



**EXAMPLE RISK ASSESSMENT – PRIMARY SCHOOLS
DURING CORONAVIRUS PANDEMIC (COVID-19) following changes
to Government Guidance as at 26th August 2021**

**This will change if required where Government guidance updates
have a material effect on aspects of this assessment.**

School:			
Headteacher:	<i>Rachel Carli</i>	Persons undertaking the assessment:	Headteacher/ Senior Leadership Team/ School Business Manager
Work Activity being assessed:	COVID-19 Risk Assessment for Schools	Risk Assessment Number:	<i>Insert</i>
		VERSION NUMBER	<i>18</i>
Date of assessment:	<i>01.09.2021</i>	Date of next review:	<i>November 2021</i>

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SCOPE OF OPERATION, LOCATION AND PERIOD	ASSOCIATED GUIDANCE
<p>SCOPE OF OPERATION (description of tasks being undertaken): <i>facilities/activities relevant to your school</i></p> <p>Separate guidance is available for early years, further education colleges and for special schools.</p> <p>What you should do</p> <p>The current Risk Assessment must be updated and reviewed by the Headteacher, taking into account any practices and outcomes which have been developed.</p> <p>Where points are not completed but will need to be addressed, they should be placed in Further Actions Required column with a time frame for completion. Items that are not applicable to the school's specific settings should be deleted.</p>	<p>HSE - Coronavirus/working-safely HSE - New and Expectant Mothers HSE - Protecting New and Expectant Mothers at Work HSE - New and Expectant Mothers HSE - Coronavirus/Cleaning/Handwashing & Using Hand Sanitiser HSE - Coronavirus/Cleaning/Bathrooms-toilets-washbasins HSE - Respiratory-Protective-Equipment/Fit-Testing-Basics HSE - Coronavirus / PPE Face Masks HSE - Supply issues with PPE and working safely during the Coronavirus pandemic HSE - Protect home workers (Coronavirus) HSE - Coronavirus/Working Safely / Protect People HSE - Coronavirus - Legionella Risks</p>
<p>Reference should be made to the various guidance documents available from GOV.UK as on the right-hand side of this document.</p> <p>The guidance from UK GOV is constantly updated and changes frequently so best practice requires that attention to these guidance notes and their updates is required.</p> <p>Please note that when using this model template comments on hazards and control measures can be amended, deleted or added to depending on the individual school setting.</p>	<p>HSE - Coronavirus / Equipment & Machinery / Air-Conditioning & Ventilation NHS - 111 - COVID-19 NHS UK / Coronavirus / Latest NHS Info. NHS / Coronavirus / Testing & Tracing Nursing Times - Research - Paper Towels much more effective at removing viruses than hand dryers</p>

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<p>It is a model that you can use as is or use to verify if you are using another preferred format.</p>	<p><u>Royal College of Obstetricians & Gynaecologists - Coronavirus Infection & Pregnancy</u> <u>GOV.UK - Coronavirus (COVID-19): advice for pregnant employees - GOV.UK</u> <u>Royal College of Paediatrics and Child Health - COVID-19</u> <u>Chartered Institute of Building Services Engineers (CIBSE) - COVID-19</u> <u>Chartered Institute of Building Services Engineers (CIBSE) - Emerging from lockdown</u> <u>Chartered Institute of Building Services Engineers (CIBSE) Coronavirus - SARS and Heating Ventilation and Air Conditioning Systems (HVAC)</u> <u>GOV.UK - COVID-19 Response: Summer 2021</u> <u>GOV.UK - COVID-19 - Response Spring 2021</u> <u>GOV.UK - Government Collections - Coronavirus COVID-19 Guidance</u> <u>GOV.UK - Government Publications - Actions for Schools during the coronavirus outbreak / Schools Operational Guidance</u> <u>GOV.UK - Guidance for Schools Coronavirus COVID-19</u> <u>GOV.UK - Publications - Guidance on Shielding and protecting Extremely Vulnerable Persons from COVID-19</u> <u>Coronavirus: how to stay safe and help prevent the spread - GOV.UK (www.gov.uk)</u> <u>GOV.UK - Guidance / COVID-19 - Restrictions (what-you-can-and-cannot-do - clinically-vulnerable-people)</u></p>
<p>LOCATION:</p> <p><i>Name of school</i></p>	
<p>WHEN DOES THE ACTIVITY TAKE PLACE <i>(early hours, during normal hours, after 6pm or at weekends)</i></p> <p><i>Add in any other hours/days</i></p>	
<p>NOTES:</p> <p>As an employer, you must protect people from harm. This includes taking reasonable steps to protect your workers and others (pupils, visitors, contractors, delivery staff) from coronavirus. This is a COVID-19 model risk assessment and it'll help you manage risk and protect people. Applying the risk assessment process for COVID 19 requires that you must:</p> <ul style="list-style-type: none"> •identify what work activity or situations might cause transmission of the virus 	

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- 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

This model risk assessment is designed to fulfil those requirements and is in line with the recommended process using the Health and Safety Executive's (HSE) approach as laid down in their 'Five Steps to Risk Assessment' This is a step-by-step process for controlling health and safety risks caused by hazards in the workplace- in this to reduce risks from COVID 19.

You can use this document to help you make sure you have covered what you need to do to keep teachers, workers, pupils and others safe. Once you have completed your risk assessment you will also have to monitor to make sure that what you have put in place is working as expected.

The Layout

This risk assessment is laid out in two sections; 'Part 1 – General Risk Assessment for School and 'Part 2 – School Settings'.

This document model aims to look at and use guidance and advice from authoritative sources, in this case the HSE and UK GOV. (DofE).

Part 1 – General Risk Assessment for School, which takes into account most activities and visitors etc and can also be used for other premises or sites used such

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

[GOV.UK - COVID-19: Guidance on Protecting People Defined on Medical Grounds as Extremely Vulnerable - GOV.UK](#)

[GOV.UK - Government / Publications / COVID-19 Stay at Home Guidance](#)

[GOV.UK - Government / publications / COVID-19 \(Asymptomatic-testing for staff in Primary Schools and Nurseries \(Rapid Asymptomatic Testing for Staff\)](#)

[GOV.UK - Government / Publications / Coronavirus - COVID-19 \(Asymptomatic testing in Schools and Colleges\)](#)

[GOV.UK - Safe working in Education, Childcare and Children's Social Care, including the use of Personal Protective Equipment \(PPE\)](#)

[GOV.UK - Government / Publication Stay-at-Home Guidance](#)

[GOV.UK - NHS Test & Trace - How it works](#)

[GOV.UK - Guidance / Ccoronavirus-COVID-19 - Getting tested](#)

[GOV.UK / Government / Publication COVID-19- Decontamination in non-healthcare Settings](#)

[GOV.UK - Guidance / Contacts PHE Health Protection Teams](#)

[GOV.UK - Coronavirus Test](#)

[GOV.UK / Guidance / Coronavirus - Safer travel guidance for passengers](#)

as children's centres etc, it is taken from the HSE's general guidance on risk management and example risk assessment for COVID 19. The content in this section is taken directly from the HSE model and points raised are recommended areas to cover in all workplaces. By checking through this it will enable you to; make sure you are looking at areas or groups that may not be necessarily covered in a straightforward school risk assessment, provide assessment for non-school activity e.g. building work etc, and can be used to consider if it can be applied to your school setting.

Part 2- School Settings, is as stated and is specifically centred on normal school operation. The information here is sourced from UK GOV documents and the links for these are listed in the main body and on the left of this document.

LEGAL REQUIREMENT

The legal requirement in a nutshell is to reduce risk 'as low as reasonably practicable' (ALARP). You are required to do this using risk assessment and this document provides a model process for this. By so doing you are also meeting with the strong moral obligations to reduce risk in a school environment.

REMEMBER;

THIS DOCUMENT IS THERE TO BE USED AS A MODEL AND SHOULD BE ADAPTED FOR YOUR SCHOOL SETTING AND ITS NEEDS.

[GOV.UK / Guidance / How to Quarantine \(when-you-arrive-in-England\)](#)

[GOV.UK - Extra mental health support for pupils and Teachers](#)

[GOV.UK / Government Publications / COVID-19 for food businesses](#)

[GOV.UK - Government Publications - Health & Safety on Educational Visits](#)

[GOV.UK / Government / Publications / Protection Measures for Holiday or After School Clubs and other out of school settings during the COVID-19 outbreak](#)

[GOV.UK / Government / Publications / Coronavirus COVID-19 - Guidance on phased return of Sport and Recreation](#)

[GOV.UK / Government / Publication / Supporting Pupils at School with Medical Conditions](#)

[GOV.UK / Government / Publications / What Parents and Carers need to know about Early Years Providers and Colleges during Coronavirus \(COVID-19\) outbreak](#)

[Face coverings in education](#)

[GOV.UK - Face coverings: when to wear one, exemptions, and how to make your own](#)

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Coronavirus Risk Assessment				
Activity:	Risk Assessment for Schools in response to Coronavirus	No. of pages:		Page number:
What are the hazards?	Who is at risk and How would they be harmed?	CONTROLS What is currently done to reduce / control the risk?	What further action do you need to consider to control the risks? -What more can be done to reduce risk?	Action by whom, by when?
<u>PART 1 – GENERAL RISK ASSESSMENT FOR SCHOOL</u>				
	as with current new variant is also prevalent as well as the original strain. At this time the Government advise that the new variant does not appear to be more harmful.	GOV.UK Rapid Asymptomatic Coronavirus (COVID-19) testing for staff in primary schools, school based nurseries and maintained nursery schools	All schools and colleges should offer regular twice weekly testing to their staff – participation in testing is strongly encouraged. Lateral flow devices are provided to schools, should offer staff (who are on-site) access to 2 rapid results tests every week. This will help identify staff who are carrying the virus without displaying symptoms,	Senior Leadership Team.

