advised to follow the stay at home guidance and get a test. Their fellow household members should self-isolate for 10 days.</p> <p>Schools must keep in contact with the local COVID outbreak team should cases develop / more persons become symptomatic. The team will support and advise accordingly.</p> <p>Anyone who has coronavirus (COVID-19) symptoms, such as a raised temperature, a new continuous cough, or a loss or change to their sense of smell or taste, or who have someone in their household who does or have been advised by NHS Test & Trace to self-isolate, should not attend school and should follow the COVID-19: guidance for households with possible coronavirus (COVID-19) infection which sets out that they must self-isolate for at least 10 days</p>	<p>The COVID Outbreak 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>Staff can book a self referral test if they have coronavirus symptoms, they must take a test as soon as possible. People getting a test because they have symptoms and anyone living with them must stay at home until they get their results. 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 slightly opened for ventilation. Staff assisting this pupil should be wearing the same standard of PPE as they would when completing intimate care.</p> <p>If it is not possible to isolate the pupil, then they must be moved at least 2 metres away from other people. 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</p>	<p>Reminder letter to parents of those currently accessing the school site.</p> <p>Staff already informed about what action to take.</p> <p>DFE to introduce Rapid Testing for staff in primary schools.</p>	<p>In place</p> <p>Training for staff for staff as a reminder 21/02/21</p> <p>DFE to introduce self testing.</p>	<p>In Place</p>

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	<p>from when the symptoms start and should arrange to have a test to see if they have coronavirus (COVID-19).</p> <p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first became unwell. Should a person have self-isolated for 10 days and still feel unwell, they must continue to self-isolate until such time as their symptoms go.</p> <p>Where the staff member tests positive for COVID-19, action should be taken as per Government guidance, with extensive cleansing of their work area to be completed.</p> <p>Where cleaning is required following a member of the workforce becoming unwell with symptoms of COVID-19, follow the guidance here. The staff should continue to monitor themselves and their colleagues in light of a potentially symptomatic person.</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>using standard cleaning products before being used by anyone else.</p> <p>PPE 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).</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.</p> <p>The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the cleaning guidance here.</p>	<p>Staff already received training and information.</p>		

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<p>Cleaning arrangements</p>	<p>The premises will be subject to an elevated cleansing regime focusing on contactable surfaces, door handles, handrails, tables and such like.</p> <p>Hand hygiene stations must be provided throughout the school, with alcohol gel available in the circumstances where soap and water are unavailable.</p> <p>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.</p> <p>Disinfection of materials should be done so with appropriate products, you must collect the manufacturer's safety data sheet for these products and complete a COSHH risk assessment where required.</p>	<p>Public Health England has published revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</p> <p>Consider those susceptible to skin irritations such as eczema , psoriasis, ichthyosis and dermatitis, due to frequent hand cleansing, balanced against the risk of combustion associated with excessive use of emollient creams, including products that do not contain paraffin.</p> <p>Awareness raising information available from the Medicines and Healthcare products Regulatory Agency available here.</p> <p>HSE guidance on sanitising fogging systems, can be found here.</p>	<p>Staff to cover lesson-by-lesson classroom maintenance using wipes</p> <p>Staff and children to continue rigorous hygiene routines with hand sanitizers and soap dispensers</p>		<p>In Place</p>
<p>Minimise contact between groups and individuals (bubbles)</p>	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19).</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. The overarching principle to apply is reducing the number of contacts between children and staff.</p> <p>This can be achieved through keeping groups separate in 'bubbles' and through maintaining the distance between individuals.</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. Further measures within the classroom available and elsewhere available here on page 16.</p>	<p>See staff safety section</p>		<p>In Place</p>

