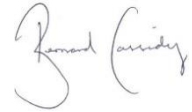


<b>Location or School Address:</b> St George's Primary School, Wallasey	<b>Date assessment Undertaken:</b> 19.08.22	<b>Assessment undertaken by:</b> Jeanne Fairbrother and Bernard Cassidy
<b>Activity or situation:</b> <b>Autumn Winter measures 2022-23. Adjusted for changes in national guidance.</b>	<b>Review date:</b> Reviewed monthly in response to local and national issues or changes in Govt advice.	<b>Signature:</b> 

### Background information

This replaces all previous 2021-22 whole school Covid-19 Risk Assessments. RA acknowledges changing [government guidance](#) for living with Covid -19 but is guided by the actual risk of managing infections and minimising risk to health and subsequent disruption in the school.

[Operational guidance for schools](#) was withdrawn in April 2022.

COVID-19 continues to be a virus that we learn to live with and the imperative to reduce the disruption to children and young people's education remains. The priority is to support schools to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances and mental and physical health.

However, as detailed in [government guidance](#), the global pandemic is not yet over and the Government's Scientific Advisory Group for Emergencies (SAGE) is clear there is considerable uncertainty about the path that the pandemic will now take in the UK. We therefore need to manage the current risk but also be mindful of changing risks.

### School Opening

DfE guidance for schools during the coronavirus COVID 19 pandemic has been that schools are required to have a full school opening risk assessment which is regularly reviewed and updated, treating them as 'living documents', as the circumstances in your school and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned.

### Guidance

This risk assessment has regard to all relevant guidance and legislation including, but not limited to, the following:

- <https://www.gov.uk/government/publications/covid-19-response-living-with-covid-19/covid-19-response-living-with-covid-19>
- The Health Protection (Notification) Regulations 2010
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'

### Legislation and guidance

- Health and Safety at Work Act etc. 1974
- Management of H&S at Work Regulations 1999
- Workplace (Health, Safety and Welfare) Regulations 1992

Mask wearing

Hand hygiene

Double vaccines

Ventilation

Testing and tracing

**Let's stop** the virus from spreading

It's **#NotTooMuchToMask**

Our aims and decision making are guided by two clear questions:

1. What is the best support that we can provide for our school community?
2. How do we ensure the highest standards of safety?

**We will not implement any plan unless we are convinced that it is the right thing to do and we can do it safely. There is not a 'trade-off'.**

This plan has been developed using the following **key principles**.

1. **We believe that it is essential that our school remains open for pupils.** Reports from [EEF](#), [UNICEF](#) and [Chartered College of Teaching](#) (amongst others) highlight the damage that school closures will have on the futures of our children. The implications for their well-being and future prosperity is significant. This risk is much higher for our most vulnerable children.
2. **Safety plan must be constantly reviewed.** It must be a working document. That is our internal responsibility. Government and Public Health England have also stated that this will be kept under constant review. We are also asking Wirral council and Public Health England to raise any local issues.
3. **Safety of pupils, staff and our community must be considered at all stages.** We must have a plan that aims for safety for all.
4. **Plan must be developed through aim of building consensus.** We will ask for staff, parents and trade associations to contribute to our safety plan through clear processes of consultation. We have done that with our previous safety plans.

#### **Overarching Guidance for leaders and governors.**

1. Principles outlined above must be evident in all decision making. Our overall aim is to ensure that our decision making is calm and informed.
2. We will be decisive in our decision making. Our community must expect us to respond clearly and with urgency to any safety issues raised. This must include clear 'whistle blowing' procedures.
3. Senior leaders and governors must consider all the advice made available to them
4. Excellent communication must be evident throughout the planning and implementation of our safety plan and risk assessment. We will work with all teams of staff and welcome input from trade associations, pupils and parents. We will share advice that informs our decision making.
5. Need to build trust in our community. We will be open and transparent at all times.

#### **Rationale:**

This plan will aim to ensure that we safeguard our community by:

- Always being alert to risk
- Reducing risk through effective organisation and controls.
- Reducing transmission risk by limiting interactions within the school community.



**St George's  
Primary School**



**St George's  
Primary School**

## Learning to Live Safely With Covid-19

# Children, Parents and Staff @



St George's Virus Busters



St George's  
Primary School



St George's Virus Busters

## Are Virus Busters

### Three important messages are:

**1. Stay Clean.** We wash our hands regularly and use the hand sanitisers provided.

**2. Be Hygienic**

- put tissues in bin
- keep hands off each other and your face
- cough into sleeve or tissue etc.

