

**COVID-19: Risk Assessment**

**CENTRE NAME:**

**SENIOR MANAGER:**

**DATE:**

**Purpose of this Document**

**Implementing a Risk Assessed Approach to Safe Centres**

This document has been designed to support centres in designing solutions to enable the safe restoration of teaching, learning and pastoral care across all EOTAS centres following the suspension of normal centre activities in March 2020. Risk Assessment forms the first element of a number of steps to restoration that centres will need to take in the coming months. The document provides a sequential walk-through of the centre day and provides a template through which centres can identify, assess, control, record and review the new risks posed by the Covid-19 pandemic. By utilising this document, centres will be able to focus on designing adaptations to their previous practices in line with Public Health Agency guidance which will ensure the safety of their staff, students and communities as they return to centre.

Existing policies and guidance continue to apply alongside the actions within this document, including but not limited to:

* + Health and Safety Policy
	+ First Aid Policy
	+ Safeguarding and Child Protection Policy
	+ Restart for CYPS Staff
	+ DE Guidance relating to COVID19 – New School Day
	+ Positive Behaviour Policy (addendum will follow for adaptation)

**Steps of Full Opening Preparation:**

THE BASICS OF RISK ASSESSMENT

Introduction

Risk Assessment is a process that enables you and your staff to undertake activities in a safe manner. The risk assessment process guides you through an evaluation of what could cause injury or illness in your centre; assists you in deciding how likely it is that someone could be harmed and how seriously; and finally enable you to take action to eliminate the hazard, or if this isn't possible, control the risk.

The Health and Safety Executive (www.hse.gov.uk) outlines Risk Assessment as a five step process. This excel workbook has been developed by the Education Authority to assist you with this five step process to enable you to design solutions which will permit your school to operate in a safe way, as we continue to live with the Covid-19 pandemic.

1. Identify Hazards
2. Assess the Risks
3. Control the Risks
4. Record your findings
5. Review the Controls

**GENERIC RISK ASSESSMENTS FOR EOTAS CENTRES**

The generic risk assessments to which this guidance refers have been developed using the formulas below. It is unlikely that generic assessments will be totally appropriate for each individual centre, there may be different circumstances. They should therefore be modified by each centre manager by applying the criteria below to the generic assessment, making that assessment specific to the particular centre. A completed copy of this assessment should be held by each centre for inspection.

**Likelihood X Severity**

e.g. something ‘unlikely’ to occur in your opinion (2) multiplied by severity rating of ‘significant’ (2) would result in a risk rating of 4 which is ‘Tolerable’ and only requires the control measures to be monitored and reviewed.

This calculation must be made with your existing precautions (control measures) in place. If you do have all, or more, of the existing precautions in the generic assessment operating then the risk factor may be lower.

If however, you have identified a particular hazard covered by a generic risk assessment and you do not have all, or any, of the existing precautions listed in place, then your risk factor will be higher and will require further action on your behalf to reduce the risk. This may involve adopting some, or all, of the ‘existing precautions’ listed and listing them as ‘additional precautions’ which are in effect further measures you need to implement to control the risk. You may also have other control measures in mind that are not listed and which are equally valid in controlling the risk. It is important that a person (or organisation e.g. EA) is identified as the person (body) responsible for the remedial measures. A feasible date for implementation should also be recorded and no action by this date should prompt a reminder to the responsible person (body).

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| When the ‘additional precautions’ are implemented and the risk assessment is reviewed then the ‘additional precautions’ become ‘existing precautions’ and the risk factor is recalculated.  |



RISK ASSESSMENT MATRIX

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|  | **PROBABILITY/LIKELIHOOD** |
| **S****E****V****E****R****I****T****Y** | **X** | **1** | **2** | **3** | **4** |
| **1** | **1****Insignificant/ Trivial** | **2****Low/****Tolerable** | **3****Low/****Tolerable** | **4****Low/****Tolerable** |
| **2** | **2****Low/****Tolerable** | **4****Low/ Tolerable** | **6****Medium/ Substantial** | **8****Medium/ Substantial** |
| **3** | **3****Low/ Tolerable** | **6****Medium/ Substantial** | **9****Medium/ Substantial** | **12****High/ Intolerable** |
| **4** | **4****Low/ Tolerable** | **8****Medium/ Substantial** | **12****Hign/ Intolerable** | **16****High/ Intolerable** |