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			reducing the risk of transmission.	
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Getting or spreading coronavirus in common use high traffic areas such as canteens, corridors, rest rooms, toilet facilities, entry/exit points to facilities, lifts, changing rooms and other communal areas	Workers Customers Visitors Contractors Drivers	<p>Careful monitoring and procedures for:</p> <ul style="list-style-type: none"> ➤ areas where people will congregate, e.g. rest rooms, canteens, changing rooms, reception, meeting rooms, smoking areas, tea points, kitchens etc leave non-fire doors open to reduce the amount of contact with doors and also potentially improve workplace ventilation <p>fire doors should normally be closed; HOWEVER; WHERE AREAS ARE OCCUPIED- providing staff are briefed to only keep open whilst area/vicinity is in use, there is robust monitoring on procedure, the Fire Risk Assessment is amended and records of briefing to staff maintained, then fire doors can be kept open to improve ventilation-</p> <ul style="list-style-type: none"> ➤ In addition please note that for final fire exit doors (doors that lead to the outside world) there is no requirement to have these closed for purposes of fire precautions. 	<ul style="list-style-type: none"> - Put in place monitoring and supervision to make sure people are following controls put in place, e.g. following hygiene procedures, washing hands, following one-way systems, fire door controls - Near-miss reporting may also help identify where controls cannot be followed, or people are not doing what they should 	

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		<ul style="list-style-type: none"> ➤ areas where there are pinch points meaning people can't meet the social distancing rules, e.g. narrow corridors, doorways, customer service points, storage areas ➤ areas and equipment where people will touch the same surfaces, such as in kitchens, e.g. kettles, shared condiments etc ➤ areas and surfaces that are frequently touched but are difficult to clean ➤ communal areas where air movement may be less than in other work areas, e.g. kitchens with no opening windows or mechanical ventilation <p>Agree the combination of controls you will put in place to reduce the risks. This can include but is not limited to:</p> <ul style="list-style-type: none"> ➤ limiting the number of people in rooms so that social distancing rules can be met, e.g. stagger breaks, have maximum occupancy numbers for meeting rooms ➤ reorganise facilities in communal areas such as spacing out tables in meeting rooms, canteens etc so social distancing rules can be met ➤ where possible put in place physical impervious barriers (e.g. Perspex in reception areas) to reduce contact 	<p>Government guidance now states "Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home."</p> <p>Employers should be able to explain the measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace.</p>	
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		<ul style="list-style-type: none"> ➤ increase the use of online meeting facilities, even for people working in the same building, to reduce the number of people moving around ➤ put in place one-way systems in corridors or regularly used pedestrian traffic routes to manage the flow of people moving around workplaces and to allow social distancing rules to be met ➤ provide lockers for people to keep personal belongings in so that they aren't left in the open ➤ keep surfaces, such as kitchen sides and tables, in communal areas clear for people to sit and eat at to make cleaning easier ➤ provide washing facilities and hand sanitiser at accessible places near to where people will have contact with high traffic communal areas, e.g. sanitiser/washing facilities at the entrance/exit to canteens ➤ put signs up to remind people to wash and sanitise hands and not touch their faces ➤ put in place cleaning regimes to make sure high traffic communal areas are kept clean – consider frequency, level of cleaning and who should be doing it 		
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Getting or spreading coronavirus through workers living together and/or travelling to work together	Workers	<ul style="list-style-type: none"> – Identify groups of workers who live together and group them into a work cohort – Identify groups of workers who travel to work together and group them into a work cohort 	Discuss with workers who live and/or travel to work together to agree how to prevent the risks of spreading coronavirus	
Getting or spreading coronavirus by not cleaning surfaces, equipment and workstations	<p>Workers</p> <p>Customers</p> <p>Visitors</p> <p>Contractors</p> <p>Drivers coming to your school/centre</p> <p>Drivers going out for your school/centre.</p>	<p>Use the guidance on cleaning and hygiene during the coronavirus outbreak</p> <p>HSE - Coronavirus/Cleaning/Handwashing & Using Hand Sanitiser</p> <p>HSE - Coronavirus/Cleaning/Bathrooms-toilets-washbasins</p> <ul style="list-style-type: none"> - Identify surfaces that are frequently touched and by many people (often common areas), e.g. handrails, door handles, vehicle door handles (inside and outside), shared equipment etc and specify the frequency and level of cleaning and by whom - Train people how to put on and remove personal protective equipment (PPE) that is used for normal work hazards and how to keep it clean - Reduce the need for people to move around your site as far as possible. This 	<ul style="list-style-type: none"> - Put in place monitoring and supervision to make sure people are following controls, i.e. are implementing the cleaning regimes implemented - Provide information telling people who needs to clean and when - Provide instruction and training to people who need to clean. Include information on: <ul style="list-style-type: none"> ➢ the products they need to use ➢ precautions they need to follow ➢ the areas they need to clean - Identify how you are going to replenish cleaning products 	

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		<p>will reduce the potential spread of any contamination through touched surfaces</p> <ul style="list-style-type: none"> - Avoid sharing work equipment by allocating it on personal issue or put cleaning regimes in place to clean between each user - Identify where you can reduce the contact of people with surfaces, e.g. by leaving open doors that are not fire doors, providing contactless payment, using electronic documents rather than paperwork - Identify other areas that will need cleaning to prevent the spread of coronavirus, e.g. canteens, rest areas, welfare facilities, vehicles and specify the frequency and level of cleaning and who will do it - Identify what cleaning products are needed (e.g. surface wipes, detergents and water etc) and where they should be used, e.g. wipes in vehicles, water and detergent on work surfaces etc - Keep surfaces clear to make it easier to clean and reduce the likelihood of contaminating objects 		
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		<ul style="list-style-type: none"> - Provide more bins and empty them more often - Provide areas for people to store personal belongings and keep personal items out of work areas - clean things like reusable boxes regularly - Put in place arrangements to clean if someone develops symptoms of coronavirus at work. <p>GOV.UK / Government / Publication COVID-19-Decontamination in non-healthcare Settings</p>		
<p>Mental health and wellbeing affected through isolation or anxiety about coronavirus</p> <p>Potential for Stress or Anxiety caused by fears associated with the virus, isolation, potential bereavement situations or other effects from the changes to living and working.</p>	<p>All staff and Workers- anxiety stress or other mental health issues</p>	<p>Follow guidance on stress and mental health</p> <p>GOV.UK - Extra mental health support for pupils and Teachers</p> <ul style="list-style-type: none"> - Have regular keep in touch meetings/calls with people working at home to talk about any work issues - Talk openly with workers about the possibility that they may be affected and tell them what to do to raise concerns or who to go to so they can talk things through 	<p>Further advice and support</p> <ul style="list-style-type: none"> - Share information and advice with workers about mental health and wellbeing - Consider an occupational health referral if personal stress and anxiety issues are identified 	

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<p>NOTE: NHS research shows that around 30% of staff may suffer from post-traumatic stress disorder and similar challenges in the wake of the pandemic crisis</p>		<ul style="list-style-type: none"> - Involve workers in completing risk assessments so they can help identify potential problems and identify solutions - Keep workers updated on what is happening so they feel involved and reassured - Discuss the issue of fatigue with employees and make sure they take regular breaks, are encouraged to take leave, set working hours to ensure they aren't working long hours 	<ul style="list-style-type: none"> - Where you have an employee assistance programme encourage workers to use it to talk through supportive strategies 	
<p>Contracting or spreading the virus by not social distancing</p>	<p>Workers</p> <p>Customers</p> <p>Contractors</p> <p>Delivery drivers to/from your workplace</p> <p>Visitors</p>	<ul style="list-style-type: none"> - Identify places where, under normal circumstances, workers would not be able to maintain social distancing rules - Identify and consider how you can or improve on keeping people apart in line with social distancing rules in the first instance. <p>This may include:</p> <ul style="list-style-type: none"> ➤ using marker tape on the floor ➤ one-way systems ➤ holding meetings virtually rather than face to-face ➤ staggering start/end times 	<ul style="list-style-type: none"> - Put in place arrangements to monitor and supervise to make sure social distancing rules are followed - Provide information, instruction and training to people to understand what they need to do - Provide signage and ways to communicate to non-employees what they need to do to maintain social distancing 	

