

**COVID-19: Special Schools Risk Assessment**

**SCHOOL NAME:**

**PRINCIPAL:**

**DATE:**

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 school; 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 SCHOOLS**

The generic risk assessments for schools contained within this guidance have been developed using the formulas below. It is unlikely that the generic assessments will be totally appropriate for each individual school which may have different circumstances. **They should therefore be modified by each school by applying the criteria below to the generic assessment, making that assessment specific to the school. By adding precautions specific to your school you should be able to reduce the likelihood score.**

For Example

The risk rating in the generic assessments is calculated using the formula:

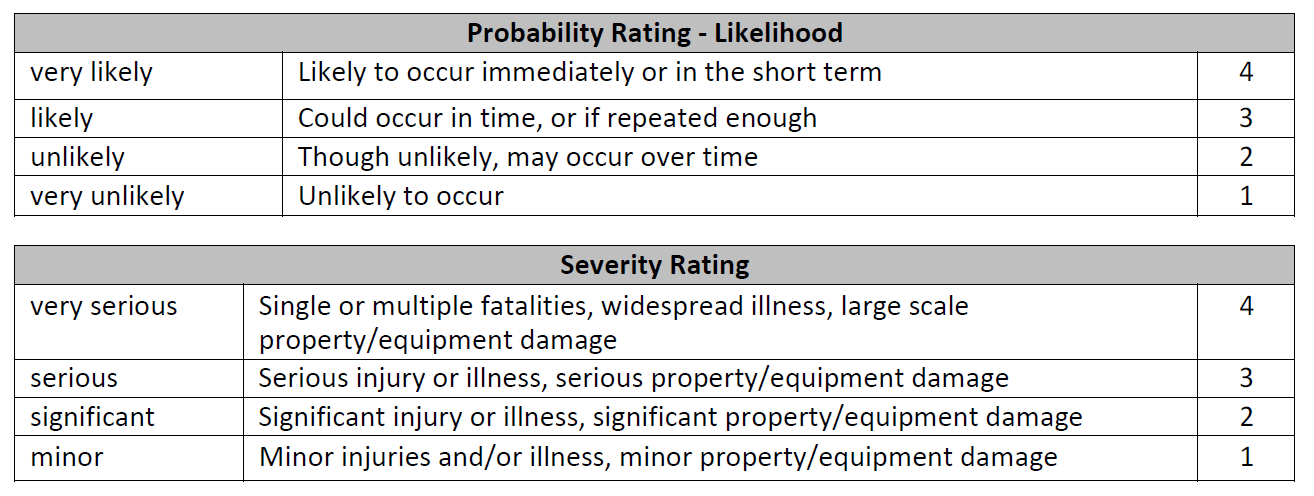
**Likelihood X Severity**

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 school’s existing precautions (control measures) in place. If you do have all, or more, of the existing precautions in the generic assessment operating at your school 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 be  stopped 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 made  to control/reduce the risk. | **6 ‐ 9** |
| Low – Tolerable. Activity can proceed. Control measures must be monitored and reviewed as required to ensure they remain suitable  and sufficient. | **2 ‐ 4** |
| Insignificant – Trivial. Monitor activity/task for future changes that would increase the risk | **1** |

