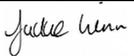


COVID19 RISK ASSESSMENT

Description of Task / Work Area				Location	
Working safely in school during a COVID 19 pandemic				Primrose Hill – whole building and external areas	
Assessors name & signature:	Jackie Winn – H&S Adviser	Assessment Date:	12 October 2020	Date of Review:	12 November 2020 - or sooner if there are any changes.
					
School staff member & signature:	Lee Ashton - Headteacher	How communicated to staff:	On school website, email to all staff and verbally at next staff meeting	Date communicated to staff:	16 October 2020
	Signature of person in school				

What are the hazards?	Who might be harmed and how?	What precautionary controls are already in place?	What further action is necessary (if any)?	Action by who?	Action by when?
Spreading coronavirus due to poor hygiene e.g. children forgetting to wash hands; not sanitising hands after coughing/sneezing; not washing them properly using soap for 20 secs; not washing them frequently enough; soap dispensers not refilled meaning proper hand washing cannot be achieved; inadequate supplies of soap & sanitiser; not discarding used tissues.	Workers Pupils Visitors e.g. parents/guardians	<ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers was undertaken before the school reopened in September and additional supplies were purchased. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. This is carried out by the Site-Manager, Caretaker and School Business Manager. Handwashing is built into the daily routine and is supervised by staff. Teachers wash their hands and surfaces, before and after handling pupils' books Good respiratory hygiene is promoted using the 'catch it, bin it, kill it' approach. Signs are displayed reminding people to wash their hands. Staff training includes the need to remind pupils of the need to wash their hands regularly and frequently to include start of school day, after breaks and after using any shared equipment. Posters and electronic messaging boards reinforce the need to wash hands regularly and frequently. School leaders monitor the extent to which handwashing is taking place on a regular and frequent basis. 	<p><i>Useful links to Health and Safety Executive Documents</i></p> <p><i>Cleaning, Hygiene and Hand Sanitiser</i> https://www.hse.gov.uk/coronavirus/working-safely/cleaning.htm</p> <p><i>Provide welfare facilities and washing facilities for visiting drivers</i> https://www.hse.gov.uk/coronavirus/drivers-transport-delivery.htm</p>		

What are the hazards?	Who might be harmed and how?	What precautionary controls are already in place?	What further action is necessary (if any)?	Action by who?	Action by when?
		<ul style="list-style-type: none"> • Pupils should be encouraged where possible not to touch their faces or to put objects in their mouths. • Parents/guardians are encouraged to wait outside the building but if they need to come in, sanitiser/wipes are provided and must be used at the front desk. • Visitors are not permitted unless absolutely necessary. Communication with non-employees & pupils is carried out by telephone or video call. 			
Development of or exacerbation of an existing skin condition e.g. dermatitis, eczema, from excessive hand-washing and/or not drying hands properly	Workers Pupils	<ul style="list-style-type: none"> • Non-harsh soaps are used to wash hands. • Soaps and sanitisers (where possible) are alcohol free so will not strip the skin of oils. • Running hot and cold or mixed warm water is available in all toilet blocks and at sinks where hand washing can be carried out. • Disposable paper hand towels are provided and are kept stocked up so they do not run out. Pupils are shown/told how to wash and dry hands properly using the hand towels. Towels are then disposed of in the bin provided. • All electric hand driers have been switched off and taken out of use due to the risk of the warm air they produce having the potential to blow viruses over a larger area. 			
Getting or spreading coronavirus in common use high traffic areas such as canteens, corridors, rest rooms, toilet facilities, entry/exit points to building, lifts, changing rooms and other communal areas	Workers Pupils Visitors	<ul style="list-style-type: none"> • Groups or bubbles have been established made up of a maximum of 15 children and their Teacher & Teaching Assistants. Bubbles do not mix under any circumstances. • Bubbles are kept apart meaning large gatherings such as assemblies or collective worship, are avoided. • Large indoor and outdoor spaces are used as much as possible and the ability to maximise social distancing between pupils and staff is practiced. • Scrupulous attention is paid to cleaning and hygiene. • Use of external areas for outdoor sports is maximised, again observing social distancing and ensuring sports equipment is thoroughly cleaned between each use by different groups/bubbles. Contact sports are avoided. • Circulation plans have been reviewed and revised. • One-way systems are in place where possible. • Corridors are divided where feasible. 			