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		<ul style="list-style-type: none"> ➤ limiting the number of people on site at one time ➤ having allocated time slots for customers ➤ rearrange work areas and tasks to allow people to meet social distancing rules ➤ using empty spaces in the building for additional rest break areas where safe to do so ➤ implementing 'drop zones' for passing materials between people ➤ providing more parking areas or controlling parking spaces ➤ providing facilities to help people walk or cycle to work, e.g. bike racks ➤ minimising contact at security offices for drivers <p>- Identify where it isn't possible to meet social distancing rules and identify other physical measures to separate people. This can include:</p> <ul style="list-style-type: none"> ➤ physical screens and splash barriers – if they are used in vehicles, they must be safe, not impair visibility and will probably need approval from the vehicle manufacturer to ensure they don't compromise safety 		
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		<ul style="list-style-type: none"> ➤ place markers on the floor (e.g. in lifts) to indicate where people should stand and the direction, they should face ➤ reducing the numbers of people using lifts - If it isn't possible to meet social distancing rules and where physical measures can't be used then put in place other measures to protect people. This can include: <ul style="list-style-type: none"> ➤ enhanced cleaning regimes ➤ increase in hand washing ➤ limiting the amount of time people spend on the task ➤ placing workers back-to-back or side-by-side rather than face-to-face when working ➤ 'cohorting' work teams so they consistently work together ➤ improving ventilation ➤ Display signs to remind people to socially distance <p>Consider using signage to remind people of any procedures you may have that mitigate close contact e.g., keep one way notices etc.</p>		
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		(Please note – personal protective equipment is needed in a limited number of workplaces to protect from the risk of coronavirus)		
<p>Teachers working from home and pupils using DSE equipment.</p> <p>Note: This may have ceased or reduced in many cases. However, where home working has been decided upon these controls etc. should still be followed.</p>	<p>Staff working from home and pupils studying from home.</p> <p>Musculoskeletal disorders as a result of using DSE at home for a long period of time</p>	<p>For Schools with access to Schools Health & Safety Team Service, refer to the Schools Hub advice sheets; “DSE Self-Assessment – COVID-19 – Sheet No. 4 and Working from Home for Schools – COVID-19 CBT Advice Sheet”.</p> <p>Follow guidance on display screen equipment in the HSE Protect homeworkers page</p> <p>HSE - Protect home workers (Coronavirus)</p> <p>HSE - Coronavirus/Working Safely / Protect People</p> <p>There is no increased risk for people working at home temporarily but if this arrangement becomes long term the risks should be assessed</p> <p>- For all people working at home using display screen equipment (DSE) put in place information and training on how to protect themselves, e.g. take regular breaks, stretching exercises, set the equipment up properly</p>	<p>Further information on how to set up a workstation for short duration home working and also what to do for long term home working can be found on HSE’s</p> <p>HSE - Protect home workers (Coronavirus)</p> <p>It is important to consider breaks from this work. 5 minutes every hour is better than 15 minutes every 2 hours. Consideration to how this can be scheduled in could include actual separate breaks or in lesson time outs.</p>	

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		<ul style="list-style-type: none"> - For people working at home longer term complete a DSE assessment with them and identify what equipment is needed to allow them to work safely at home - Schedule or build in breaks of minimum of 5 minutes every hour for pupils studying. 		
<p>Poor workplace ventilation leading to risks of coronavirus spreading</p> <p>Chartered Institute of Building Services Engineers (CIBSE) - Emerging from lockdown</p> <p>Chartered Institute of Building Services Engineers (CIBSE) - COVID-19</p>	<p>Workers</p> <p>Customers</p> <p>Contractors</p>	<p>Please see COVID Advice – COVID-19 Schools Advice No. 5 – Ventilation and Air Conditioning Version 2.</p> <p>Follow guidance on heating ventilation and air conditioning (HVAC)</p> <p>Chartered Institute of Building Services Engineers (CIBSE) Coronavirus - SARS and Heating Ventilation and Air Conditioning Systems (HVAC)</p> <ul style="list-style-type: none"> - Identify if you need additional ventilation to increase air flow in all or parts of your workplace - Fresh air is the preferred way of ventilating your workplace so opening windows and doors (fire doors should normally be closed; HOWEVER; WHERE AREAS ARE OCCUPIED- providing staff are briefed to only keep open whilst area/vicinity is in use, there is robust 	<p>- maintain air circulation systems in line with manufacturers' recommendations</p> <p>The Government are looking at supplying CO2 monitors for Schools. Once there is clarity on the provision and further advice on their use is available, we will update Schools further.</p>	

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		<p>monitoring on procedure, the Fire Risk Assessment is amended and records of briefing to staff maintained, then fire doors can be kept open to improve ventilation) can help</p> <ul style="list-style-type: none"> - If you need additional ventilation provide it, e.g. mechanical ventilation, desk fans, air movers etc - Switch heating ventilation and air conditioning (HVAC) systems to drawing in fresh air where they can be, rather than recirculating air 		
<p>Clinically Extremely Vulnerable (CEV) Staff</p> <p>Previously designated as being at increased risk of infection and complications.</p> <p>Guidance on protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</p>	<p>WHO Staff that are considered CEV</p> <p>HOW Those with underlying health conditions could be factors that can affect people's vulnerability or is a 'risk factor' in relation to COVID-19.</p>	<p>As restrictions have been eased following the move to Step 4 of the Government's roadmap, they are advising clinically extremely vulnerable people, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance.</p> <p>Individuals may choose to limit the close contact they have with those they do not usually meet with in order to reduce the risk of catching or spreading COVID-19, particularly if they are clinically extremely vulnerable and if COVID-19 disease levels in the general community are high. It is important to respect and be considerate of</p>	<p>CEV staff who are at a higher risk of becoming seriously ill if they were to catch COVID-19.</p> <p>Schools should think particularly carefully about additional precautions they might wish to continue to take.</p> <p>Headteachers/Managers should engage in discussions with CEV staff - consider risk factors and perception of the staff member. Where</p>	

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		<p>those who may wish to take a more cautious approach as restrictions are lifted.</p> <p>For Schools with access to Schools Health & Safety Team Service, they can carry out the Individual COVID-19 Risk Assessment for those at increased risk and for New and Expectant Mothers Briefing.</p>	<p>there is agreement that the risk factors can be mitigated with the existing control measures in the risk assessment to everyone's satisfaction no change is needed.</p>	
<p>Increased risk of infection and complications for vulnerable workers e.g. Clinically Vulnerable, over 60 or those at a higher risk of severe illness from coronavirus</p> <p>Those at higher risk</p> <p>GOV.UK - Guidance / COVID-19 - Restrictions (what you can and cannot do -</p>	<p>WHO Staff with protected characteristics</p> <p>HOW Emerging evidence suggests that alongside underlying health conditions, there may be factors that can affect people's vulnerability or is a 'risk factor' in relation to COVID-19. Such as: Older people, Men (from 40 and over), and people from Black and Asian and Minority Ethnic communities (BAME) and a</p>	<p>For Schools with access to Schools Health & Safety Team Service, they can carry out the Individual COVID-19 Risk Assessment for those at increased risk and for New and Expectant Mothers Briefing.</p> <p>Managers/headteachers should consult with their employees to determine who can come into the workplace safely taking account of a person's journey, caring responsibilities, protected characteristics, and other individual circumstances. Extra consideration should be given to those people at higher risk</p> <p>Consider with the staff member if it is more suitable for them to do lower risk work or work remotely in the interim and take HR advice of any other measures if needed.</p> <p>Managers to discuss with and consider needs of staff with disability or pregnant</p>	<p>Put systems in place so people know to notify you if they may be more at risk.</p> <p>Headteachers/Managers should engage in discussions with staff in these groups - consider risk factors and perception of the staff member. Where there is agreement that the risk factors can be mitigated with the existing control measures in the risk assessment to everyone's satisfaction no change is needed.</p> <p>However, if there is increased risk for a staff</p>	

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	<p>combination of these factors.</p> <p>The causes of these increased risk factors are not yet fully understood, and further research is taking place.</p> <p>Disability might impact on how staff can move around the building or use the adjusted workplace.</p>	<p>and new mothers how the adjustments in the office will impact on them or might pose a new or different risk to them.</p> <p>Considering whether you need to put in place any particular measures or reasonable adjustments to take account of duties under the equalities legislation. Consider facilities for pregnant and new mothers- carry out a 'New and Expectant Mothers Risk Assessment' – latest includes a section specifically looking at COVID for the individual.</p> <p>Please consider evacuation procedure for such staff that might be needed in an emergency. Staff:</p> <ul style="list-style-type: none"> • should be especially careful to follow the rules and minimise their contacts with others • should continue to wash hands carefully and more frequently than usual and maintain thorough cleaning of frequently touched areas in their home and/or workspace 	<p>member despite existing control measures the manager/headteacher will provide support and make necessary adjustments to mitigate those risks. It may be that an individual risk assessment can help to discuss issues.</p>	
<p>Clinically Extremely Vulnerable (CEV) Adults</p>	<p>CEV Staff in schools</p>	<p>Shielding advice is being paused nationally from 31 March. From 1 April, CEV individuals are no longer advised to shield, but must continue to follow the rules in</p>	<p>Please monitor all Government guidance.</p>	