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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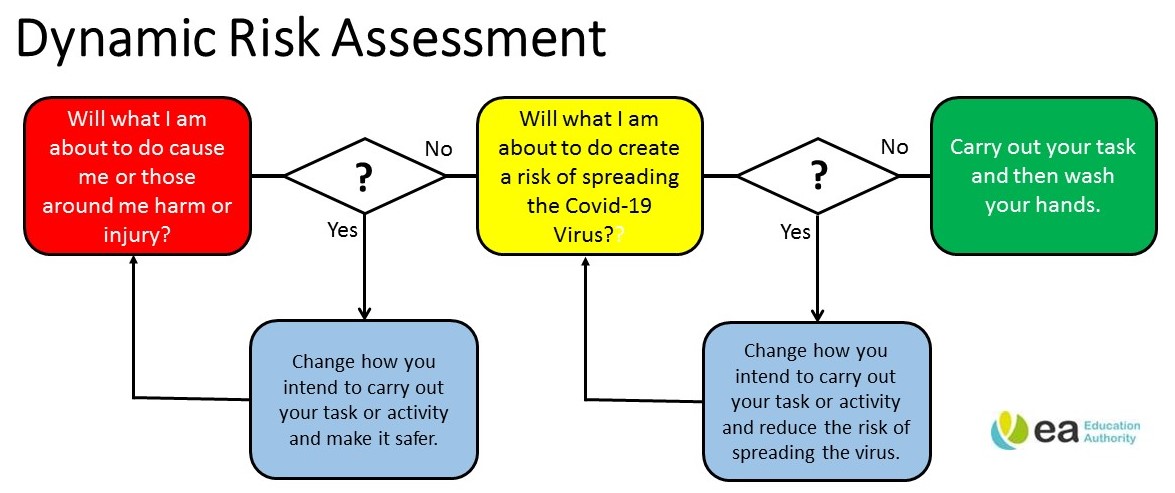
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| **Assess the risk to self and others** |
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| **Monitor and Review Outcome** |
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After the event, it if is foreseeable that the risk will occur again 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 Schools**

**START OF DAY PROCEDURES**

The Start of Day phase requires you to evaluate the risks to your staff, pupils and their parents as they arrive at your school 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 pupils 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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| INSERT SCHOOL NAME HERE | | | | | |
| Morning Arrival of Staff and Pupils | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| As staff, pupils and delivery drivers arrive to the school building they can spread the virus through the school and into the wider community, or contract it, due to a lack of social distancing measures. | Pupils | 1 | 3 | | 3 |
| Staff | 3 | 3 | | 9 |
| Parents & Community | 4 | 2 | | 8 |
| Delivery Drivers | 2 | 2 | | 4 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Staggered arrival and departure times for pupils and staff to minimise gatherings in any location. |  |  | |  | |
| Communication sent to all parents/carers that should their child appear unwell or display any of the symptoms of Covid-19 they should not be sent to school.  Symptoms of Covid-19 include:-  • **a high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature), or;  • **a new, continuous cough** – this means coughing a lot 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 (it can also affect your sense of taste) Source: <https://www.nidirect.gov.uk/articles/coronavirus-covid-19-overview-and-advice> |  |  | |  | |
| Hand-over of children in the morning is structured to maintain social distancing of at least 2 metres. Children are received into school by a member of staff, maintaining social distancing protocols. |  |  | |  | |
| All staff/children to wash their hands before coming to school, before going home, during day and when they get home. |  |  | |  | |
| Hand sanitiser provided at all entrance and exit points, anyone accessing the building must use hand sanitiser. If pupils are permitted to use hand sanitiser they should be supervised by staff to ensure that they do not lick their hands after using the hand sanitiser. The use of hand sanitiser is secondary to hand washing. |  |  | |  | |
| 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> |  |  | |  | |
| INSERT SCHOOL NAME HERE | | | | | |
| Morning Arrival of Staff and Pupils | | | | | |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Parents informed that they cannot gather at entrance gates or doors, or enter the school building (unless they have a pre-arranged appointment, which should be conducted safely, observing social distancing). |  |  | |  | |
| Inform parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend. |  |  | |  | |
| Staff will be encouraged to have showered and be wearing clean clothes/uniform each day. |  |  | |  | |
| Staff will wash their hands and ensure that classes are ready for pupil’s arrival. |  |  | |  | |
| Upon staff arrival to school they should proceed to their designated classroom. |  |  | |  | |
| Pupils are escorted from buses/taxis/parents and should be assisted to sanitise or wash their hands on arrival to school. |  |  | |  | |
| Upon arrival to school pupils will be escorted to their designated class room by staff using social distancing as appropriate. |  |  | |  | |
| If possible try to arrange delivery times with companies to ensure they avoid pupil arrival times, when this is not possible all deliveries to be directed to a central point. |  |  | |  | |