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	<p>For children old enough, they should also be supported to maintain distance and not touch staff where possible.</p> <p>Any additional space available where there are lower numbers of pupils attending, should be used wherever possible to maximise the distance between pupils and between staff and other people.</p>				
<p>Contingency Plans for outbreaks</p>	<p>For the pupils who will be completing remote learning, these should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus COVID-19.</p> <p>In the event of a local outbreak, the local COVID outbreak team may advise the School to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality.</p>	<p>The DfE Get Help With Remote Education page provides a one-stop-shop for teachers and leaders, signposting the support package available</p>	<p>Teachers have already in place remote learning packs and planning for individual and whole groups isolation and school closures.</p>	<p>Teachers</p>	<p>In Place</p>
<p>Transport</p>	<p>For dedicated School transport, it is important to consider:</p> <ul style="list-style-type: none"> • how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school • use of hand sanitiser upon boarding and/or disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible 	<p>The Transport to school and other places of education: 2020 to 2021 academic year guidance remains in place.</p> <p>Where children, young people and staff need to use public transport, they should follow the safer travel guidance.</p>	<p>Community transport to set their own guidance for their staff.</p> <p>SENCo to liaise with parents and transport for SEND pupils</p>		

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	<ul style="list-style-type: none"> the use of face coverings for children (except those under 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. 				
Premises management	<p>A useful guide for facilities managers on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown.</p>		<p>HT and Mr Barber to review fire evacuation procedures and publish new temporary measures as required</p> <p>Mr Barber and Mr Goodman to establish regular buildings inspections and test of fire detectors and alarms.</p> <p>Senior leaders to have regular fire drills under temporary opening through Covid-19</p>		
Control of Contractors arrangements	<p>Schools should consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with :</p> <ul style="list-style-type: none"> managing contractors visitors catering staff deliveries 	<p>The school should seek to obtain risk assessments and or written accounts of visiting contractor's safe operating procedures implementing COVID-19 secure principles.</p> <p>This will require close co-operation between schools and other employers.</p>	<p>Minimise any visitors during school closure to emergency maintenance only.</p> <p>Only authorised</p>		In Place

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	<ul style="list-style-type: none"> cleaning staff <p>Who may be on site working throughout the school and across different groups are addressed.</p> <p>Schools should ensure that their documented Control of Contractors 'Comprehensible Information' and 'Authorisation to Work' permits are up to date arrangements and provide the necessary challenge to visiting contractors</p>	<p>Schools should have discussions with key contractors about the school's control measures to ensure contractors work with these control measures.</p> <p>Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</p> <p>Where visits can happen outside of school hours, they should.</p> <p>A record should be kept of all visitors.</p>	<p>Health Professionals for completing the requirements in an EHCP.</p> <p>Easy to follow flow diagram of expectations given to all visitors to the site.</p> <p>Drop off area for deliveries are to be highlighted and review signage for restriction of visitors to the site.</p>		
<p>Keep occupied spaces well ventilated</p>	<p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) natural ventilation – opening windows (in cooler weather windows should be 	<p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> opening high level windows in preference to low level to reduce draughts increasing the ventilation while spaces are unoccupied (for examples, between classes, during break and lunch, when a room is unused) providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform rearranging furniture where possible to avoid direct drafts . <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in</p>			

Activity to Manage	Current Control Measures	Additional Control Measures	Action by who?	Action by when?	Done
	<p>opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</p> <ul style="list-style-type: none"> natural ventilation – if necessary external opening doors may also be used. <p>Further advice on this can be found in Health and Safety Executive (HSE) guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</p>	<p>occupied spaces</p> <p>Where any fire doors are opened to improve ventilation, this action should be recorded in the establishment's Fire Risk Assessment, with instruction to return the door to its closed position fulfilling the function of the Fire Door at the end of the school day.</p>			
<p>Statutory maintenance.</p>	<p>Facilities Managers should ensure that statutory cyclical maintenance still takes place, for example:</p> <ul style="list-style-type: none"> lifting equipment (people and goods) pressure systems electrical installation condition surveys fire detection, alarm systems and fire extinguishers portable appliance testing gas appliances. 		<p>School has remained open and operational.</p> <p>Hydro pool has been maintained but not in use currently.</p> <p>General day to day maintenance during school closures although the premises is open to some pupils.</p> <p>Mr Barber and Mr Goodman to check hoists and test before use as usual.</p>	<p>HT AB AG</p>	<p>In Place</p>