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<p>GOV.UK - Government / Publications / Actions for schools during the Coronavirus outbreak / staff who are clinically-extremely-vulnerable</p> <p>GOV.UK - Publications - Guidance on Shielding and protecting Extremely Vulnerable Persons from COVID-19</p>		<p>place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where possible, but if they cannot work from home should attend their workplace.</p> <p>GOV.UK - Government / Publications / Actions for schools during the Coronavirus outbreak / staff who are clinically-extremely-vulnerable</p> <p>GOV.UK - Publications - Guidance on Shielding and protecting Extremely Vulnerable Persons from COVID-19</p> <p>For Schools with access to Schools Health & Safety Team Service, they should carry out the Individual COVID-19 Risk Assessment for those at increased risk and for New and Expectant Mothers Briefing.</p>	<p>Review individual risk assessments at least monthly, when updates occur or where any changes or concerns are raised</p>	
<p>Clinically Extremely Vulnerable (CEV) Children</p> <p>GOV.UK - Government Publications - Actions for Schools during the coronavirus outbreak /</p>	<p>Parents or guardians for children that are clinically extremely vulnerable will have received a letter and advice from a doctor/clinician</p>	<p>Shielding advice is being paused nationally from 31 March. From 1 April, all CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal.</p>	<p>Please monitor all Government guidance.</p>	

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Schools Operational Guidance		<p>All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend.</p> <p>Note: Government guidance states from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician.</p> <p>GOV.UK - Publications - Guidance on Shielding and protecting Extremely Vulnerable Persons from COVID-19</p>		
<p>Staff with COVID-19 symptoms and potentially spreading to staff and others</p> <p>GOV.UK - Government</p>	<p>Virus could spread to others from those with symptoms</p>	<p>Staff who develop symptoms of COVID-19 should stay at home and self-isolate immediately.</p>	<p>Staff who become symptomatic should self-isolate for 10 days.</p>	

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<p>Publication Stay-at-Home Guidance</p>		<p>The following link describes when to self-isolate and when not to self-isolate.</p> <p>When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk)</p> <p>The NHS advice states:</p> <p><i>“How long to self-isolate</i></p> <p><i>If you test positive, your self-isolation period includes the day your symptoms started (or the day you had the test, if you did not have symptoms) and the next 10 full days.</i></p> <p><i>You may need to self-isolate for longer if you get symptoms while self-isolating or your symptoms do not go away.</i></p> <p><i>Read more about how long to self-isolate.”</i></p> <p>i't</p>	<p>If someone a staff member lives with has symptoms of COVID-19, or has tested positive for COVID-19, they may not need to self-isolate.</p> <p>Please read the explanation from the link where criteria is clearly laid out.</p> <p>When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk)</p> <p>If a staff member is a household contact of someone who becomes symptomatic (the case) the staff member should self-isolate. If the staff member starts symptoms, they need to self-isolate for 10 days from that date. The most important symptoms of COVID-19 are recent</p>	
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		<p>If they have a positive test result but do not have symptoms stay at home and self-isolate as soon as you receive the result. Your household needs to isolate too.</p> <p>The isolation period should include the day the symptoms started (or the day your test was taken if you do not have symptoms) and the next 10 full days.</p> <p>You can return to your normal routine and stop self-isolating after 10 full days if your symptoms have gone, or if the only symptoms you have are a cough or anosmia (loss of smell), which can last for several weeks. If you still have a high temperature after 10 days or are otherwise unwell, stay at home and seek medical advice.</p>	<p>onset of any of the following:</p> <ul style="list-style-type: none"> • a new continuous cough • a high temperature • a loss of, or change in, your normal sense of taste or smell (anosmia) 	
<p>Exposure to workplace hazards because it isn't possible to get normal PPE</p> <p>Note: PPE will still need to be used in settings not related to Coronavirus e.g. operating machinery</p>	<p>Workers that may be in situations where social distancing they are at increased risk of exposure and other general precautions are not adequate may require PPE or there may be a</p>	<p>Follow guidance from the HSE</p> <p>Using PPE at work during the coronavirus (COVID-19) pandemic (hse.gov.uk)</p> <p>HSE - Respiratory-Protective-Equipment/Fit-Testing-Basics</p> <p>HSE - Coronavirus / PPE Face Masks</p>	<p>Put systems in place to keep PPE supplies under review so you can take action if necessary before you run out</p>	

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<p>HSE - Respiratory-Protective-Equipment/Fit-Testing-Basics</p> <p>HSE - Coronavirus / PPE Face Masks</p>	<p>requirement for PPE as a control measure in certain settings not relating to Coronavirus.</p>	<p>Face coverings and masks help control the risk of Coronavirus. However, they are not designated as PPE which is equipment of a higher standard for specified settings. It may be that a PPE standard face mask is required if so, it should meet the requirements of FFP3.</p> <p>Generally, you will be aware of the other workplace situations where PPE is required that is not related to Coronavirus.</p> <ul style="list-style-type: none"> - Where required, ensure that those using RPE are face-fit tested. <p>HSE - Respiratory-Protective-Equipment/Fit-Testing-Basics</p> <ul style="list-style-type: none"> - Where supplies are difficult to obtain follow the HSE guidelines and put in place controls suitable to your workplace HSE - Supply issues with PPE and working safely during the Coronavirus pandemic <p>(Please note – face coverings are not PPE.</p> <p>PPE is predominately for specified tasks e.g., using machinery.</p> <p>Where it is used for risk reduction in the case of Coronavirus it would be for specific use – in general healthcare settings</p>		
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		ordinary face masks are considered adequate.		
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PART 2 – SCHOOL SETTINGS				
What are the hazards?	Who is at risk and How would they be harmed? (e.g. staff, public, contractors – trip, slip, fall, assault)	CONTROLS What is currently done to reduce / control the risk?	What further action do you need to consider to control the risks? -What more can be done to reduce risk?	Action by whom, by when?
Increased risk of infection due to mutations of the Coronavirus.	All staff, pupils and others may be at greater risk of contracting the virus due to variant strains. As with current new variant is also prevalent as well as the original strain. At this time the Government advise that the new variant does not appear to be more harmful.	<p>All mitigation measures listed throughout the risk assessment are still relevant. The increased chance of infection highlights the importance of adherence to control measures. Where practicable consider reviewing controls and monitoring/checks on behaviours and controls taking place.</p> <p>To safeguard the health of the teaching workforce and keep as many staff, pupils and students in school and college as possible, the Government have made rapid lateral flow tests available to schools and colleges.</p> <p>GOV.UK Rapid Asymptomatic Coronavirus (COVID-19) testing for staff in primary schools, school based nurseries and maintained nursery schools</p>	<p>All schools and colleges should offer regular twice weekly testing to their staff – participation in testing is strongly encouraged.</p> <p>Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.</p> <p>Lateral flow devices are provided to schools, should offer staff (who are on-site) access to 2 rapid results tests every week. This will help identify staff who are carrying the virus without displaying</p>	Senior Leadership Team.

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		Schools COVID-19 operational guidance - GOV.UK (www.gov.uk)	symptoms, reducing the risk of transmission.	
<p>Teachers working from home and pupils using DSE equipment.</p> <p>Note: This may have ceased or reduced in many cases. However, where home working has been decided upon these controls etc. should still be followed.</p>	<p>Staff working from home and pupils studying from home.</p> <p>Musculoskeletal disorders as a result of using DSE at home for a long period of time</p>	<p>For Schools with access to Schools Health & Safety Team Service, refer to the Schools Hub advice sheets; “DSE Self Assessment – COVID-19 – Sheet No. 4 and Working from Home for Schools – COVID-19 CBT Advice Sheet”.</p> <p>Follow guidance on display screen equipment in the HSE Protect homeworkers page</p> <p>HSE - Protect home workers (Coronavirus)</p> <p>HSE - Coronavirus/Working Safely / Protect People</p> <p>There is no increased risk for people working at home temporarily but if this arrangement becomes long term the risks should be assessed</p> <p>- For all people working at home using display screen equipment (DSE) put in place information and training on how to protect themselves, e.g. take regular breaks, stretching exercises, set the equipment up properly</p>	<p>Further information on how to set up a workstation for short duration home working and also what to do for long term home working can be found on HSE's HSE - Protect home workers (Coronavirus)</p> <p>It is important to consider breaks from this work. 5 minutes every hour is better than 15 minutes every 2 hours. Consideration to how this can be scheduled in could include actual separate breaks or in lesson time outs.</p>	

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		<ul style="list-style-type: none"> - For people working at home longer term complete a DSE assessment with them and identify what equipment is needed to allow them to work safely at home - Schedule or build in breaks of minimum of 5 minutes every hour for pupils studying. 		
Preparation of school and ongoing compliance checks	Pupils Staff	<p>Premises and utilities have been health and safety checked and building is compliant (use usual compliance checklist)</p> <ul style="list-style-type: none"> • Usual premises checks • Water treatments/checks (e.g. legionella) • Fire alarm testing • Repairs • Grass cutting • Portable Appliance Testing • Fridges and freezers • Boiler/ heating servicing • Internet services • Any other statutory inspections • Insurance covers reopening arrangements <p>Moving desks to be side to side and front facing, and if possible, allow social distancing</p>	<p>Carry out a formal / recorded full pre-opening premises inspection.</p> <p>Consider if there is space and ability to clean between lettings. Consider if lettings should be suspended at the current time.</p>	