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| **Risk Level Description** | **Numerical Value** |
| High – Intolerable. Immediate action required. Activity should bestopped until control measures can be implemented to reduce risk | **12 ‐ 16** |
| Medium – Substantial. Activity can proceed, but with caution, ensuring control measures are maintained. Efforts should be madeto control/reduce the risk. | **6 ‐ 9** |
| Low – Tolerable. Activity can proceed. Control measures must be monitored and reviewed as required to ensure they remain suitableand sufficient. | **2 ‐ 4** |
| Insignificant – Trivial. Monitor activity/task for future changes that would increase the risk | **1** |

PRE-PLANNING

The pre-planning phase requires you to collate a range of information about your centre, staff and young people that will inform your decisions in later phases. At this point in time accurate information may not always be available and so you will need to use planning assumptions that will be refined as facts clarify.

 **Centre Building Capacity**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | 100% | 90% | 80% | 70% | 60% | 50% | 40% | 30% | 25% |
| Enrolment for Sept 2020 |  |  |  |  |  |  |  |  |  |
| Number of Teaching Rooms Sept 2020 |  |  |  |  |  |  |  |  |  |
| Number of family units Sept 2020 |  |  |  |  |  |  |  |  |  |

**Staffing Availability**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Staff Team | Normally Available | Likely to be Available | Variance | Impact of Absence |
| Senior Leadership Team |  |  |  |   |
| Designated/Deputy Designated Teacher |  |  |  |   |
| SENCO/Assistant SENCO |  |  |  |   |
| Teaching Staff |  |  |  |   |
| Classroom Assistants/BSA/bio |  |  |  |   |
| Technicians |  |  |  |   |
| Building Supervisors |  |  |  |   |
| Office & Admin Staff |  |  |  |   |
| Cleaning/Catering staff |  |  |  |  |
| Youth Workers |  |  |  |  |

**Identifying Additional Workforce Capacity**

**Staffing Checklist**

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| 1. How many staff do you have available to work in centre? |
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| 2. How many teachers do you have available to work in centre? |
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| 3. How many support staff including teaching assistants do you have available for work in Centre? |
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| 4. Do you have a head or deputy available for work in Centre? |
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| 5. Do you have at least one person with first-aid training available for work in Centre? |
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| 6. Do you have at least one person with up-to-date Designated Teacher for Child Protection Training available to work in Centre? |
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| 7. Do you have a caretaker and/or cleaning staff and, if necessary, at least one office staff member available during the centre day? |
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| If the answer to questions 4, 5, 6 or 7 is no, then you should try to find a solution to this before going further. You should speak to your Managing Authority who may be able to provide a suitable person temporarily to cover 5, 6, or 7. In some cases, staff members may be prepared to undertake a different role to their normal role temporarily. |
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DYNAMIC RISK ASSESSMENT

Risk assessment is a dynamic rather than static process. Once you have carried out the paper based risk assessments there remains the need to apply this thinking to everything you and your staff do. Dynamic Risk Assessment is defined as "The continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing circumstances of an operational incident."

Dynamic risk assessments are frequently carried out by the emergency services and are used when you are faced with a dynamic or fast moving set of circumstances that are not fully covered by your written risk assessments at that time. The process is:

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| **Identify the hazard** |
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| **Eliminate and reduce the risks by changing original actions** |
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| **Assess the risk to self and others** |
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| **Monitor and Review Outcome** |
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After the event, it if is foreseeable that the risk will occur again in the future, record the actions taken and add them to the written risk assessments so that others can apply the same response.

**Is a dynamic risk assessment needed in all circumstances? - Sometimes it is enough just to apply common sense!**



**Implementing a Risk Assessed Approach to Safe Centres**

**START OF DAY PROCEDURES**

The Start of Day phase requires you to evaluate the risks to your staff, students and their parents as they arrive at your centre each morning. You will be asked to reflect on how staff will arrive and circulate in the building; how car/taxi drop offs will work and how students will then enter and circulate in your building. Again at this point in time not all of the information you feel you need may be available and so you will need to use planning assumptions that will be refined as facts clarify.