Activity to Manage	Current Control Measures	Additional Control Measures	Action by who?	Action by when?	Done
Safeguarding	<p>Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils.</p> <p>Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</p>	<p>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</p> <p>Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.</p>	Safeguarding and well-being team to meet virtually each Tuesday and Friday morning to review cases and action support where necessary.	HT	In Place
Behaviour expectations	<p>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</p> <p>Further details are available at Behaviour and discipline in schools.</p>	<p>Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules.</p> <p>Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</p>	An amendment to the existing Policy completed.	JE	In Place
Individual pupil risk assessments	<p>Consider pupils who have not previously required a risk assessed but who may now present with a risk :</p> <ul style="list-style-type: none"> • pupils who need specific care, which cannot be delivered whilst ensuring social distancing • potentially violent pupils, especially those with a known risk of spitting and/or requiring physical restraint. 		Any behaviours which put others at risk will result in a pupil not offered a place in school but educated at home. SENCo to devise additional Risk assessments required for individual pupils	JE SG	

Activity to Manage	Current Control Measures	Additional Control Measures	Action by who?	Action by when?	Done
			and share with Parents. Parents are asked to support at home by reinforcing the behaviour expectations and train the children to enable them to reduce the risk in the school.		
Educational Visits.	The DfE currently advise against educational trips at this present time. See here .	Further information on outdoor learning during the Coronavirus pandemic is available from the Outdoor Education Advisers Panel here .			
Music	<p>Schools have the flexibility to decide how music, dance and drama will be provided to pupils attending school while following the measures in their system of controls.</p> <p>Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space.</p> <p>This is particularly evident for singing and shouting. Therefore, if singing, wind and brass teaching is taking place in an out-of-school setting, appropriate safety mitigation and considerations should be put in place in line with the protective measures outlined in this guidance, and paying strict attention to the working safely in performing arts guidance to mitigate any cumulative risks of aerosol transmission.</p>	<p>When planning music provision for eligible children, out-of-school settings should consider additional specific safety measures</p> <p>Further guidance for providers of music, dance and drama is available here .</p> <p>Schools should not host any performances with an audience.</p>	A common sense approach is taken with no large groups of pupils participating in a closed area.		In Place

Activity to Manage	Current Control Measures	Additional Control Measures	Action by who?	Action by when?	Done
<p>Physical activity in schools</p>	<p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. Windows within indoor PE areas should be open to allow for maximum ventilation.</p> <p>This is particularly important in a sports setting because of the way in which people breathe during exercise.</p> <p>Sports equipment used within a PE lesson must be cleansed between bubbles.</p>	<p>External facilities can also be used in line with government guidance.</p> <p>Schools should refer to the advice from Association for Physical Education and the Youth Sport Trust .</p>	<p>A common sense approach is taken with no large groups of pupils participating in a closed area.</p> <p>On return to school pupils will be offered more outdoor and active learning along with extra PE sessions.</p>		<p>In Place</p>
<p>Extra curricular activity, after school clubs.</p>	<p>Schools should continue to offer wraparound provision, such as breakfast and after-school clubs, for those children eligible to attend school (i.e. children of critical workers and vulnerable children and young people).</p> <p>Resuming this provision is important to ensure that parents and carers who are critical workers can continue to work, as well as to provide enriching activities for vulnerable children that improve their wellbeing or support their education</p> <p>Schools can consult the guidance here.</p> <p>This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for</p>	<p>Schools should also work closely with any external wraparound providers which these pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.</p> <p>However, where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble</p>	<p>Breakfast and Tea time clubs will resume with the children together in the main school hall with good ventilation and separated into Year groups spacing.</p>		<p>In Place</p>