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

**DURING THE SCHOOL DAY**

**You will need to evaluate the risks to your staff and pupils as they move around your school and participate in classes and other activities during the school day. You will be asked to reflect on how your school 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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| INSERT SCHOOL NAME HERE | | | | | |
| Circulating in the School Building | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| The Covid-19 virus will spread through the school and into the wider community due to a lack of social distancing measures. | Pupils | 1 | 3 | | 3 |
| Staff | 3 | 3 | | 9 |
| Parents & Community | 4 | 2 | | 8 |
| Delivery Drivers | 2 | 2 | | 4 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Reorganise classrooms and other learning environments maintaining social distancing space where possible, (strict social distancing requirements of 2m). Adults are expected to maintain at least 2m from pupils also, but it is accepted that this is not always possible. Remove any unnecessary equipment at this time and seek appropriate storage for this equipment. Displays, unnecessary cupboards and soft furnishings. This is designed to enable successful and effective cleaning of all surfaces. | Consider physical markings and signage to provide clarity to children and staff, in situations where verbal instruction may not be sufficient. |  | |  | |
| In circumstances in which it may not be possible or appropriate for the 2m rule to be applied to any children 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 children, young people and staff. |  |  | |  | |
| Handwashing techniques taught to the minority of pupils who are cognitively able.  All pupils who can handwash are individually supervised to ensure correct hand washing procedures.  Pupils will be assisted to wash their hands on entry to the classroom (also before leaving and on return to class each time). Staff should supervise pupils to ensure that they do not lick their hands after using hand sanitisers. Provision of alcohol based hand sanitiser at all entrance points and throughout the school. The use of this is secondary to handwashing and must be out of reach of pupils due to risks associated with ingestion. |  |  | |  | |
| Most pupils will not be able to socially isolate from staff and will have to be assisted with this. Staff will attempt to ensure social distancing and will have rooms arranged in such a way to encourage this. PPE e.g. gloves, aprons, eye goggles and Fluid Repellent Surgical Mask (FRSMs), has procured for staff who are supporting pupils who present with physical aggression including spitting, scratching, biting, and self-injury.  Where staff consider there is a risk to themselves or the individuals in their charge, they should wear a Fluid Repellent Surgical Mask (FRSM) with or without eye protection, as determined by the individual staff member for the episode of care or duration of a single session of support. |  |  | |  | |
| All pupils 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. Pupils 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 pupil 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. |  |  | |  | |
| Pupils’ work and play materials will be kept separate where possible and sanitised daily. Pupils only have access to individually specified and limited areas within the school within their risk assessment in order to facilitate safe sanitisation of spaces. For those pupils who mouth materials, this cleaning will need to be carried out during the day as well. Hand washing will be encouraged on a regular basis throughout the day. Staff to use disposable gloves and apron whilst sanitising. |  |  | |  | |
| INSERT SCHOOL NAME HERE | | | | | |
| Circulating in the School Building | | | | | |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Pupils remain with their own class, however they visit other areas on a timetabled basis e.g. sensory intervention room, white room, soft play room, library, sensory garden and playgrounds etc. Some pupils are also taken out of class to see therapists on an individual basis. Staff and therapists will be instructed on how to circulate around school and this will be backed up with floor markings. |  |  | |  | |
| The use of communal facilities (e.g. soft play, multisensory rooms) should be strenuously avoided unless full cleaning of the area can be guaranteed between pupil uses. Sensory intervention room, white room, soft play room etc., should be cleaned using cleaning substances which are effective against Covid-19. Staff to wear disposable gloves and apron whilst cleaning. |  |  | |  | |
| Teachers to be issued with their own hand sanitiser, staff encouraged to protect their skin by applying emollient cream regularly. |  |  | |  | |