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		<p>Posters erected about handwashing and persons with COVID symptoms not to enter the school</p> <p>Review evacuation routes and signage</p> <p>Consideration given to premises lettings and approach in place.</p> <p>DofE advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.</p>		
<p>Clinically Extremely Vulnerable (CEV) Staff</p> <p>Previously designated as being at increased risk of infection and complications.</p> <p>Guidance on protecting people who are clinically extremely vulnerable from COVID-19 - GOV.UK (www.gov.uk)</p>	<p>WHO</p> <p>Staff that are considered CEV</p> <p>HOW</p> <p>Those with underlying health conditions could be factors that can affect people's vulnerability or is a 'risk factor' in relation to COVID-19.</p>	<p>As restrictions have been eased following the move to Step 4 of the Government's roadmap, they are advising clinically extremely vulnerable people, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance.</p> <p>Individuals may choose to limit the close contact they have with those they do not usually meet with in order to reduce the risk of catching or spreading COVID-19, particularly if they are clinically extremely vulnerable and if COVID-19 disease levels in the general community are high. It is important to respect and be</p>	<p>CEV staff who are at a higher risk of becoming seriously ill if they were to catch COVID-19.</p> <p>Schools should think particularly carefully about additional precautions they might wish to continue to take.</p> <p>Headteachers/Managers should engage in discussions with CEV staff - consider risk factors and perception of the staff member. Where there is</p>	

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		<p>considerate of those who may wish to take a more cautious approach as restrictions are lifted.</p> <p>For Schools with access to Schools Health & Safety Team Service, they can carry out the Individual COVID-19 Risk Assessment for those at increased risk and for New and Expectant Mothers Briefing.</p>	<p>agreement that the risk factors can be mitigated with the existing control measures in the risk assessment to everyone's satisfaction no change is needed.</p>	
<p>Increased risk of infection and complications for clinically extremely vulnerable pupils, staff, parents and guardians</p>	<p>Pupils/staff who are shielding</p> <p>Parents or guardians for children that are clinically extremely vulnerable will have received a letter and advice from a doctor/clinician</p>	<p>Shielding advice is being paused nationally from 31 March. From 1 April, all CEV pupils should attend their school unless they are one of the very small number of pupils under Pediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal.</p> <p>Note: Government guidance states from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being</p>	<p>Please monitor all Government guidance.</p>	

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		<p>removed from the shielding patient list (SPL) as appropriate, following review with a clinician.</p> <p>GOV.UK - Publications - Guidance on Shielding and protecting Extremely Vulnerable Persons from COVID-19</p>		
<p>Clinically Extremely Vulnerable (CEV) Children</p> <p>GOV.UK - Government Publications - Actions for Schools during the coronavirus outbreak / Schools Operational Guidance</p>	<p>Parents or guardians for children that are clinically extremely vulnerable will have received a letter and advice from a doctor/clinician</p>	<p>Shielding advice is being paused nationally from 31 March. From 1 April, all CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal.</p> <p>All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend.</p> <p>Note: Government guidance states from growing evidence that many children identified at the start of the pandemic as</p>	<p>Please monitor all Government guidance.</p>	

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		<p>clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician.</p> <p>GOV.UK - Publications - Guidance on Shielding and protecting Extremely Vulnerable Persons from COVID-19</p>		
Increased risk of infection to and from vulnerable children, SEND or children with disabilities	<p>Staff and Pupils</p> <p>HOW</p> <p>Increased risk of infection due to either physical difficulties or behaviour issues related to children's needs</p>	<p>Whilst following all other mitigation and control measures in this risk assessment where there is a care/support plan in place then this should be reviewed and adjusted to take account of extra measures required relating to the Coronavirus and its spread.</p>	<p>Review relevant support/care/other plans relating to individual children.</p>	
Pregnant workers/new and mothers contracting Corona virus, whilst at work or using public transport.	<p>Pregnant workers</p> <p>Infection of COVID 19 and resultant illness with a wide range of symptoms. The effects of this disease are still</p>	<p>Consultation on the general COVID-19 risk assessments for the school and its arrangements should also take place.</p> <p>Discussion with the new or expectant mother must take place before any physical return to the</p>	<p>Consideration should also be given to requests from employees to be based at a site other than their usual workplace.</p> <p>Regularly review the risk assessment, (MINMUM</p>	

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<p>NOTE: New or expectant mothers under Government advice are designated as Clinically Vulnerable (CV) or Clinically Extremely Vulnerable (CEV).</p> <p>Pregnant workers with defined conditions or at 28 weeks / third trimester or more, may be considered more at risk. are considered Clinically Extremely Vulnerable (CEV).</p>	<p>being learned about and can vary.</p>	<p>school/workplace. Carry out New and Expectant Mothers Risk Assessment.</p> <p>Current government advice is that pregnant workers are in the clinically vulnerable (CV) group.</p> <p>Pregnant workers are defined as clinically extremely vulnerable at 28 weeks / third trimester – this group may previously have been advised to shield. SEE NOTES BELOW:</p> <p>Coronavirus (COVID-19): advice for pregnant employees - GOV.UK (www.gov.uk)</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees</p>	<p>EACH TRIMESTER) and do everything reasonably practicable to protect the worker from harm.</p> <p>There will be changes (ongoing) in government advice and possible outbreaks of COVID; this will require a full review of measures and this assessment.</p>	
<p>For women less than 28 weeks pregnant with no underlying health conditions that place them at a greater risk of severe illness from</p>	<p><i>You must first have a workplace risk assessment with your employer and occupational health team.</i></p> <p><i>Then, you should only continue working if the risk assessment advises that it is safe to do so.</i></p>			

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<p>coronavirus (COVID-19)</p>	<p><i>This means that your employer should remove or manage any risks. If this cannot be done, you should be offered suitable alternative work or working arrangements (including working from home) or be suspended on your normal pay.</i></p> <p><i>Your employer should ensure they are able to adhere to any active national guidance on social distancing.</i></p> <p><i>Some higher risk occupations such as those with greater public contact or in healthcare may carry a higher risk of exposure to the virus. In healthcare settings this may include working in specific higher risk areas or higher risk procedures as summarised in the Public Health England publication Guidance on Infection Prevention and Control https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control</i></p> <p><i>You should be supported by your employer with appropriate risk mitigation in line with recommendations to staff arising from workplace risk assessment.</i></p> <p><i>If alternative work cannot be found, advice on suspension and pay can be found in HSE guidance.</i></p>
<p>The following recommendations apply for pregnant women who are 28 weeks pregnant and beyond or with underlying health conditions that place them at a greater risk of severe illness from coronavirus</p>	<p><i>If you are 28 weeks pregnant and beyond, or if you are pregnant and have an underlying health condition that puts you at a greater risk of severe illness from COVID-19 at any gestation, you should take a more precautionary approach.</i></p> <p><i>This is because although you are at no more risk of contracting the virus than any other non-pregnant person who is in similar health, you have an increased risk of becoming severely ill and of pre-term birth if you contract COVID-19.</i></p> <p><i>Your employer should ensure you are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable (this group may previously have been advised to shield).</i></p> <p><i>For many workers, this may require working flexibly from home in a different capacity.</i></p> <p><i>All employers should consider both how to redeploy these staff and how to maximise the potential for homeworking, wherever possible.</i></p>

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<p><i>Where adjustments to the work environment and role are not possible (e.g. manufacturing/retail industries) and alternative work cannot be found, you should be suspended on paid leave. Advice on suspension and pay can be found in HSE guidance.</i></p>					
<p>Mental health and wellbeing affected through isolation or anxiety about coronavirus</p> <p>Potential for Stress or Anxiety caused by fears associated with the virus, isolation, potential bereavement situations or other effects from the changes to living and working.</p> <p>NOTE: NHS research shows that around 30% of staff may suffer from post-traumatic stress disorder and similar challenges in the</p>	<p>All staff and Workers- anxiety stress or other mental health issues.</p>	<p>Follow guidance on stress and mental health</p> <p>GOV.UK - Extra mental health support for pupils and Teachers</p> <ul style="list-style-type: none"> - Have regular keep in touch meetings/calls with people working at home to talk about any work issues - Talk openly with workers about the possibility that they may be affected and tell them what to do to raise concerns or who to go to so they can talk things through - Involve workers in completing risk assessments so they can help identify potential problems and identify solutions - Keep workers updated on what is happening so they feel involved and reassured - Discuss the issue of fatigue with employees and make sure they take 	<p>Further advice and support</p> <ul style="list-style-type: none"> - Share information and advice with workers about mental health and wellbeing - Consider an occupational health referral if personal stress and anxiety issues are identified - Where you have an employee assistance programme encourage workers to use it to talk through supportive strategies 		

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wake of the pandemic crisis		regular breaks, are encouraged to take leave, set working hours to ensure they aren't working long hours			
Moving around, evacuation and use of the building by staff or pupils that may be affected by COVID-19 arrangements e.g., one-way systems	<p>Staff and pupils</p> <p>HOW</p> <p>Disability might impact on how staff can move around the building or use the adjusted workplace</p>	<p>Headteachers/Managers to discuss with and consider needs of staff on how the adjustments in the school will impact on them or might pose a new or different risk to them.</p> <p>Considering whether you need to put in place any particular measures or reasonable adjustments to take account of duties under the equalities legislation. Carry out or employee needs risk assessments if appropriate.</p> <p>Please consider evacuation procedure for such staff that might be needed in an emergency.</p>	Put systems in place so people know when to notify you that they fall into one of these categories, e.g. they start chemotherapy or are pregnant		
<p>Clinically Extremely Vulnerable (CEV) Adults</p> <p>GOV.UK - Government / Publications / Actions for schools during the Coronavirus outbreak</p>	CEV Staff in schools	Shielding advice is being paused nationally from 31 March. From 1 April, CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions. Staff in schools who are CEV will be advised to continue to work from home where	Please monitor all Government guidance.		