Activity to Manage	Current Control Measures	Additional Control Measures	Action by who?	Action by when?	Done
	<p>their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</p> <p>As with physical activity during the school day, contact sports should not take place.</p>				
Catering	<p>During the period of national lockdown, schools should continue to provide meal options for all pupils who are in school.</p> <p>Meals should be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school.</p> <p>Under normal circumstances, schools do not provide free school meals to eligible children who are not in school. But during the national lockdown, we expect schools to continue supporting children eligible for benefits-related free school meals who are at home during term time.</p> <p>We strongly encourage schools to work with their school catering team or food provider to provide food parcels to eligible free school meal pupils who are at home. Where school kitchens are open this should be the approach taken by schools.</p>	<p>All meals provided in school must still comply with the school food standards .</p> <p>Drinking water must be provided free of charge at all times to registered pupils on the school premises.</p> <p>Schools should consider the most appropriate way to do this if, for public health reasons, pupils do not have access to water fountains.</p> <p>Schools should take steps to limit the use of single-use plastic water bottles.</p> <p>Food parcels should cater for children who require special diets, for example, allergies.</p>	<p>Pupils have their own water bottles brought in daily.</p> <p>School kitchen is open for hot meal from 8th March and a staggered time for the children to come and out of the forum</p>		In Place

	Name	Date	Comments
1 st review by			
Quality assurance check by manager / line manager.			



January 2020 School Placement - Infection Control COVID-19 General Risk Assessment Form

Consultation -The Covid-19 Risk Assessment and associated COVID Policy has been shared with the Durham University Strategic Management Group and Occupational Health

Persons covered by this assessment – **All trainee teachers on school placement**

COVID-19 is a virus which has serious effects which debilitates those who have caught it and causes immense distress both physically and mentally. The UK has suffered huge fatality rates.
The virus is thought to spread mainly from person-to-person.

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes, or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- COVID-19 may be spread by people who are not showing symptoms.

RISK RATING		Likelihood		
		Probable Occurs repeatedly, to be expected or could affect large number of people	Possible Could occur sometime or effect a few people	Remote Unlikely to occur or not many people to be affected
Impact	Major Major injury, permanent disability or illhealth	High	High	Medium
	Severe Injury requiring medical treatment	High	Medium	Low
	Minor First aid treatment	Medium	Low	Low

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on [coronavirus \(COVID-19\) related deaths linked to occupations](#) suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children (particularly young) transmit the disease any more than adults. [Govt info](#)

Our Partnership schools are following the guidance [Guidance for full opening: schools](#)

Public Health England advice the following measures to minimize coronavirus (COVID-19) risks in school environments;

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximize distancing between those in school wherever possible and minimize potential for contamination so far as is reasonably practicable

Public Health England are actively supporting our partnership schools. If schools have a query about coronavirus (COVID-19) they can contact PHE helpline, lines are open from 8am to 6pm, Monday to Friday, and 10am to 4pm at weekends-If you work in a school, please have your unique reference number (URN or UK PRN) available when calling the helpline- DfE coronavirus helpline -Telephone 0800 046 8687

Factor	Rating Profile	Indications for Risk Profiling	Examples of specific actions necessary	
Individual student factors Factors that can affect the success of a placement, include <ul style="list-style-type: none"> • their knowledge, skills and experience, • level of maturity, general 	Low	The student has not advised the University of any personal factors likely to cause episodes of illness or require specific support whilst on placement. Student has relevant knowledge, understanding and skills for the type of work.	None required	
	Medium	The student has personal factors (e.g. mental or physical health conditions, disability, linguistic, cultural, pregnancy) which may require specific adjustments or support during the work placement, or in social interactions at work.	Discussion with the student in relation to reasonable adjustments that can be made to support progress.	
	High	The student has personal factors (e.g. mental or physical health conditions, disability, linguistic, cultural, pregnancy) which may increase the risk	Discuss activities that give rise to risk with the student to try to eliminate or reduce potential risks where possible. Take account	