**3. Keep a Safe Distance.** Viruses travel. We can stop them moving by keeping a safe distance.

sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions must be employed to control transmissions. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced.

### Overcoming Challenges

Achieving the aims outlined above presents some key challenges due to the nature of our school site. They include:

- **Very small communal spaces at lower site.**
- **Restricted entrances and exits at lower site.** We do not have the space for parents to be on site for physical handover of children. We also stress that having 1400+ adults and children at collection time would provide huge challenges for amidst a pandemic. states that one of the key controls is to limit close contact. It would be irresponsible to pretend this is not a risk at lower site (at upper site that risk does not present itself).

Simple plan is:

- In their class, everybody will apply the best standards of care that we can. We will have a detailed a rigorous cleaning plan.
- We have a simple model with three clear messages that our children can apply.
  1. **Stay Clean.** We wash our hands regularly and use the hand sanitisers provided. We also keep our environment clean.
  2. **Be Hygienic**
    - put tissues in bin.
    - keep hands off each other and your face
    - cough into sleeve or tissue etc.
  3. **Keep a Safe Distance.** Viruses travel. We can stop them moving by keeping a safe distance. **This does not mean that we are applying social distancing. This is about safe contact in a pandemic.**

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those

1) Hazard / Activity	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score Consequence X Likelihood	4) Any further action.
Failure to assess the risks of COVID 19 transmission in school.	Staff, pupils, visitors, contractors increased risk of transmission of COVID 19	<ul style="list-style-type: none"> <li>• School has assessed the reasonably foreseeable risks of transmission of COVID 19</li> <li>• The risk assessment is regularly reviewed as circumstances in school and the public health advice changes.</li> <li>• Shared with staff and trade associations for regular feedback.</li> <li>• School monitors whether the controls in place are effective. Updates in weekly staff bulletin and staff asked for feedback on plan.</li> </ul>	4 X 1=4	

1) Hazard / Activity	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score	4) Any further action.
<p>Failing to have adequate outbreak management/contingency plans to allow for stepping measures up and down.</p>	<p>Staff, pupils, visitors, contractors increased risk of transmission of COVID 19</p>	<ul style="list-style-type: none"> <li>• School has consistent controls measures that will be applied.</li> <li>• Over time restrictions have eased in line with the government’s nation plan. Government still recommends safer practice.</li> </ul> <ol style="list-style-type: none"> <li>a. Getting vaccinated;</li> <li>b. Letting fresh air in if meeting indoors, or meeting outside;</li> <li>c. Wearing a face covering in crowded and enclosed spaces, especially where you come into contact with people you do not usually meet, when rates of transmission are high;</li> <li>d. Trying to stay at home if you are unwell;</li> <li>e. Taking a test if you have COVID-19 symptoms, and staying at home and avoiding contact with other people if you test positive; and</li> <li>f. Washing your hands and following advice to ‘Catch it, Bin it, Kill it’.</li> </ol> <p>At St George’s::</p> <ol style="list-style-type: none"> <li>1. We still promote testing for staff with symptoms and ask them to isolate for 5 days. This is our key control measure to limit further illness and disruption. We will buy additional testing kits if required</li> <li>2. Remains an aim to have all staff eligible for vaccination, vaccinated and maintain vaccination boosters etc.</li> <li>3. Mask wearing in communal spaces is allowed for staff and recommended for staff in following circumstances: <ul style="list-style-type: none"> <li>• Somebody at home is positive with Covid and you are at high risk of being positive for Covid -19 and subsequently spreading Covid-19.</li> <li>• Staff are symptomatic but testing negative.</li> <li>• Staff who have returned to work after a positive Covid-19 case after 5 days but still have some symptoms.</li> </ul> </li> <li>4. Being symptom aware (loss of taste and smell, new persistent cough and high temperature) and self isolating (pending a test result).</li> <li>5. Excellent hygiene and cleanliness</li> <li>6. Good ventilation</li> </ol> <ul style="list-style-type: none"> <li>• Remote education plans are in place for pupils who are self-isolating or shielding.</li> <li>• School will continue to monitor cases and apply measures recommended by the Local Authority, Director of Public Health and local protection teams (HPTs) as part of the outbreak management responsibilities.</li> <li>• School liaises with Wirral Covid support team on all outbreak concerns.</li> </ul> <p><b>Cheshire &amp; Merseyside PHE contact 0344 225 0562</b></p> <ul style="list-style-type: none"> <li>○ Email: <a href="mailto:covidschoolsupport@wirral.gov.uk">covidschoolsupport@wirral.gov.uk</a></li> </ul>	<p>3 X 2=6</p>	