What are the hazards?	Who might be harmed and how?	What precautionary controls are already in place?	What further action is necessary (if any)?	Action by who?	Action by when?
		<ul style="list-style-type: none"> • Appropriate signage is in place to clarify circulation routes. • Pinch points, and bottle necks such as entrances and exits are identified and managed accordingly. • Movement of pupils around school is minimised as much as possible, with pupils staying in classrooms and staff moving round instead. • Lesson change-overs are staggered to avoid overcrowding. • Adults wear face coverings when commuting between rooms, walking around school and when using the toilet. • Pupils are regularly briefed regarding observing social distancing guidance. • Appropriate duty rota and levels of supervision are in place. • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms, and use is staggered • An enhanced cleaning plan is agreed and implemented which minimises the spread of infection to include regular cleaning of all frequently touched surfaces and welfare areas. • There is more frequent cleaning of rooms that are used by different groups. • A flag system is in place for using toilets. Each bubble has been given a flag and allocated a toilet block. When a child wants to use the toilet, they will go to their toilet block and hang their flag in a holder outside the door to the block. Where bubbles are having to share toilets, this system makes everyone aware when they are in use and so people do not bump into each other accidentally. Staff monitor the cleanliness of the toilet and there is regular cleaning throughout the day. • Pupils are reminded to wash their hands after use of the toilets • Working hours for cleaning staff have been increased. 			

What are the hazards?	Who might be harmed and how?	What precautionary controls are already in place?	What further action is necessary (if any)?	Action by who?	Action by when?
		<ul style="list-style-type: none"> • A culture of shared responsibility for keeping shared areas clean e.g. kitchen, is embedded. • Third party risk assessments (e.g. from cleaning companies) are shared with the school. 			
Coronavirus being spread by individuals who live together or are travelling to school together	Workers Pupils	<ul style="list-style-type: none"> • The details of how pupils will travel to and from school have been established • Effective liaison with bus companies is used to assist with planning • Parents reminded of the need to ensure social distancing and changes to drop off and pick up routines • The wearing of face coverings is mandatory on public transport and guidance is in place regarding the removal of face coverings on arrival at school • Robust collection and monitoring of absence data, including tracking return to school dates, is in place. • Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms (no one with symptoms should attend a setting for any reason). This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely 			
Inadequate cleaning leading to Coronavirus not being eliminated from surfaces and objects	Workers Pupils Visitors	<ul style="list-style-type: none"> • Touchable surfaces have been identified and furniture has been reduced to a minimum; • Toys, objects, teaching aids have been removed and are not accessible to the children. • Cleaning equipment is located in rooms and at dedicated stations and 'grab bag' points throughout the building, so surfaces such as handrails on stairs, door handles can be cleaned and the Site Manager and Caretaker keep handrails, door handles etc., clean throughout the day. The dedicated cleaning stations are plentiful and reduce the need for staff to move around school excessively. • Sharing of objects such as pencils is not permitted. • Any Personal Protective Equipment (PPE) needed for cleaning is readily available at each dedicated cleaning station/grab bag, within classrooms and toilets allocated to adults. 	<p><i>Cleaning and Hygiene During the Coronavirus Outbreak and What to do if someone has symptoms of Coronavirus at work</i></p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p>		

What are the hazards?	Who might be harmed and how?	What precautionary controls are already in place?	What further action is necessary (if any)?	Action by who?	Action by when?
		<ul style="list-style-type: none"> • Cleaning staff have their own PPE and have already been trained how to don and doff it correctly and how to store it to keep it clean or to dispose of it safely. • Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. • Those staff required to wear PPE have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. • Staff are reminded that wearing of gloves is not a substitute for good handwashing • Third party employers (e.g. catering and cleaning companies) have shared risk assessments with the school. • The need to touch doors to open them has been reduced by propping them open. Some of these doors are fire doors but it has been agreed with staff that the doors can remain propped open on the proviso that on evacuation, the Teacher in that classroom is responsible for making sure the prop has been removed so the door can close. This is being monitored during routine fire drills. Leaving doors propped open also improves ventilation which is encouraged. 			
Coronavirus being spread by someone who is symptomatic	Workers Pupils	<ul style="list-style-type: none"> • Staff have been told not to come into school if they are feeling ill or showing any signs of illness. • On arrival at school, staff are required to sign a form confirming that they are fit for work that day. • Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils. Appropriate action is taken depending on the test result as per current government guidelines. • The medical area is made up of 'separation pods', separated from one another on both sides with opaque plastic and the chairs are made of plastic to facilitate cleaning • If a pupil is showing symptoms of coronavirus, they will be taken to one of the two waiting rooms to be collected by a parent or guardian. There is a room on 			