| All classrooms provided with basic cleaning kit and stored in appropriate safe location. Material Safety Data Sheets and COSHH assessments should be made available to staff who would not ordinarily use cleaning substances. |  |  | |  | |
| When administering intimate care it is important that staff don and doff their PPE safely. PPE must be changed between each intimate care activity. Staff should be instructed on donning/doffing PPE and infection control correctly. Staff to wear Fluid Resistant Surgical Masks (FRSMs) in all contexts where they are closer than 2m to others. |  |  | |  | |
| Pupils are organised into small groups of consistent membership known as bubbles/pods/clusters. The class group will not interact with other groups within the school. Each group will have their designated teacher and or classroom assistant. Bubbles should be kept as consistent as possible and where possible staff should not move across multiple bubbles as a matter of routine. Where staff may be required to work across multiple bubbles, extra care and attention must be given to infection control and donning/doffing of PPE every time these staff move between bubbles. |  |  | |  | |
| It is now compulsory for post primary students to wear face coverings in school unless an exemption applies or in the case of a special school if the student will tolerate wearing one. |  |  | |  | |
| Staff will continue to prepare breaks as they always did. Pupils and staff will wash hands prior to break. Where pupils are able to self-feed, this will be encouraged. Where assistance is required, staff will wear appropriate PPE including visors in case of coughing, choking or spitting. Hand washing will take place at the end of break time again. |  |  | |  | |
| INSERT SCHOOL NAME HERE | | | | | |
| Circulating in the School Building | | | | | |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Local agreements should be made between the School Principal and EA Catering staff on how best the provision of the schools meals may be achieved during this time. Most pupils will have lunch in their classrooms. These will be brought to the rooms from the kitchen by staff or senior pupils with supervision. A small number of senior pupils will be able to socially distance in the dining area. Again all will wash hands before and after and staff will wear visors when feeding pupils. |  |  | |  | |
| Ensure adequate stock levels of tissues for each class. |  |  | |  | |
| Where possible allocate individual resources to pupils. Resources for the day are planned out, the use of equipment and resources which can be easily cleaned down should be encouraged at all times. |  |  | |  | |
| Pupils should not bring items, such as toys, from home into school. 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 school bags or rucksacks. |  |  | |  | |
| Medication e.g. inhalers should be brought into school on the first day back, these should be kept in school from that point in a sealed bag. |  |  | |  | |
| Where possible, all spaces should be well ventilated using natural ventilation (opening windows). |  |  | |  | |
| Consider the use of outdoor learning facilities, if these are to be used, parents must be advised to apply sun cream to their children before arrival at school and provide sun hats. In winter a warm coat, hat, scarf and gloves are advised to be worn. Timetabling of use of outdoor facilities. |  |  | |  | |
| Pupils must wash their hands thoroughly before engaging in sand play and after playing with sand. Sand can be used if there are individual trays for children OR the sand is changed on a daily basis. The pit or holder of the sand should also be cleaned between uses. Dry sand should be used rather than wet sand. Water play can be used in educational settings. The water should have soap added before use to enhance cleaning ability and promote infection control. Pupils must wash their hands thoroughly before playing with play dough and afterwards. Pupils may use play dough although they should have their own individual pots/plastic bags for the play dough, clearly labelled with their name to ensure they use the same dough each time. |  |  | |  | |
| Deliveries to be handed over at main entrance door/office or left outside the door. Staff taking in deliveries to wash hands immediately after handling anything that has come in to school. Contractors to be admitted on site by appointment only – contractors not to be in areas where children or staff are. One member of staff to sign contractors in and out, show them to work area with social distancing to be maintained at all times. Contractors to use hand sanitiser on entry. Only essential visitors permitted to enter the school where there is an operational requirement and with approval of Principal or Vice Principal. |  |  | |  | |