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| --- | --- | --- | --- | --- | --- |
| **Completed by:**  |  | **Date:**  |  | **Review Date**:  | Ongoing |

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| EOTAS Centre |
| Morning Arrival of Staff and Students |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | **Risk** |
| As staff, students and delivery drivers arrive to the EOTAS centre they will spread/contract the virus through the centre and into the wider community due to a lack of social distancing measures | Students | 2 | 3 | 6 |
| Staff | 3 | 3 | 9 |
| Parents & Community | 4 | 2 | 8 |
| Delivery Drivers | 3 | 1 | 3 |
| Existing Precautions | Additional Precautions | Who | When |
| Structured arrival and departure times for young people and staff to minimise gatherings in any location. |  |  |  |
| Communication sent to all parents/carers that should a young person appear unwell or display any of the symptoms of Covid-19 they should not be sent to centre. Symptoms of Covid-19 include:--A high temperature – *hot to touch on your chest or back* ***(you do not need to measure your temperature)****,* or;- A new, continuous cough. (***This means excessive coughing for more than an hour, or 3 or more coughing episodes in 24 hours)***. If you usually have a cough, it may be worse than usual), or;Anosmia - The loss or a change in your normal sense of smell ***(Sense of taste may also be affected).*** Source: <https://www.nidirect.gov.uk/articles/coronavirus-covid-19-overview-and-advice> |  |  |  |
| Students are welcomed into centre by a member of staff who will maintain recommended social distancing protocols. |  |  |  |
| All staff/students to wash their hands before leaving home, on arrival at centre, at several times during the day, before leaving centre and on arrival at home. |  |  |  |
| Hand sanitiser will be provided at entrance and exit points, anyone accessing the building must sanitise their hands. |  |  |  |
| It may be necessary to introduce one-way systems for arrival/departure or designate areas or entrances for the arrival of particular year groups. If possible access classrooms directly from the external classroom doors. Consideration to be given to the risk of finger entrapment and how this risk can be mitigated. Refer to: <https://www.eani.org.uk/publications/health-safety/guidance-on-finger-entrapment-in-educational-establishments>  |  |  |  |
| Information sent to parents/carers on new arrangements and informing them that they cannot gather at entrance gates or doors, or enter the centre (unless they have a pre-arranged appointment, which should be conducted safely, observing social distancing). |  |  |  |
| Inform parents/carers that if a student needs to be accompanied to the educational setting or centre, only one parent/carer should attend. |  |  |  |
| Particular consideration should be given to the arrangements for parents/carers of students with complex needs or disabilities, who may normally drop off a student within the EOTAS centre. |  |  |  |
| Upon arrival to centre all students should proceed to their designated classroom. |  |  |  |
| The disembarkation on centre grounds of students arriving by taxi services should be supervised by a member of staff to ensure that social distancing protocols are maintained. It is mandatory for all post primary school students to wear a face covering on public transport, at drop off/pick up areas and in school, unless an exemption applies. |  |  |  |
| If possible try to arrange delivery times with companies for a time when young people are not in centre. When this is not possible all deliveries must be directed to a central point. |  |  |  |

**Implementing a Risk Assessed Approach to Safe Centres**

**DURING THE CENTRE DAY**

**You will need to evaluate the risks to your staff and students as they move around your centre and participate in classes and other activities during the day. You will be asked to reflect on how your centre day will need to adapt to the current public health agency advice and decide on changes that you are going to implement. Again at this point in time not all of the information you feel you need may be available and so you will need to use planning assumptions that will be refined as facts clarify.**