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<p>/ staff who are clinically extremely vulnerable</p>		<p>possible, but if they cannot work from home should attend their workplace.</p> <p>GOV.UK - Government / Publications / Actions for schools during the Coronavirus outbreak / staff who are clinically extremely vulnerable</p>		
<p>Clinically Extremely Vulnerable (CEV) Children</p> <p>GOV.UK - Government Publications - Actions for Schools during the coronavirus outbreak / Schools Operational Guidance</p>	<p>Parents or guardians for children that are clinically extremely vulnerable will have received a letter and advice from a doctor/clinician</p>	<p>Shielding advice is being paused nationally from 31 March. From 1 April, all CEV pupils should attend their school unless they are one of the very small number of pupils under Pediatric or other specialist care and have been advised by their GP or clinician not to attend. Pupils who live with someone who is CEV should continue to attend school as normal.</p> <p>Note: Government guidance states from growing evidence that many children identified at the start of the pandemic as clinically extremely vulnerable (CEV) are not at increased risk of serious outcomes from coronavirus (COVID-19) and children are gradually being removed from the shielding patient list (SPL) as appropriate, following review with a clinician.</p>	<p>Please monitor all Government guidance.</p>	

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		GOV.UK - Publications - Guidance on Shielding and protecting Extremely Vulnerable Persons from COVID-19		
<p>Staff with COVID-19 symptoms and potentially spreading to staff and others</p> <p>GOV.UK - Government / Publication Stay-at-Home Guidance</p>	Virus could spread to others from those with symptoms	<p>Staff who develop symptoms of COVID-19 should stay at home and self-isolate immediately.</p> <p>The following link describes when to self-isolate and when not to self-isolate. When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk)</p> <p>The NHS advice states:</p> <p>“How long to self-isolate</p> <p>If you test positive, your self-isolation period includes the day your symptoms started (or the day you had the test, if you did not have symptoms) and the next 10 full days.</p> <p>You may need to self-isolate for longer if you get symptoms while self-isolating or your symptoms do not go away.</p> <p>Read more about how long to self-isolate.”</p>	<p>Staff who become symptomatic should self-isolate for 10 days.</p> <p>If someone a staff member lives with has symptoms of COVID-19, or has tested positive for COVID-19, they may not need to self-isolate. Please read the explanation from the link where criteria is clearly laid out.</p> <p>When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk)</p> <p>If a staff member is a household contact of someone who becomes symptomatic (the case) the staff member should self-isolate. If the staff member starts symptoms, they need to self-isolate for 10</p>	

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		<p>Don't</p> <p>If they have a positive test result but do not have symptoms stay at home and self-isolate as soon as you receive the result. Your household needs to isolate too.</p> <p>The isolation period should include the day the symptoms started (or the day your test was taken if you do not have symptoms and the next 10 full days.</p> <p>You can return to your normal routine and stop self-isolating after 10 full days if your symptoms have gone, or if the only symptoms you have are a cough or anosmia (loss of smell), which can last for several weeks. If you still have a high temperature after 10 days or are otherwise unwell, stay at home and seek medical advice.</p>	<p>days from that date. The most important symptoms of COVID-19 are recent onset of any of the following:</p> <ul style="list-style-type: none"> • a new continuous cough • a high temperature • a loss of, or change in, your normal sense of taste or smell (anosmia) 	
<p>Potential transmission of Covid-19 Coronavirus from staff/pupils with symptoms</p>	<p>WHO</p> <p>Pupils, Staff, Visitors to School Premises, Cleaners, Contractors, Drivers, Vulnerable groups</p>	<p>Anyone with symptoms of COVID-19 should not attend School and report to their relevant School Liaison.</p> <p>Staff should access NHS 111 online which is an online interactive and personal checklist:</p> <p>NHS - 111 - COVID-19</p>	<p>Daily Staff Briefings, Internal communication channels and cascading of messages through Senior Leadership Team will be carried out regularly to reassure and support staff,</p>	

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	<p>HOW</p> <p>The virus is spread by droplets from coughs and sneezes and droplets picked up from surfaces</p>	<p>Staff who become symptomatic should</p> <p>GOV.Uk - Government / Publications / COVID-19 Stay at Home Guidance</p> <p>Staff who develop symptoms of COVID-19 should stay at home and self-isolate immediately.</p> <p>If they have a positive test result but do not have symptoms stay at home and self-isolate as soon as you receive the result. Your household needs to isolate too.</p> <p>The isolation period should include the day the symptoms started (or the day your test was taken if you do not have symptoms and the next 10 full days.</p> <p>If staff/pupil develop symptoms whilst at work, inform Staff Liaison at school and they should go home. Staff liaison should provide information of how to get tested</p> <p>GOV.UK - Guidance / Coronavirus: COVID-19 - Getting tested</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a</p>	<p>parents and carers in a fast-changing situation.</p> <p>Line managers will offer support to staff who are affected by Coronavirus or has a family member affected.</p> <p>Consistent monitoring of staff absence because of COVID-19 contact / symptoms to ensure prompt return to work</p> <p>Staff, pupils to be reminded on a regular basis to wash their hands for 20 seconds with water and soap and the importance of proper drying with disposable towels.</p> <p>To help reduce the spread of coronavirus (COVID-19) reminding everyone of the public health advice</p> <p>Internal communication channels and cascading of messages through Senior Leadership Team will be</p>	
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		<p>closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using usual cleaning products and normal household bleach before being used by anyone else. Please see advice on cleaning if someone develops symptoms in school</p> <p><u>GOV.UK / Government / Publication COVID-19-Decontamination in non-healthcare Settings</u></p> <p>PPE should be worn by staff caring for the student while they await collection if direct personal care is needed while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the</p>	<p>communicated to all staff concerned.</p> <p>Staff to be reminded that wearing of gloves is not a substitute for good hand washing.</p>	
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		GOV.UK - Safe working in Education, Childcare and Children's Social Care, including the use of Personal Protective Equipment (PPE)		
Getting or spreading coronavirus by not washing hands or not washing them adequately	<p>Staff</p> <p>Pupils</p> <p>Contractors</p> <p>Visitors</p> <p>Drivers</p>	<p>Follow the HSE guidance on cleaning, hygiene and hand sanitiser</p> <p>HSE - Coronavirus/Cleaning/Handwashing & Using Hand Sanitiser</p> <p>HSE - Coronavirus/Cleaning/Bathrooms-toilets-washbasins</p> <ul style="list-style-type: none"> - Provide water, soap and drying facilities at wash stations <p>Hands should be washed for 20 secs with soap and running water, or use hand sanitiser where this is not readily available.</p> <ul style="list-style-type: none"> - Provide information on how to wash hands properly and display posters <p>Ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks,</p>	<p>Put in place monitoring and supervision to make sure pupils and staff are following controls</p> <ul style="list-style-type: none"> - Put signs up to remind people to wash their hands - Provide information to your workers about when and where they need to wash their hands - Identify if and where additional hand washing facilities may be needed - If people can't wash hands, provide information about how and when to use hand sanitiser - Identify how you are going to replenish hand washing/sanitising facilities 	

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		<p>when they change rooms and before and after eating.</p> <p>Avoid touching people, surfaces and objects where possible and regular handwashing.</p> <p>Based on the number of staff and pupils decide:</p> <ul style="list-style-type: none"> ➤ how many wash stations are needed ➤ where wash stations need to be located <p>You may already have enough facilities</p> <ul style="list-style-type: none"> - Provide hand sanitiser for the occasions when people can't wash their hands - There's a legal duty to provide welfare facilities and washing facilities for visiting drivers 	<p>- Make sure people are checking their skin for dryness and cracking and tell them to report to you if there is a problem</p>	
<p>Potential transmission of virus from working within enclosed spaces, including Reception Office</p>	<p>Staff in enclosed areas could be exposed to Coronavirus</p>	<p>Where there are Staff and Pupil Individual Risk Assessments these should be reviewed in consultation with the member of staff, or parents in the case of the pupil, in light of the information and circumstances regarding COVID-19.</p>	<p>Put in place monitoring and supervision to make sure people are following controls put in place, e.g. following hygiene procedures, washing</p>	