1) Hazard / Activity	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score Consequence X Likelihood	4) Any further action.
Wellbeing - staff & pupils	Staff & pupils exposed to mental health issues due to COVID 19	<ul style="list-style-type: none"> <li>• Staff are vigilant in discerning pupil mental health and report any concerns to the named MHWB leads or senior staff.</li> <li>• Staff have access to a suite of MHWB support services purchased through SAS</li> <li>• The school provides opportunities for pupils to talk about their mental health and experiences during the pandemic. Using Zumos</li> <li>• For children with additional needs we use mentoring, therapy and other MHWB interventions. Includes support of MHST team.</li> <li>• Pupils have had access to pastoral support and activities .</li> </ul>	3 X 2=6	
Face coverings	Staff, pupils, visitors, contractors increased risk of transmission of COVID 19	<ul style="list-style-type: none"> <li>• School supplies staff with face masks. They can always choose to wear them in communal areas.</li> <li>• Mask wearing in communal spaces is allowed for staff and recommended for staff in following circumstances:               <ol style="list-style-type: none"> <li>1. Somebody at home is positive with Covid and you are at high risk of being positive for Covid -19 and subsequently spreading Covid-19.</li> <li>2. Staff are symptomatic but testing negative.</li> <li>3. Staff who have returned to work after a positive Covid-19 case after 5 days but still have some symptoms.</li> </ol> </li> <li>• In order to be most effective, a face covering should fit securely around the face to cover the nose and mouth and be made of a breathable material capable of filtering airborne particles. Advice is below:  <a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html</a> <ul style="list-style-type: none"> <li>• Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission.</li> <li>• A face visor or shield may be worn in addition to a face covering but not instead of one. This is because face visors or shields do not adequately cover the nose and mouth, and do not filter airborne particles.</li> <li>• Transparent face coverings may be worn by those who communicate through lip-reading or facial expressions.</li> <li>• We have medical waste bins that staff can use to dispose face masks or they should be double bagged.</li> </ul> </li> </ul>	4 X 1=4	

1) Hazard / Activity	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score Consequence X Likelihood	4) Any further action.
PPE	Staff, pupils, visitors, contractors increased risk of transmission of COVID 19	<ul style="list-style-type: none"> <li>• Most staff in education will not require PPE in response to COVID-19 beyond what they would normally need for their work. <a href="#">Additional PPE for COVID-19</a> is only required in a very limited number of scenarios:               <ul style="list-style-type: none"> <li>○ If a child, young person or student becomes ill with COVID 19 symptoms and only if close contact is necessary</li> </ul> </li> <li>• When working with pupils who cough, spit, vomit or require intimate care but do not have coronavirus symptoms, staff only wear PPE that would routinely be worn.</li> <li>• Staff are trained in correct use and disposal of PPE.</li> <li>• We have created PPE grab bags that are instantly available across the school.</li> </ul>	4 X 1=4	
School fails to ensure good hygiene & cleaning standards in school to reduce risk of transmission.	Staff, pupils, visitors, contractors increased risk of transmission of COVID 19	<p><b>Hand hygiene -</b></p> <ul style="list-style-type: none"> <li>• School will continue to ensure that staff &amp; pupils maintain high standards of hand hygiene. <b>Installed additional sinks and have a range of sanitising stations around building. All classes except 3E and 4E have basins.</b></li> <li>• Suitable facilities are provided for individuals to wash/sanitise their hands regularly</li> </ul> <p><b>Respiratory hygiene</b></p> <ul style="list-style-type: none"> <li>• School emphasises the ‘catch it, bin it, kill it’ approach with bins &amp; tissues available. Labelled bins in every classroom.</li> </ul> <p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>• School will maintain appropriate cleaning regimes, using standard products such as detergents with a focus on frequently touched areas. All classes provided with cleaning wipes/sprays.</li> <li>• Appropriate cleaning schedules are in place and include regular cleaning of areas and equipment. <b>Added midday cleaning routines on top of normal schedule introduced as a response to the increased risk.</b></li> <li>• Have fogging machine for whole room anti bacterial/viral cleaning if outbreak areas are identified.</li> </ul>	3 X 1=3	