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| INSERT SCHOOL NAME HERE | | | | | |
| Suspected or Confirmed Case of Covid-19 in School | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| Suspected or confirmed case in staff member or pupil or staff with a family connected to the school. | Pupils | 1 | 3 | | 3 |
| Staff | 3 | 3 | | 9 |
| Parents & Community | 4 | 2 | | 8 |
| Delivery Drivers & visitors | 2 | 2 | | 4 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Whole family to 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. |  |  | |  | |
| Follow DE Flow Chart for action to be taken on the notification of a positive case within the school. Symptomatic pupil to be maintained in a single room until they can be collected by a parent/ guardian. Staff should adhere to the instructions outlined on the flow chart for symptomatic pupils. Pupil should wear a mask if they will tolerate it.  Where a pupil is showing symptoms of COVID-19, supervising staff must don single use apron, gloves, FRSM and visor.  PHA advice is that a symptomatic pupil should be isolated alone behind a closed door. Staffing levels and PPE should take account of the fact that staff will need to remain with pupil(s) and it may not be possible to maintain social distancing. |  |  | |  | |
| Everyone over five years of age in Northern Ireland with symptoms of coronavirus is now eligible for testing. |  |  | |  | |
| The school 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 child or staff member’s bubbles. |  |  | |  | |

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| INSERT SCHOOL NAME HERE | | | | | |
| 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. | Pupils | 2 | 3 | | 6 |
| Staff | 3 | 3 | | 9 |
| Parents & Community | 1 | 3 | | 3 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Use NISTR register to employ substitute teachers. Access to a bank of substitute teaching staff who are familiar with pupil need. |  |  | |  | |
| Text alert service/ Telephone calls or Seesaw alert to parents to notify them of any exceptional closures due to insufficient staff cover. |  |  | |  | |
| Notify DE and school managing authority in the event that an exceptional closure may be necessary. |  |  | |  | |

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| INSERT SCHOOL NAME HERE | | | | | |
| Support Staff Shortages due to Covid-19 | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| Shortage of support service staff such as  • SEN Classroom Assistants  • Building Supervisor / Admin Staff  • Learning Support  Resulting in non-delivery of essential services. | Pupils | 2 | 3 | | 6 |
| Staff | 3 | 3 | | 9 |
| Parents & Community | 1 | 3 | | 3 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Contact EA for cover arrangements |  |  | |  | |
| Classroom Assistants to provide temporary cover for admin. |  |  | |  | |
| Reassign support staff to core health & safety functions within the school. |  |  | |  | |
| Text alert service/ Telephone calls or Seesaw alert to parents carers to notify them of any exceptional closures due to insufficient staff cover. |  |  | |  | |

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| INSERT SCHOOL NAME HERE | | | | | |
| Pupil Contact Activities | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| That contact activities (including contact with resources/tools) will act as an infection route. | Pupils | 1 | 3 | | 3 |
| Staff | 3 | 1 | | 3 |
| Parents & Community | 1 | 1 | | 1 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Daily disinfecting of equipment/resources which pupils are in regular contact with. Staff to wear disposable gloves and apron whilst cleaning. Pupils only have access to individually specified and limited areas within the school within their risk assessment in order to facilitate safe sanitisation of spaces. |  |  | |  | |
| Desk, tables, play equipment to be cleaned down at the end of the school day or between morning and afternoon settings, using designated cleaning substances which are proven to be effective against the spread of Covid-19. |  |  | |  | |
| 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. |  |  | |  | |
| Resources for the day are planned out, the use of equipment and resources which can be easily cleaned down should be encouraged at all times. |  |  | |  | |
| 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. |  |  | |  | |