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<p>Classroom Staff Kitchen areas/Staff rooms Printers Meeting rooms Toilets</p>		<p>Minimising contact – as much as possible endeavour to group pupils into a grouping ('bubble') of one full class size and keep each 'bubble' separate. If in primary schools it is not possible to deliver the full range of subjects or logistically possible, then a full year group might need to form a 'bubble'.</p> <p>The Government no longer recommend that it is necessary to keep children in consistent groups ('bubbles'). This means that bubbles will not need to be used in schools from the autumn term.</p> <p>You should make sure your contingency plans (sometimes called outbreak management plans) cover the possibility that in some local areas it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.</p> <p>Where possible teachers should try to maintain distance from children and ideally 2 metres distance from adults. If teachers need to come into close contact, avoid face to face contact and try to minimise the amount of time spent within 1 metre of children. This might not be possible with children who have complex needs or need close contact.</p>	<p>hands, following one-way systems</p> <p>Put in place monitoring and supervision to make sure people are following controls, e.g. are implementing the cleaning regimes implemented</p> <p>Contact cleaning company to discuss cleaning regime.</p> <p>Check capacity of cleaning staff is adequate to enable enhanced cleaning regime.</p> <p>Ensure that soap, sanitiser and paper towels are checked and are replenished regularly</p> <p>Provide information telling people who needs to clean and when</p> <p>Provide instruction and training to people who need to clean. Include information on:</p> <ul style="list-style-type: none"> ➤ the products they need to use 	
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		<p>Encourage pupils to maintain social distancing within their bubble, although it is recognised this might not be possible with younger children.</p> <p>Identify staff who live together and group them into a bubble if possible.</p> <p>Consider Classrooms – desks placed side to side and front facing</p> <p>Avoid large gatherings such as assemblies or worship with more than one bubble.</p> <p>Enhanced and regular cleaning of school/classrooms. Removal of any unnecessary items from classroom. Removal of soft furnishings, soft toys that are hard to clean. Regular cleaning of outdoor play equipment.</p> <p>Premises Staff should carry out their usual health and safety checks (i.e., fire safety checks, regular flushing regime) to ensure the building remains safe.</p> <p>Consider limiting the number of people in rooms so that social distancing rules can e.g. stagger breaks, have maximum occupancy numbers for meeting rooms</p>	<p>> precautions they need to follow</p> <p>> the areas they need to clean and how often</p> <p>Identify how you are going to replenish cleaning products</p> <p>Pupils to be reminded regularly of the importance of social distancing both in the School and outside.</p> <p>Additional support for SEND and children with challenging behaviour may need to be considered.</p> <p>Frequently cleaning and disinfecting objects and surfaces, play equipment that are touched regularly particularly in areas of high use such as door handles, light switches, etc. using appropriate cleaning products and methods.</p> <p>Consider putting in place one-way systems in corridors or regularly used pedestrian traffic routes to</p>	
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		<p>Reorganise facilities in communal areas such as spacing out tables in meeting rooms, canteens etc so social distancing rules can be met</p> <p>Where possible put in place physical impervious barriers (e.g. Perspex in reception areas) to reduce contact</p> <p>Fixed/standalone sanitisers stations or containers of hand sanitiser will be set up at various locations including entry and exit points.</p> <p>If possible open windows to ventilate rooms/corridors.</p> <p>Toilets - operate social distancing if possible. Maintain hot water and soap at wash hand basins.</p> <p>Staff to refrain from using hot air dryers and use paper towels instead if possible.</p> <p>Meeting rooms – will have signage with maximum number of occupants to maintain 2 metre distance.</p> <p>Consider reducing face to face meetings where possible and use other digital/remote means.</p>	<p>manage the flow of people moving around the school and to allow social distancing rules to be met</p> <p>Consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Consider use of shared staff spaces to help distance staff. Minimise use of staff rooms but ensure sufficient rest breaks for staff.</p> <p>Printers - social distancing if possible, Cleaning wipes available at printers for touch points.</p> <p>No unnecessary equipment to be brought into school. Pupils encouraged to bring their own pencil cases from home.</p> <p>When timetabling, bubbles should be kept apart and movement around the</p>	
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		<p>Using back-to-back or side-to-side working (rather than face-to-face) where possible.</p> <p>Access classroom via outside door if possible, using one-way system.</p> <p>Hand washing on entering all classrooms to have soap and sanitiser. Wipes and hand sanitisers available in class and pupils reminded to clean/wash their hands frequently.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubble</p>	<p>school kept to a minimum.</p> <p>Passing briefly in the corridor or playground is low risk, but avoid creating busy corridors, entrances and exits where possible.</p>	
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<p>Poor workplace ventilation leading to risks of coronavirus spreading</p>	<p>Workers</p> <p>Customers</p> <p>Contractors</p>	<p>Please see COVID Advice – COVID-19 Schools Advice No. 5 – Ventilation and Air Conditioning Version 2.</p> <p>Follow HSE guidance on heating ventilation and air conditioning (HVAC) HSE - Coronavirus / Equipment & Machinery / Air-Conditioning & Ventilation</p> <p>Identify if you need additional ventilation to increase air flow in all or parts of the school</p> <p>Fresh air is the preferred way of ventilating your workplace so opening windows and doors (fire doors should normally be closed; HOWEVER; WHERE AREAS ARE OCCUPIED- providing staff are briefed to only keep open whilst area/vicinity is in use, there is robust monitoring on procedure, the Fire Risk Assessment is amended and records of briefing to staff maintained, then fire doors can be kept open to improve ventilation)</p> <p>If you need additional ventilation provide it, e.g. mechanical ventilation, desk fans, air movers etc</p> <p>Switch heating ventilation and air conditioning (HVAC) systems to drawing</p>	<p>- maintain air circulation systems in line with manufacturers' recommendations</p> <p>The Government are looking at supplying CO2 monitors for Schools. Once there is clarity on the provision and further advice on their use is available, we will update Schools further.</p>	
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		<p>in fresh air where they can be, rather than recirculating air</p> <p><u>Chartered Institute of Building Services Engineers (CIBSE) Coronavirus - SARS and Heating Ventilation and Air Conditioning Systems (HVAC)</u></p>		
Potential transmission of virus from pupils presenting complex needs or challenging behaviours (e.g. spitting and biting)	Staff and other pupils	Consider what measures are needed to manage behaviour and/or personal protective equipment that might be needed.	Carryout individual pupil risk assessment where appropriate to support Covid 19 control measures.	
Potential transmission of virus from Welfare office	Welfare Staff and pupils	<p>Staff to adhere to infection control policy.</p> <p>Regular medication protocols to be followed.</p> <p>Washing facility and sanitisers available in the welfare room.</p> <p>Staff to frequently wash their hands.</p> <p>Avoid/reduce close contact with pupils where possible.</p> <p>Use face mask/gloves where appropriate or close contact is unavoidable.</p>		

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Potential transmission of virus from desks, monitors, keyboards and mouse	All	<p>Desks to be located 2 metres apart if possible.</p> <p>If appropriate, staff to be provided with their own portable keyboard and mouse for use (take with them to use at whichever desk is made available) or clean between use by different users.</p> <p>Clear desk policy will be robustly applied so as to enable effective cleaning</p> <p>Enhanced cleaning regime - including desks every night.</p> <p>Cleaning wipes available on each desk to clean desks and equipment as needed before and after use desk and throughout day as needed</p> <p>Regular handwashing by staff and pupils or use a sanitiser if not near a wash hand basin.</p> <p>Above applies to the ICT suite for pupil use as well.</p>		
Kitchen Operations/food preparation	Kitchen Staff	<p>School kitchens can continue to operate, but must comply with GOV.UK / Government Publications / COVID-19 for food businesses</p>	Online refresher training for all staff including food hygiene for kitchen staff	

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			Consistent monitoring of staff absence because of covid-19 symptoms/contact to ensure prompt return to work.	
Potential transmission of virus during lunch/play breaks / food served in the dining hall	Staff and pupils	<p>Consider staggering lunch breaks for pupils and limiting the number of pupils in the dining hall.</p> <p>Staggered lunch breaks for pupils and limiting the dining hall to use of each bubble with cleaning between use by each bubble.</p> <p>Where possible pupils to queue and collect lunch and eat it outdoors. Seek to maintain 2 metre separation in dining hall if possible.</p> <p>Separate entry and exits to the dining hall where possible with one way in and out. Mark out queuing arrangements.</p> <p>Pupils encouraged to dispose of their left- over food in the bins.</p> <p>Bins provided at various location in the dining hall.</p> <p>Pupils will be supervised as normal.</p>		