1) Hazard / Activity	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score Consequence X Likelihood	4) Any further action.
<p><b>Staff/Adult Close contact risk and applying Covid-19 controls</b></p> <p><b>Poor controls place staff/other adults at risk of harm</b></p>		<ul style="list-style-type: none"> <li>• As with government guidance we will not have social distancing measures.</li> <li>• However staff should be vigilant of symptoms and managing risk through close contact and maintain good hygiene, appropriate distance and good ventilation.</li> <li>• <b>Parental contact on site will be limited</b> with use of face coverings, ventilation and distancing measures to limit close contact.</li> <li>• Decluttered staff rooms and provide outside social space on both sites. Staff can also eat socially with colleagues in chosen classrooms.</li> <li>• Ensure that meeting space available in well ventilated areas with upper site and lower site meeting rooms. <b>Must be booked on staff google calendars.</b> <ul style="list-style-type: none"> <li>✚ Upper Site (HT Office) Meeting Room</li> <li>✚ Lower Site (HT Office) Meeting Room</li> </ul> </li> <li>• Staff received training and guidance on 'safer' teaching approaches such as maintaining standing positions, no face to face contact, feedback from side on position etc.</li> <li>• Welfare facilities are regularly cleaned.</li> <li>• Toilet areas regularly cleaned for staff</li> </ul> <p>If we have a school base outbreak we will introduce measure to limit staff contact such as remote meetings, PPA at home etc.</p>	<b>4 x 2 = 8</b>	
Events in school	Staff, pupils, visitors, contractors increased risk of transmission of COVID 19	<ul style="list-style-type: none"> <li>• <b>School has planned and completed a separate risk assessment for any events held in school. Covid-19 management will be considered.</b></li> <li>• <b>If there is a high risk, events/trips etc may be postponed/cancelled.</b></li> <li>• Parents evenings <b>have been risk assessed and remain online.</b></li> </ul>	<b>3 x 2 = 6</b>	



1) Hazard / Activity	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score Consequence X Likelihood	4) Any further action.
Ventilation - failure to ensure all occupied spaces are well ventilated.	Staff, pupils, visitors, contractors increased risk of transmission of COVID 19	<ul style="list-style-type: none"> <li>• When school is in operation, it is well ventilated with comfortable teaching environments.</li> <li>• <i>From January 2022, we installed fixed CO2 monitors plus 30 fixed monitors (provided by DfE scheme) to monitor air quality.</i></li> <li>• Areas for monitoring ventilation have been identified (school has been monitoring ventilation since February 2021). Areas for increased diligence are: <ul style="list-style-type: none"> <li>• EYFS main hall (installed air filters from DfE grant)</li> <li>• Classes 2A, 2B, 1C and 1D enhance ventilation via conservatory.</li> <li>• Cass 2D needs to maximise external ventilation</li> <li>• Ensure upper windows are used in 4A, 4C, 3B and 3D</li> <li>• Top site sports hall needs doors opening before and after lessons.</li> <li>• AHT office in EYFs and Top Site are not suitable for meetings (poor ventilation)</li> <li>• Mechanical ventilation in EYFS staff toilet, office meeting room at lower site and disables toilets on Y6 corridor and Y34 corridor need to be maximised.</li> <li>• <i>Have air conditioning that is serviced at top site science April 2022.</i></li> </ul> </li> </ul> <p><i>Local air cleaning and filtration units can reduce airborne transmission of aerosols where it is not possible to maintain adequate ventilation. These units are not a substitute for ventilation.</i></p> <p><i>If you decide to use an air cleaning unit, the most suitable types to use are:</i></p> <ul style="list-style-type: none"> <li>• <i>high-efficiency filters</i></li> <li>• <i>ultraviolet-based devices</i></li> <li>• <i>Any unit should be appropriate for the size of the area it's used in to ensure it works in the way it's intended to.</i></li> </ul> <p><i>See The Health and Safety Executive <a href="#">guidance on air conditioning and ventilation during the coronavirus outbreak</a> &amp; <a href="#">CIBSE COVID</a> advice provides more information.</i></p> <ul style="list-style-type: none"> <li>• School has competent ventilation engineers to help assess the systems in place and how to utilise them correctly.</li> <li>• Mechanical ventilation is adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</li> <li>• Systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</li> </ul>	4 x 1 = 4	