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| EOTAS Centre |
| Circulating in the School Building |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | **Risk** |
| The Covid-19 virus will spread through the EOTAS centre and into the wider community due to a lack of social distancing measures. | Students | 2 | 3 | 6 |
| Staff | 3 | 3 | 9 |
| Parents & Community | 4 | 2 | 8 |
| Delivery Drivers | 3 | 1 | 3 |
| Existing Precautions | Additional Precautions | Who | When |
| Reorganise classrooms and other learning environments where possible, remove any unnecessary equipment at this time and seek appropriate storage of this equipment. Displays, unnecessary cupboards and soft furnishings, and those items with intricate parts should be removed. This is designed to enable successful and effective cleaning of all surfaces. |  |  |  |
| In circumstances in which it may not be possible or appropriate for the 2m rule to be applied to some students who require additional support needs, e.g. where close contact with staff is necessary to their wellbeing. In such circumstances, bespoke approaches should be determined by individual or group risk assessments, with full regard to the best interests of students, young people and staff |  |  |  |
| Students and staff wash their hands with soap and water or make use of hand sanitiser regularly throughout the day. |  |  |  |
| Teachers to be issued with their own hand sanitiser, staff encouraged to protect their skin by applying emollient cream regularly. |  |  |  |
| It is now compulsory for post primary students to wear face coverings in the centre unless an exemption applies. |  |  |  |
| All rooms provided with basic cleaning kit and stored in appropriate safe location. |  |  |  |
| Students are organised into small groups of consistent membership known as bubbles/pods/clusters *(larger centres if appropriate)* |  |  |  |
| The number of teachers (and other staff) that mix with a class is restricted to as few as possible *(may be appropriate for larger centres)* |  |  |  |
| Desks to be cleaned down at regular intervals throughout the day, using designated cleaning substances which are proven to be effective against the spread of Covid-19. |  |  |  |
| Students are expected to have their own equipment and this should not be shared with others. |  |  |  |
| Students use the same desk within each relevant classroom |  |  |  |
| Use the timetable and selection of classroom or other learning environment to reduce movement around the building. |  |  |  |
| A lunch box/bag which is named and which can be cleaned every day, a water bottle clearly named which can be cleaned every day and a coat are permitted. If possible avoid the use of multiple bags or rucksacks. One bag should be used and plastic folders which can be wiped down can be used to transport any learning materials to and from centre if required. |  |  |  |
| Medication e.g. Epipens should be brought into centre on the first day back, these should be kept in centre from that point in a sealed bag and in a secure location. |  |  |  |
| Where possible, all spaces should be well ventilated using natural ventilation (opening windows). Appropriate H&S protocols should be adhered to |  |  |  |
| All students with challenging behaviour have an individual Behaviour Support Plan (BSP), the primary focus which is to try and ensure that challenging behaviour is supported in a proactive way. |  |  |  |
| Students with a BSP are placed with staff who have a working knowledge of their needs and modes of communication. This allows staff to endeavour to anticipate student needs and wishes in order to reduce occurrences of challenging behaviour. |  |  |  |
| BSP have been individually reviewed to determine if any additional measures can be put in place to adhere to social distancing recommendations as outlined by PHA. |  |  |  |
| Planning may be required for students in the event of wet weather resulting in the students having to remain indoors |  |  |  |
| Work experiences- evaluate all cases individually in light of Covid-19. All other normal procedures remain a requirement as usual. |  |  |  |
| If teachers collect individual students work for marking, this should be marked within the classroom, they should apply good hand washing procedures or use hand sanitiser at regular intervals and should be discouraged from touching their face after handling young people’s books. The use of gloves is not recommended as the misuse or removal of gloves incorrectly, could inadvertently cause contamination. Consider the use of other forms of feedback techniques such as verbal feedback, whole class feedback, self-assessment or comments written onto post-it notes etc. |  |  |  |

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| EOTAS Centre |
| Suspected or Confirmed Case of Covid-19 in School |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | **Risk** |
| Confirmed case of Covid-19 in staff member or student within the EOTAS Centre.  | Students | 2 | 3 | 6 |
| Staff | 3 | 3 | 9 |
| Parents & Community | 4 | 2 | 8 |
| Delivery Drivers & visitors | 3 | 1 | 4 |
| Existing Precautions | Additional Precautions | Who | When |
| In the case of a Covid-19 positive case then that individual’s whole family bubble must self-isolate for a period of 10 days in line with Government Guidance as of December 2020. |  |  |  |
| Consult PHA website for most up to date guidance. |  |  |  |
| The EOTAS management team will work with the PHA team to identify all close contacts and notify them of the need to self-isolate for 10 days. Class and visitors registers will establish who will be in that student or staff member bubbles. |  |  |  |
| Staff and students are reminded that anyone who is feeling unwell should not attend the centre. |  |  |  |
| Persons who have been identified as a close contact of a Covid-19 positive case and are self-isolating should observe their period of isolation and not attend the centre. |  |  |  |
| EOTAS to flow DE flowchart on actions to take in the event of notification of a positive case of Covid-19 within the Centre. |  |  |  |

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| EOTAS Centre |
| Teaching Staff Shortages due to Covid-19 |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | **Risk** |
| A shortage of teaching staff and/or a reduction in leadership capacity due to Covid-19. Concurrent issues further reducing leadership issues | Students | 2 | 3 | 6 |
| Staff | 1 | 3 | 3 |
| Parents & Community | 1 | 3 | 3 |
| Existing Precautions | Additional Precautions | Who | When |
| Use NISTR register to employ substitute teachers providing this does not compromise safety. |  |  |  |
| Text alert/app service to parents/carers to notify them of any exceptional closures due to insufficient staff cover. |  |  |  |
| Notify DE and EA managers in the event that an exceptional closure may be necessary |  |  |  |