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Handling Deliveries	Staff required to deal with deliveries	<p>Considering methods to reduce frequency of deliveries, for example by ordering larger quantities less often.</p> <p>Local arrangements to be made whether deliveries made external to the building or to pre-allocated area as appropriate.</p> <p>Staff wiping the outer surfaces of delivery boxes before handling/relocating/sorting the delivery</p> <p>Wash hands after handling deliveries/packages.</p>		
Potential transmission of virus from visitors/parents	All those that would come into contact with Visitors	<p>Parents to observe social distancing when dropping and picking children from school.</p> <p>Where possible, only one parent to pick/drop the children.</p> <p>Consider - staggered school start and finish timings to avoid crowding by the school gates.</p> <p>Parents visiting reception office to wait outside. When queues are likely, parents to maintain 2 metre distance.</p>	<p>Where parents wish to discuss any concerns with the teacher, this to be done outdoors where possible maintaining social distance.</p> <p>Notices displayed in Reception office reminding the parents not to send their child to school if they or anyone in the household have symptoms and to remind the public to practice social distancing when on school site.</p>	

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		<p>Consider Social distancing arrangements are put in place with good signage, floor markings etc</p> <p>Parent will be allowed into the school by appointment.</p> <p>Fixed/standalone sanitisers stations will be set up at various locations including entry and exit points.</p> <p>Screens installed at reception desk.</p> <p>Staff are to regularly wash hands or use hand gel frequently i.e. on arriving at work, after handling parcels/post/books, moving from room to room.</p> <p>Reduce intake of any paper documentation from parents. Advise parents to email any documentation. Where it is unavoidable, staff to ensure wash and sanitise hands regularly.</p>	<p>Update pre-recorded advisory message on the school phone line about the COVID-19 symptoms and isolation.</p>	
Potential transmission of virus from contractors attending the school site	All those that would come into contact with Contractors	<p>Contractors to be notified in advance not to attend the premises if they have symptoms</p> <p>Attendance by contractors notified to reception desk in advance</p>	Staff to observe and ask any contractors to leave the building if they have symptoms	

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		<p>Contractors to sign in at reception desk and declare they do not have symptoms.</p> <p>Site manager to ensure area of the work is clear before-hand. Any pupils and staff to leave that area.</p> <p>Site manager to liaise with and monitor the contractor maintaining social distancing where possible.</p> <p>Sanitisers stations will be set up at various locations including entry and exit points.</p> <p>Supervised and limited access to other parts of the building</p> <p>Regular cleaning regime of public/communal areas.</p>		
Potential Spread of virus from School Library	All Library Users and Staff	<p>Staff to make use of any digital resources for pupils.</p> <p>Once operational only limited number of pupils can attend the library at any one time.</p> <p>Online reservation/book catalogue available to help pupils to reserve books.</p>		

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		<p>Pupils encouraged to drop the returning items in a collection box/trolley.</p> <p>Consider returned items to be quarantined for 72 hours.</p>		
Potential enhanced infection risk from music (e.g. singing, playing wind/brass instruments)	Music students and teachers	<p>Consider physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p> <p>Singing indoors is not recommended as it increases the exhalation of droplets etc.</p>		
Physical education, sport and physical activity (enhanced risk via exhalation during exercise)	Pupils and teachers	<p>You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls.</p> <p>Guidance on coronavirus (COVID-19) measures for grassroots sport participants, providers and facility operators - GOV.UK (www.gov.uk)</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly</p>	<p>Indoor competition between different schools should not take place until wider indoor grassroots sport for under 18s is permitted. This will be no earlier than 12 April and we will confirm in due course.</p>	

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		<p>cleaned between each use by different individual groups.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and enhanced cleaning and handwashing</p> <p>You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.</p> <p><u>guidance for safe provision including team sport, contact combat sport and organised sport events.</u></p> <p>Refer to:</p> <ul style="list-style-type: none"> • guidance on grassroot sports for public and sport providers, safe provision and facilities, and guidance from Sport England • advice from organisations such as the Association for Physical Education and the Youth Sport Trust • guidance from Swim England on school swimming and water safety lessons available at 		
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		returning to pools guidance documents <ul style="list-style-type: none"> • using changing rooms safely 		
Accidents, security and other incidents:	All	<p>In an emergency, for example, an accident or fire, people do not have to stay 2m apart if it would be unsafe.</p> <p>People involved in the provision of assistance to others should pay attention to sanitation measures immediately afterwards including washing hands.</p>		
Potential stress/anxiety caused by COVID-19	Staff can be affected by stressors more than is usual due to COVID-19 crisis.	<p>Reassurance to staff of measures taken seriously to protect their safety.</p> <p>Communication of message that for most people Covid 19 results in mild illness. Also, that transmission of the virus is more likely if in contact with someone with symptoms at less than 2 metres for 15 minutes or more. The incidence of covid-19 is lower than it was.</p> <p>Regular communications from Headteacher.</p> <p>Mental Health Senior Leadership Team will promote mental health & wellbeing awareness to</p>	<p>Regular communication of mental health information should be communicated to all staff.</p> <p>Consider use of Occupational Health Service or equivalent.</p>	

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		<p>staff and will offer whatever support they can to help.</p> <p>Regular contact with managers and colleagues</p> <p>One to one supervision meetings with manager</p> <p>Insert school's own arrangements for access to Employee assistance line/occupational health service.</p> <p>The Education Support Partnership provides mental health & wellbeing support to the Education sector.</p> <p>Insert school's own arrangements for any access to computer- based training on coronavirus, stress etc (e.g. through schools SLA)</p> <p>Signpost to any online guidance regarding bereavement during the coronavirus period</p>		
Face Coverings and General spread or transmission of coronavirus from pupils and staff	Pupils and staff Contracting and spreading virus	Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas.	See Face coverings in education <i>GOVT guidance states</i>	

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<p>Note: No pupil should be denied education on the grounds that they are not wearing a face covering</p>		<p>The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college.</p> <p>You may assess that in some circumstances that it would be better to wear face coverings and in which case you can decide to do so.</p> <p>Face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).</p> <p>Children in primary school do not need to wear a face covering.</p> <p>If it is decided that face coverings are required face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should</p>	<p><i>In primary schools and early years settings, we recommend that face coverings should be worn by staff and adults (including visitors) in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school and early years settings should not wear face coverings</i></p> <p>If you have a substantial increase in the number of positive cases in your school (see <u>Stepping measures up and down</u> section for more information), a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils staff and visitors, unless exempt). You should make sure your contingency plans cover this possibility.</p>	
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		only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.		
<p>Travel between schools or other travel whilst at work</p> <p>Note: This practise may vary greatly or not apply to all schools.</p>	All travelling staff and pupils	<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they follow any school procedures and consider measures they may need to take to minimise consider risk.</p> <p>minimise contact and maintain as much distance as possible from other staff.</p> <p>Where a pupil routinely attends more than one setting on a part time basis (for example because they are dual registered at a mainstream school and an alternative provision setting or special school) schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</p> <p>Consider staggered starts or adjusting start and finish times to keep bubbles apart as they arrive and leave school (without reducing overall teaching time).</p>		
Travelling to and from school	All			

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		<p>If pupils or staff wear face coverings when they arrive at school, they must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on GOV.UK - Safe working in education, childcare and children's social care provides more advice.</p> <p>Identify staff groups of workers who travel to work together and group them into bubble. Staff should be discouraged from sharing vehicles unless part of the same bubble.</p> <p>The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college.</p>		
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		<p>Dedicated school transport (services that are used only to carry pupils to school):</p> <p>The advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible. Consider: -</p> <ul style="list-style-type: none"> • Where possible reflect the bubbles adopted within the 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 • the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet <p>Public transport services (routes which are also used by the general public):</p> <p>consider staggered start times to enable more journeys to take place outside of peak hours.</p>		
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		<p>Encourage greater use of walking, cycling or own car rather than public transport if possible</p> <p>Families using public transport should refer to the</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p>		
Fire Evacuation Procedures during the COVID-19 Pandemic	<p>All occupiers of school buildings.</p> <p>Evacuations require movements of large amounts of people which may compromise social distancing etc.</p>	<p>Generally, review procedures consider lower frequency of fire drills, zonal evacuation for drills etc. For Schools with access to Schools Health & Safety Team Service, refer to the Schools Hub advice sheets; “Fire Evacuation Procedures” – COVID-19 – Sheet No. 5</p>	Review procedures	
Educational visits during the COVID-19 Pandemic	Pupils, staff and others can pass on or pick up infection	<p>Educational day visits</p> <p>Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. Refer to Government</p>	<p>In line with the roadmap, should step 2 commence as planned, schools can resume educational day visits no earlier than 12 April.</p> <p>Schools should undertake full and thorough risk assessments in relation to all educational visits to</p>	

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		<p>guidance on the link below as situations might change.</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#educational-visits</p> <p>Domestic residential educational visits</p> <p>As Government Guidance - In line with the roadmap, they advise against domestic residential educational visits until at least step 3, no earlier than 17 May.</p>	<p>ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.</p>	
Extra-Curricular activity	Spread of infection in breakfast or after school club or extra-curricular activity	<p>This is a complex area that changes quite a lot and direct reference should be made to the Government guidance.</p> <p>GOV.UK - Government Publications - Actions for Schools during the coronavirus outbreak / Schools Operational Guidance</p>	<p>Monitor Government guidance for latest advice on what more can be done.</p>	