		<ul style="list-style-type: none"> <li>• All mechanical ventilation systems are maintained in accordance with the manufacturers' recommendations.</li> <li>• Refurbished meeting rooms at top site and lower site with hot seating by HT so multi-agency and staff team meetings can take place in well ventilated spaces.</li> <li>• Full risk assessments will be conducted for events where visitors are on site in the future for school plays, concerts etc to ensure numbers and ventilation, minimises risk.</li> <li>• School opens external windows, doors &amp; internal doors (if they are not fire doors and where safe to do so) to increase ventilation.</li> <li>• During colder weather, the need for increased ventilation while maintaining a comfortable temperature is balanced; opening higher vents, arranging seating away from draughts. Installed additional heaters to help in: <ul style="list-style-type: none"> <li>• Nursery conservatory</li> <li>• EYFS Conservatory</li> <li>• KS1 Conservatory</li> </ul> </li> <li>• In cooler weather to reduce thermal discomfort caused by increased ventilation, pupils can wear additional, suitable indoor items of clothing in addition to their usual uniform if required.</li> <li>• Purging or airing rooms as frequently as possible to improve ventilation usually when the room is unoccupied. Recommending to staff that they increase ventilation in short bursts at <ul style="list-style-type: none"> <li>• Start of Day</li> <li>• Break Time</li> <li>• Lunchtime</li> <li>• After school</li> </ul> </li> </ul> <p>Outside space will be used, where practical.</p> <p>Bought staff additional cold weather hoodies to manage any fall in temperature.</p> <p>Also relaxed uniform for pupils and staff so additional layers of clothing can be used.</p> <p><i>See The Health and Safety Executive <a href="#">guidance on air conditioning and ventilation during the coronavirus outbreak</a> &amp; <a href="#">CIBSE COVID</a> advice provides more information.</i></p>		
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1) Hazard / Activity	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score Consequence X Likelihood	4) Any further action.
<p>Managing positive cases or contact with positive case of Covid-19.</p>	<p>Staff, pupils, visitors, contractors increased risk of transmission of COVID 19</p>	<p><b>Positive Covid-19 cases. NHS guidance states:</b>  <i>If you have COVID-19, you can pass on the virus to other people for up to 10 days from when your infection starts. Many people will no longer be infectious to others after 5 days. You should:</i></p> <ul style="list-style-type: none"> <li>• <i>try to stay at home and avoid contact with other people for 5 days</i></li> <li>• <i>avoiding meeting <a href="#">people at higher risk from COVID-19</a> for 10 days, especially if their immune system means they're at higher risk of serious illness from COVID-19, even if they've had a COVID-19 vaccine</i></li> </ul> <p><i>This starts from the day after you did the test.</i>  <i>If a child or young person aged 18 or under tests positive for COVID-19, they should try to stay at home and avoid contact with other people for 3 days. This starts from the day after they did the test.</i>  <i>Children and young people tend to be infectious to others for less time than adults. If they're well and do not have a temperature after 3 days, there's a much lower risk that they'll pass on COVID-19 to others.</i></p> <p><b>School will inform families if here are 3 or more positive current covid-19 cases in a class.</b></p> <p>NHS contact tracing has ended. Contacts will no longer be required to self-isolate or advised to take daily tests.</p> <ul style="list-style-type: none"> <li>• We will ask staff to take a LfT (whilst we have stocks) if they have been a close contact of somebody with Covid-19 and are symptomatic.</li> <li>• Close contacts who are unvaccinated are no longer required to self-isolate.</li> <li>• Children and young people who usually attend an education or childcare setting and who live with someone who has COVID-19 should continue to attend the setting as normal.</li> <li>• Contacts are advised to take precautions to reduce risk to themselves and other people. Includes: <ol style="list-style-type: none"> <li>1. Mask wearing in communal areas</li> <li>2. Being symptom aware and testing if required.</li> <li>3. Avoid people who are at high risk.</li> </ol> </li> </ul> <p><b><i>Note that all other guidance on managing positive cases has now been removed.</i></b></p>	<p><b>3 X 2 = 6</b></p>	

1) Hazard / Activity	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score Consequence X Likelihood	4) Any further action.
Pregnant staff inadequate measures in place	Staff, pupils, visitors, contractors increased risk of transmission of COVID 19	<ul style="list-style-type: none"> <li>• NHS has published guidance for all pregnant adults: <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/pregnancy-and-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/pregnancy-and-coronavirus/</a></li> </ul> <p>Key messages are:</p> <ul style="list-style-type: none"> <li>• It's strongly recommended that you get vaccinated against COVID-19 to protect you and your baby. The antibodies your body produces in response to the vaccine can also give your baby protection against COVID-19. Evidence shows that most pregnant women with COVID-19 who need hospital treatment or intensive care in the UK have not been vaccinated. It's also important to follow advice about <a href="#">how to avoid catching and spreading COVID-19</a> throughout your pregnancy.</li> <li>• If you're more than 28 weeks pregnant (in your 3rd trimester) it's especially important to follow this advice.</li> <li>• You still need to go to all of your pregnancy (antenatal) scans and appointments unless you're told not to.</li> <li>• You can talk to your employer about how they can help reduce your risk at work. This might include working from home if you are able and wish to.</li> <li>• If you have a weakened immune system, there is extra <a href="#">advice on keeping yourself safe if you're at high risk from COVID-19</a>.</li> </ul> <ul style="list-style-type: none"> <li>• An individual risk assessment is carried out for pregnant staff with appropriate risk mitigation in line with the latest recommendations from DHSC, PHE &amp; RCOG. See <b>RA 026 New &amp; Expectant member of staff</b>.</li> <li>• School offers support by having individual discussions around pregnant workers concerns, pregnant workers are involved in the risk assessment process and school ensures they are satisfied that their continued working in the area does not put them or their baby at risk.</li> <li>• School will respond to all changes to guidance for pregnant employees</li> </ul>	4 x 1= 4	