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| EOTAS Centre |
| Support Staff Shortages due to Covid-19 |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | **Risk** |
| Shortage of support service staff such as• Building Supervisor/Cleaning• Admin Staff• Learning SupportResulting in non-delivery of essential service | Students | 2 | 3 | 6 |
| Staff | 1 | 3 | 3 |
| Parents & Community | 1 | 3 | 3 |
| Existing Precautions | Additional Precautions | Who | When |
| Contact EA for cover arrangements where appropriate |  |  |  |
| Classroom Assistants to provide temporary cover for admin |  |  |  |
| Reassign support staff to core health & safety functions within the centre |  |  |  |
| Text alert service to parents/carers to notify them of any exceptional closures due to insufficient staff cover. |  |  |  |

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| EOTAS Centre |
| Student Contact Activities |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | **Risk** |
| That contact activities (including contact with resources/tools) will act as an infection route. | Students | 2 | 1 | 2 |
| Staff | 3 | 1 | 3 |
| Parents & Community | 1 | 1 | 1 |
| Existing Precautions | Additional Precautions | Who | When |
| Daily disinfecting equipment which students are in regular contact with. |  |  |  |
| Each student to be assigned their own desk and equipment which they use. Work-stations should be allocated consistently to the same staff and student rather than having spaces that are shared. Make sure that each workstation is wiped down and disinfected before the next person uses it. |  |  |  |
| There should be routine cleaning and disinfection of frequently touched objects and surfaces. Desk surfaces, chairs, doors, light switches, banisters, sinks and toilets will be cleaned more regularly. |  |  |  |
| Cleaning of the staff areas should be considered as part of the overall cleaning strategy. Staff should use their own cup/cutlery and ensure these are cleaned straight after use. |  |  |  |
| Staff must not congregate in staff room areas and must observe social distancing at all times  |  |  |  |

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| EOTAS Centre |
| Risk of Fire and Building Evacuation Procedures |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | **Risk** |
| The risk of fire remains, however, there is a need to ensure that evacuation and assembly procedures comply with current PHA guidance as far as possible | Students | 3 | 1 | 3 |
| Staff | 3 | 1 | 3 |
| Existing Precautions | Additional Precautions | Who | When |
| Revisit advice on what to do if you discover a fire as this has not changed. Staff and students should always exit the building by the nearest available exit. The use of one way systems which may have been created to avoid interaction between classes during Covid-19 do not apply in the event of a fire. |  |  |  |
| Routine weekly testing of the fire alarm system within the building should continue as normal. Any faults to be logged to EA Maintenance |  |  |  |
| Fire escape routes need to be reviewed and kept clear at all times.  |  |  |  |
| Daily cleaning of bins, to avoid build-up of combustibles. |  |  |  |
| Staff who are not familiar with the building should be made aware, on their first day of attendance, of actions to be taken in the event of a fire, emergency escapes routes and the position of the assembly point. |  |  |  |
| Register kept of all persons present in the building. |  |  |  |
| Fire Extinguishers must not be used to prop open doors, they must remain in situ.  |  |  |  |
| Stocks of highly flammable hand sanitiser (those containing alcohol) should be stored in a flame resistant cupboard with a capacity of no more than 50 litres. Larger centres, who require holdings of hand sanitiser greater than 50 litres, should contact their EA Fire Safety Officer for advice on safe storage. Where possible centres should hold stock of no more than 50 litres at any one time. |  |  |  |
| Evacuation arrangements for students with complex needs or disabilities should be reviewed in light of any changes. |  |  |  |
| Carry out a fire drill. Recommended one drill per term. Remembering to maintain social distancing whilst vacating the building and at assembly points, you may need to spread out the assembly points to maintain social distancing. |  |  |  |