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| INSERT SCHOOL NAME HERE | | | | | |
| Risk of Fire and Building Evacuation Procedures | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| The risk of fire remains, there is a need to ensure that evacuation and assembly procedures comply with current PHA guidance as far as possible. | Pupils | 1 | 3 | | 3 |
| Staff | 3 | 1 | | 3 |
| Parents & Community | 1 | 1 | | 1 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Advice on what to do if you discover a fire has not changed. Staff and pupils 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. |  |  | |  | |
| Evacuation arrangements for children with complex needs or disabilities should be reviewed in light of any changes. Review Personal Emergency Egress Plans (PEEP) for all pupils. |  |  | |  | |
| 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 schools, who require holdings of hand sanitiser greater than 50 litres, should contact their EA Fire Safety Officer for advice on safe storage. Where possible schools should hold stock of no more than 50 litres at any one time. |  |  | |  | |
| Carry out a fire drill. 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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| INSERT SCHOOL NAME HERE | | | | | |
| **Provision of First Aid & Intimate Care** | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| Infection could be spread between adults and children during the provision of First Aid & Intimate Care (including medication) as social distancing is not possible. | Pupils | 1 | 3 | | 3 |
| Staff | 3 | 3 | | 9 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| 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 school. <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.   Consideration should be given if staff or pupils have any individual health conditions which may necessitate the presence of a trained first aider within the school.  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, whilst administering first aid, 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> |  |  | |  | |
| In the case of a child with known underlying health needs. Should parents wish their child to attend school in the absence of CCN provision or adequately trained staff to deliver and oversee medical provision, the CCN team will review all requests with the relevant medical personnel and advise the Principal on risks. Where risk is deemed too high, with no provision of CCN or adequately trained staff, pupils should not be in attendance. |  |  | |  | |
| 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. |  |  | |  | |
| 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 children are in the playground at any one time to reduce the need for first aid. Timetabled use of outdoor play facilities. |  |  | |  | |
| Follow all normal protocols for first aid and intimate care and consider enhancements to provide extra protection for staff and pupils. Additional training and necessary PPE for Aerosol Generating Procedures (AGPs) has been provided for staff. |  |  | |  | |
| PPE appropriate to the need should be worn by adults providing first aid and intimate care to children 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.pdf  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878678/PHE_11606_Taking_off_PPE_064_revised_8_April.pdf> |  |  | |  | |
| Consider the PPE needs and provide packs for adults assisting children with medication and intimate care. (This may include aprons, visors and masks in addition to the gloves normally worn) |  |  | |  | |
| Follow all normal protocols for first aid and intimate care and consider enhancements to provide extra protection for staff and pupils. |  |  | |  | |
| PPE appropriate to the need should be worn by adults providing first aid and intimate care to children or to other adults. |  |  | |  | |
| Consider the PPE needs and provide packs for adults assisting children with medication and intimate care. (This may include aprons, visors and masks in addition to the gloves normally worn). |  |  | |  | |

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

**END OF DAY PROCEDURES**

**The End of Day phase requires you to evaluate the risks to your staff, pupils and their parents as they leave your school each afternoon. You will be asked to reflect on how pupils 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.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| INSERT SCHOOL NAME HERE | | | | | |
| Afternoon Departure of Staff and Pupils | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| As staff and pupils leave from the school building they will spread/contract the virus through the school and into the wider community due to a lack of social distancing measures. | Pupils | 1 | 3 | | 3 |
| Staff | 3 | 3 | | 9 |
| Parents & Community | 3 | 3 | | 9 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Staggered arrival and departure times for pupils and staff to minimise gatherings in any location. Pupils that are able to will wash their hands and be brought to the front foyer, one bus at a time, by staff. Pupils will be escorted out to bus/taxi/parent. |  |  | |  | |
| Hand-over of children in the afternoon is structured to maintain social distancing of at least 2 metres between adults. Children are received by parent/carer from a member of staff, maintaining social distancing protocols. |  |  | |  | |
| Staff will doff PPE (if wearing) and dispose of appropriately (sanitise visor if used). Wash hands after ensuring that the classroom and materials have been appropriately sanitised. Staff will be encouraged to change clothes on return home from school and shower, wearing fresh clothes for the next day. |  |  | |  | |
| Staggered departure times for staff to minimise gatherings in any location. E.g. Staffroom, office areas, foyer. |  |  | |  | |
| Cleaning staff will wear disposable aprons and gloves and ensure that all areas are clean and sanitised for the next day. The Building Supervisor will oversee this. Cleaning staff will doff PPE and wash hands after safely storing all cleaning equipment. Staff will be encouraged to change clothes on return home from school and shower, wearing fresh clothes for the next day. The Building supervisor will close up school securely and sanitise his hands afterwards. |  |  | |  | |