1) Hazard / Activity	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score Consequence X Likelihood	4) Any further action.
People at higher risk from Covid-19	Staff, pupils, visitors, contractors increased risk of transmission of COVID 19	<ul style="list-style-type: none"> <li>Government has published guidance on people at higher risk. <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/who-is-at-high-risk-from-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/who-is-at-high-risk-from-coronavirus/</a></li> </ul> <p>Staff and pupils in this group would be supported through individual RA.</p> <ul style="list-style-type: none"> <li>Staff and pupils previously considered CEV may wish to consider taking extra precautions and school will explain the measures they have in place to keep staff safe at work. Staff who were previously CEV can request RA.</li> </ul>	4 x 1= 4	
Contractors and 3 <sup>rd</sup> party workers	Staff, pupils, visitors, contractors increased risk of transmission of COVID 19	<ul style="list-style-type: none"> <li>School will RA how to manage high risk situations that could affect contractors and visitors, especially if there is an outbreak in the school.</li> <li>School to ask for contractor COVID 19 risk assessment prior to arrival at school for building works etc.</li> </ul>	3X2=6	
Minibus Transport	Staff, pupils, visitors, contractors increased risk of transmission of COVID 19	<ul style="list-style-type: none"> <li><b>Mini bus is available for use.</b></li> <li>Recommend that driver wears a face mask and supervising adults wear a face mask.</li> <li>Ventilation is maximised on journey. Fresh air through ventilation is maximised by opening windows and ceiling vents</li> <li>Additional cleaning of vehicles is carried out regularly.</li> </ul>	3 X 2=6	
Educational visits <b>UPDATED</b>	Staff, pupils, visitors, contractors increased risk of transmission of COVID 19	<ul style="list-style-type: none"> <li>We actively encourage trips but recognise that a RA is required that included Covid-19 risk. This must also account for any outbreaks or changes in national guidance.</li> <li>Educational visits will be conducted in line with the government's guidance. This includes system of controls and the recommended safety measures..</li> <li>A thorough risk benefit assessment is made for all educational visits to ensure they can be undertaken safely including adventurous activities, local visits, day trips &amp; sports fixtures. Includes <ul style="list-style-type: none"> <li>Correct staff/volunteer: child ratios are maintained.</li> <li>Good hygiene is maintained throughout.</li> <li>The trip is carried out in line with relevant local or national coronavirus guidance.</li> <li>The school ensures that it has adequate travel insurance and discusses any questions about cover with its insurance provider.</li> </ul> </li> </ul>	3X2=6	

1) Hazard / Activity	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score Consequence X Likelihood	4) Any further action.
<p><b>Extracurricular activities &amp; Out-of-school settings and wraparound provision - inadequate measures in place.</b></p>	<p><b>Staff, pupils, visitors, contractors increased risk of transmission of COVID 19</b></p>	<ul style="list-style-type: none"> <li>• School works to provide all before and after-school educational activities and wraparound childcare for all pupils. Dragon Club has been briefed on new arrangements: <ul style="list-style-type: none"> <li>✚ EYFS and Y1 in EYFS Hall</li> <li>✚ Y2-Y4 in Lower Site Main Hall</li> <li>✚ Y5-6 in Top Site Hall</li> </ul> </li> <li>• <b>Out-of-school settings and wraparound</b> childcare providers can offer provision to all children. <b>We will do this as long as staffing and space permits.</b></li> <li>• <b>Out-of-school settings and wraparound</b> childcare and other organised activities for children may take place in groups of any number.</li> <li>• <b>Out-of-school settings and wraparound</b> provisions are run in line with the current RA</li> <li>• Apply all controls (hygiene, ventilation etc).</li> </ul>	<p><b>3X2=6</b></p>	