health or			of impact	
<p>existing health conditions.</p> <ul style="list-style-type: none"> Reasonable adjustments may be needed if a student has disclosed a disability. If a student is pregnant or becomes pregnant during a placement a risk The student has immediate family who have been shielding and are highly susceptible to the Covid virus <p>See clinically vulnerable checklist below</p>		<p>of illness or incident during work-related activity even following adjustments.</p> <p>The student has significant personal factors which may require specific adjustments or support if living away from home, or makes them susceptible to episodes of illness.</p> <p>The student has immediate family who have previously been shielding.</p>	<p>of other risk factors identified in a personal risk profiling when determining suitability of placement.</p> <p>Consider pre-placement visit.</p> <p>Agree with student and host school how the placement can be managed and by who (e.g. temporary work adjustments)</p> <p>Confirm arrangements to reduce risk in the written communication with the partnership school.</p>	

Factor	Rating Profile	Indications for Risk Profiling	Examples of specific actions necessary	
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<p>Regional Factors</p> <p>Local restrictions have been introduced across the North East of England due to an increased risk of transmission. Schools however remain open and are operating with a COVID Plan in place.</p>	Low	<p>Regional variations mean there is a lower risk of infection in some Local Authorities although precautions should be taken in line with Government Advice e.g. cover your face, hand washing and social distancing.</p> <p>Infection rates in people age 50 and over is declining.</p>	<p>Advise student to be aware of local restrictions and adhere to COVID advice/laws.</p> <p>University to consider potential protective measures.</p> <p>Trainees must report any concerns regarding health, safety and wellbeing.</p>	
	Medium	<p>Regional variations may mean there is a higher risk of infection and safety precautions should be taken e.g. cover your face, hand washing and social distancing.</p> <p>Students to take into consideration partnership school protocols for limiting the spread of COVID</p> <p>There is an increased risk if you are aged 17-24 or 25-34.</p>	<p>Advise student to be aware of local restrictions and adhere to COVID advice/laws.</p> <p>Discussion with the student about the impact restrictions may have on them especially those who are in the at-risk age groups.</p> <p>Consider temporary adjustments, staggered start, virtual teaching etc.</p>	
	High	<p>Regional/local health risks require mandatory and specific health protection measures e.g. PPE, personal care risk assessments.</p>	<p>Discussion about personal care needs and reasonable adjustments.</p> <p>Refer to OH</p>	

Factor	Rating Profile	Indications for Risk Profiling	Examples of specific actions necessary	
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Travel To and from the teaching placement or accommodation, or travelling as part of placement activities.	Low	Reasonable daily commuting required Student required to drive familiar vehicle in reasonable conditions.	No significant travel issues, comfortable daily commute. No driving associated with placement.	
Durham University checklist will provide information on travel associated specifically with a work placement.		Students do not car share.		
	Medium	Demanding travel during placement. Role requires student to drive others in unfamiliar vehicles or to unfamiliar locations.	Discuss travel arrangements with the student. Check student is aware of Covid Car Sharing advice	
	High	Significant travel to reach placement. Travel on local transport facilities known to be high risk (e.g. public transport).	Discuss travel arrangements implications with student. Check student is aware of Covid Car Sharing and using public transport advice. Consider temporary adjustments such as staggered starts, virtual teaching as part of the timetable.	

This document is current at the date published, but expect the government's guidance to be revised and updated regularly. Schools should check the relevant government websites for new and revised guidance at:

- [Health and Safety Executive](#),
- [Gov.UK](#)
- [National Health Service](#)
- [Public Health England](#)
- [Department for Business, Energy & Industrial Strategy](#).

The Local Authority Public Health Team can be contacted at : www.digital.stockton.gov.uk/covid19-contactus or 01642 528474.

For Human Resources enquiries, contact SMHR@stockton.gov.uk or 01642 528281, or your Trust's HR provider.

For Health and Safety enquiries, contact healthandsafetyunit@stockton.gov.uk or 01642 528197

Risk assessment template prepared by:

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