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| EOTAS Centre |
| **Provision of First Aid & Intimate Care** |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | **Risk** |
| Infection could be spread between adults and students during the provision of First Aid & Intimate Care (including medication) as social distancing is not possible. | Students | 2 | 3 | 6 |
| Staff | 3 | 3 | 9 |
|  |  |  |  |
| Designated members of staff are trained in First Aid at Work or Emergency First Aid. Reference should be made to Health and Safety Manual for Principals and Governors the recommended guidance on number of first aiders required within your centre. https://www.eani.org.uk/school-management/health-safety/manual-for-principals-and-governors. In 'supervised learning' a specific first aid risk assessment should be carried out as the risk may be reduced.  |  |  |  |
| Consideration should be given if staff or students have any individual health conditions which may necessitate the presence of a trained first aider within the centre. If this is not required it may be appropriate to use appointed persons. See first aid guidance at the link above for the definition of an appointed person. |  |  |  |
| Where it is not possible to maintain a 2 metre or more distance away from an individual, disposable gloves, face mask and a disposable plastic apron are recommended. Disposable gloves should be worn if physical contact is likely to be made with potentially contaminated areas or items. Additional information on the administration of CPR during Covid-19 is available on the EA Website https://www.eani.org.uk/education-restart under the Health and Safety FAQ's.  |  |  |  |
| The use of a fluid repellent surgical face mask is recommended and additional use of disposable eye protection (such as face visor or goggles) should be risk assessed when there is an anticipated risk of contamination with splashes, droplets of blood or body fluids. |  |  |  |
| When using a fluid repellent surgical face mask, you should mould the metal strap of the mask over the bridge of the nose and make sure the mask fits snugly under the chin, around or across any facial hair if present. |  |  |  |
| Consider the PPE needs and provide packs for adults assisting students with medication. (This may include aprons, visors and masks in addition to the gloves normally worn).  |  |  |  |
| Clean your hands thoroughly with soap and water or hand sanitiser before putting on and after taking off PPE. In all circumstances where some form of PPE is used, the safe removal of the PPE is a critical consideration to avoid self-contamination |  |  |  |
| Staggering of break and lunch times so limited number of students are in the playground at any one time to reduce the need for first aid |  |  |  |
| Follow all normal protocols for first aid and intimate care and consider enhancements to provide extra protection for staff and students. |  |  |  |
| PPE appropriate to the need should be worn by adults providing first aid and initmate care to student or to other adults. Information on donning and doffing PPE can be found at https://www.youtube.com/watch?v=-GncQ\_ed-9w&feature=youtu.be https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/878677/PHE\_11606\_Putting\_on\_PPE\_062\_revised\_8\_April.pdfhttps://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/878678/PHE\_11606\_Taking\_off\_PPE\_064\_revised\_8\_April.pdf |  |  |  |

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| EOTAS Centre |
| **Provision of First Aid & Intimate Care** |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | **Risk** |
| As staff and students leave from the school building or EOTAS centre they will spread/contract the virus through the school and into the wider community due to a lack of social distancing measures.  | Students | 2 | 3 | 6 |
| Staff | 3 | 3 | 9 |
| Parents and Community | 3 | 1 | 3 |
|  |  |  |  |
| Staggered arrival and departure times for students and staff to minimise gatherings in any location. |  |  |  |
| It is now compulsory for post primary students to wear face coverings at drop off/pick up areas unless an exemption applies. |  |  |  |
| Leaving of students in the afternoon is structured to maintain social distancing where possible. Students who are collected by parent/carer from a member of staff, need to maintain social distancing protocols. Single entry and exit may require designated pick-up point outside of school grounds; if possible could an alternative entrance/exit be made available for staff; liaise with other schools that are in close proximity to ensure social distancing is maintained. |  |  |  |
| Staggered departure times for staff to minimise gatherings in any location. E.g. Staffroom, office areas, foyer. This may also include displaying maximum numbers for any given location.  |  |  |  |
| Centres may need to designate areas where students can wait for transport home, e.g. supervised in a classroom  |  |  |  |

**Implementing a Risk Assessed Approach to Safe Centres**

**END OF DAY PROCEDURES**

**The End of Day phase requires you to evaluate the risks to your staff, students and their parents as they leave your school each afternoon. You will be asked to reflect on how students will circulate and leave your building and how bus lines/car pick-ups will work. You will also need to review how staff will circulate and leave the building. Again at this point in time not all of the information you feel you need may be available and so you will need to use planning assumptions that will be refined as facts clarify.**

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| EOTAS Centre |
| Afternoon Departure of Staff and Students |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | **Risk** |
| As staff and students leave from the EOTAS centre they will spread/contract the virus through the centre and into the wider community due to a lack of social distancing measures. | Students | 1 | 3 | 3 |
| Staff | 3 | 3 | 9 |
| Parents & Community | 3 | 2 | 6 |
| Delivery Drivers | 3 | 1 | 3 |
| Existing Precautions | Additional Precautions | Who | When |
| Staggered arrival and departure times for students and staff to minimise gatherings in any location. |  |  |  |
| Leaving of students in the afternoon is structured to maintain social distancing of at least 2 metres. Students who are collected by parent/carer from a member of staff, need to maintain social distancing protocols. Single entry and exit may require designated pick-up point outside of centre grounds; if possible could an alternative entrance/exit be made available for staff  |  |  |  |