1) Hazard / Activity	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score Consequence X Likelihood	4) Any further action.
<p>Curriculum - Music, drama, science &amp; DT, and sporting activities</p> <p>All settings unless indicated</p>	<p>Staff, pupils, visitors, contractors increased risk of transmission of COVID 19</p>	<p>Some activities can increase the risk of catching or passing on COVID-19. This happens where people are doing activities which generate more droplets as they breathe heavily, such as singing, dancing, exercising, or raising their voices. The risk is greatest where these factors overlap, for example in crowded indoor spaces where people are raising their voices. In situations where there is a higher risk of catching or passing on COVID-19, schools should be particularly careful to follow the general guidance on keeping safe. It involves being vigilant about ventilation, hygiene, symptom awareness etc.</p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>School &amp; staff are aware that there is evidence to suggest that singing and playing wind and brass instruments increases the risk of coronavirus transmission due to the cumulative aerosol transmission.</li> </ul> <p><b>Dance &amp; Drama</b></p> <ul style="list-style-type: none"> <li>Take place as planned with control measures.</li> </ul> <p><b>Sports</b></p> <ul style="list-style-type: none"> <li>No restriction on sports groups.</li> <li>School swimming and water safety lessons are conducted in line with Swim England's <a href="#">guidance</a>.</li> <li>Outdoor sports are prioritised where possible.</li> <li>Large indoor spaces with maximised natural ventilation flows, e.g. through opening windows and doors, are used where outdoor sports are not possible.</li> <li>School works with external coaches, clubs and organisations for curricular and extracurricular activities and considers how such arrangements operate within the school's wider protective measures.</li> <li>Competitions between different schools, whether indoor or outdoor, can take place.</li> </ul> <p><b>Science, Art, DT and Other Practical Subjects</b></p> <ul style="list-style-type: none"> <li>Ensure good cleaning of equipment.</li> <li>Ensure that any goggles, masks are cleaned (or disposed off if they are face coverings)</li> </ul>	<p>3X2=6</p>	
<p>Protective measures in early years settings</p> <p>Additional measures for early years settings only</p>	<p>Staff, pupils, visitors, contractors increased risk of transmission of COVID 19</p>	<p><b>Additional measures for early years settings only</b></p> <ul style="list-style-type: none"> <li>The setting is not required to arrange children and staff in small, consistent groups.</li> <li>Children are supervised when washing their hands or using hand sanitiser.</li> <li>Disposable tissues are available and 'catch it, bin it, kill it' is encouraged through signage and prompting.</li> </ul>	<p>3X2=6</p> <p>Review this score as the more measures in place will reduce it.</p>	

		<ul style="list-style-type: none"><li>• Enhanced cleaning schedule is in place to include food preparation areas, dining areas and table coverings.</li><li>• Surfaces, toys, books, doors, sinks, toilets, and light switches are cleaned more regularly, using disinfectant.</li></ul>		
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1) Hazard / Activity	2) Who can be harmed and how?	3) What controls exist to reduce the risk? <i>Have you followed the hierarchy of controls (eliminate, substitute etc)?</i>	Risk Score Consequence X Likelihood	4) Any further action.
<b>First Aid Controls, Managing medication or intimate and Covid -19</b>	Staff manage close contact safely.	<b>First Aid:</b> <ul style="list-style-type: none"> <li>• PPE should be worn (gloves and masks) when dealing with a first aid incident. Created 50 grab and go PPE bags have extensive stocks in reserve.</li> <li>• Establish first aid safety packs, guidance and appropriate training for nominated staff.</li> <li>• Individual teachers / middays (with first aid online training) should administer basic first aid in the first instance.</li> <li>• Serious injuries should be seen by a fully trained first aider</li> <li>• Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn).</li> <li>• SBM to update first aid list in light of recent paediatric training.</li> <li>• Middays to radio into the office for a first aider to attend an outside incident after moving child to a designated space on the field, not send the child in.</li> <li>• Ensuring continued remote training for first aid, asthma, anaphylaxis, defibrillator etc.</li> </ul> <b>Medication/Intimate Care:</b> <ul style="list-style-type: none"> <li>• Children with Health care Plans will have allocated staff in place to administer this. Will be risk assessed. PPE provided if needed. <b>That member of support staff will administer care in line with school polices.</b></li> </ul>	<b>3 x 2 = 6</b>	
<b>Increased fire risk due to doors being propped open to increase air circulation and reduce touching of doors and push-pads</b>	Staff, children and visitors due to fire risk.	<ul style="list-style-type: none"> <li>• Review school fire risk assessment to reflect any changes that have been made. We have added appendices for new evacuation points. All classes have updated fire risk routes.</li> <li>• Ensured fire drill in transition days to practise new routines and ensure that they work.</li> <li>• Make sure that fire log book is up to date and all checks have been made, including the fire marshal inspection checklist.</li> <li>• Installing easy release props including magnetic holders.</li> <li>• Remind all staff of their responsibility not to increase the risk of fire in the workplace: by keeping combustible materials to the minimal, turning off electrical equipment when not in use and at the end of the day.</li> </ul>	<b>4 x 1 = 4</b>	
<b>Premises Checks Maintained for Essential Safety (outside Covid-19)</b>	Staff, children and visitors due to poor building controls	<b>Emergency Plan</b> <ul style="list-style-type: none"> <li>• School Emergency Plan will be applied throughout Covid-19. Will ensure that this is applicable in the event of a Covid-19 outbreak.</li> </ul> <b>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</b> <ul style="list-style-type: none"> <li>▪ Increase frequency of outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use.</li> </ul>	<b>3 x 2 = 6</b>	

**Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers**

- Hot water generation servicing to continue in line with manufacturers’ criteria.
- Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.
- Regularly check hot water generation for functionality and if required, temperature recording
- If the hot water system has been left operational the hot water should be circulating as normal and regular checks should be carried out.

**Gas safety**

- Do not isolate gas supplies to boilers and hot water generation
- Continue gas safety checks including gas detection/interlocking Fire safety
- Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated.
- Carry out weekly checks of alarms systems, call points, and emergency lighting.
- Carry out regular hazard spotting to identify escape route obstructions.
- Check that all fire doors are operational. Fire drills should continue to be held as normal.

**Kitchen equipment that holds water, for example dishwashers and combination ovens**

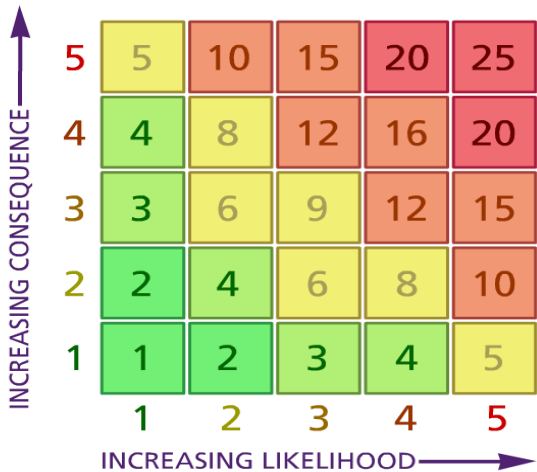
- Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth.

**Security**

- All areas of the school should be kept secure.
- Access to certain closed areas should only be possible by relevant staff – for example science laboratories, chemical stores and IT rooms.
- Check that access control and lockdown systems are operational.

**Other points to consider**

- Core building-related electrical systems, including internal and external lighting, small power, CCTV, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode.
- For drainage systems, check traps have not dried out and ensure water seals are in place to prevent smells within the building e.g. hygiene rooms,
- Update your keyholder information.
- Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers.
- Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance:  
<https://www.hse.gov.uk/news/work-equipment-coronavirus.htm>



Risk Rating	Action Required
20 - 25	<b>Unacceptable</b> – stop activity and make immediate improvements
10 - 16	<b>Urgent action</b> – take immediate action and stop activity, if necessary, maintain existing controls vigorously
5 - 9	<b>Action</b> – Improve within specific timescales
3 - 4	<b>Monitor</b> – but look to improve at review or if there is a significant change
1 - 2	<b>Acceptable</b> – no further action but ensure controls are maintained & reviewed

- Likelihood:**  
 5 – Very likely  
 4 – Likely  
 3 – Fairly likely  
 2 – Unlikely  
 1 – Very unlikely
- Consequence:**  
 5 – Catastrophic  
 4 – Major  
 3 – Moderate  
 2 – Minor  
 1 – Insignificant

(1) List hazards **something with the potential to cause harm** here

(2) List groups of people who are especially at risk from the significant hazards which you have identified

(3) List existing controls here or note where the information may be found. Then try to quantify the level of risk **the likelihood of harm arising** that remains when the existing controls are in place based on the number of persons affected, how often they are exposed to the hazard and the severity of any consequence. Use this column to list the controls that you might take and develop all or some of that list into a workable action plan. Have regard for the level of risk, the cost of any action and the benefit you expect to gain. Agree the action plan with your team leader and make a note of it overleaf.

**(5) ACTION PLAN**

	5. Action plan	Responsible	Completed
1	Circulate to all stakeholders.	BC	01.09.22
2			
3			
4			
5			
6			
7			
8			
9			
10			