What are the hazards?	Who might be harmed and how?	What precautionary controls are already in place?	What further action is necessary (if any)?	Action by who?	Action by when?
		<p>the ground floor and one on the first floor. Each has two chairs in it placed as far apart as is possible. A member of staff will sit with the child until they are collected. Thorough cleaning of these rooms is carried out as soon as the child has gone home. PPE is available for staff waiting with a child.</p> <ul style="list-style-type: none"> • Adequate arrangements are in place for thorough cleaning of areas where a symptomatic individual has been and all first aiders have access to PPE that is fit for purpose (as per the norm) • Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms (no one with symptoms should attend a setting for any reason). This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely • All suspected cases of Coronavirus are reported to the Local Authority through the 'Spirit of Salford' system and the LA is responsible for reporting under RIDDOR. 			
<p>Coronavirus being spread due to inadequate social distancing</p>	<p>Workers Pupils Parents/guardians Visitors</p>	<ul style="list-style-type: none"> • Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations have been put in place to allow for social distancing. • Staff have been briefed on the use of these rooms, and use is staggered • We have assessed our circumstances and identified distinct groups or 'bubbles' of pupils that do not mix (these maybe small groups, classes or year groups). Whatever the size of group, pupils should be kept apart from other groups where possible, and older children are encouraged to socially distance themselves from one another within their groups. • Classrooms have been re-modelled, with chairs and desks in places that allow for social distancing where appropriate. • Adaptations to classrooms includes seating pupils side-by-side and facing forwards as per PHE guidance. • Clear signage is displayed in classrooms promoting social distancing. 			

What are the hazards?	Who might be harmed and how?	What precautionary controls are already in place?	What further action is necessary (if any)?	Action by who?	Action by when?
		<ul style="list-style-type: none"> • Classrooms are kept well ventilated (see above re: doors propped open) • If possible, adults should maintain a 2-metre distance from each other and from children • Adults should avoid close face-to-face contact and minimise time spent within 1 metre of anyone. • Where staff or children cannot maintain distancing, particularly with younger children in school, they are kept in smaller separated groups. • There are clear markings on the floor in communal areas. • The hall has been marked so that pupils can take part in PE or other activities within a specified square which is away from other squares. • School start time is staggered for different year bubbles. They also use separate entrances as indicated. Children who are late will be brought to the main school entrance by the parent/guardian and the child will come into the building by themselves (depending on age and ability). • Meetings and training sessions are carried out by virtual means where possible. • Clear splash barriers are fitted to the front desk and at other locations in school where face to face contact is necessary. 			
Coronavirus being spread by or to contractors working on-site	Contractors Workers Pupils	<ul style="list-style-type: none"> • Statutory tests and inspections must not be delayed because of coronavirus but where possible, the number of contractors attending will be kept to a minimum. • Where possible, contractors will be asked to attend school outside of core hours when the pupils are not in. • If work is being carried out inside the building e.g. fire alarm testing, face coverings must be worn at all times and the visit must be as short as possible without impairing the validity of the testing process 			
Coronavirus being caught by people within vulnerable groups including workers and pupils within the BAME community.	Vulnerable people/people with additional risk factors (BAME, obesity, elderly, diabetics etc)	<ul style="list-style-type: none"> • All members of staff with underlying health issues, those within vulnerable groups or those with extreme vulnerabilities have made themselves known to the Headteacher to ensure that the appropriate guidance has been acted upon. All members of staff have completed individual assessments before school re- 			

What are the hazards?	Who might be harmed and how?	What precautionary controls are already in place?	What further action is necessary (if any)?	Action by who?	Action by when?
	Extremely clinically vulnerable people (as defined by the NHS)	<p>opened in September and these are amended if and when it becomes necessary e.g. if a member of staff becomes pregnant or diagnosed with an illness that puts them into a vulnerable group.</p> <ul style="list-style-type: none"> • Members of staff with underlying health conditions and/or additional risk factors have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. • Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. • All staff with extreme, clinical vulnerabilities are working from home. Those who are vulnerable are working from home or in work following an individual risk assessment, and those with heightened risk factors have had an individual risk assessment. • Current government guidance is being applied and followed. • Employees have had discussions with their line managers and have been provided with clear guidance specific for their needs. 			
Mental health and wellbeing affected through isolation or anxiety about coronavirus	Workers Pupils	<p><u>Staff</u></p> <ul style="list-style-type: none"> • Staff are encouraged to focus on their wellbeing. • Line managers are proactive in discussing wellbeing with the staff that they manage including their workload • Staff briefings and training have included content on wellbeing. • Staff have been signposted to useful websites and resources. (e.g. Salford Wellbeing Programme) • If necessary, a stress risk assessment will be carried out using the HSE's guidance and management standards framework • Fatigue can be a symptom of what is being called 'Long Covid', this is discussed with staff and they will be encouraged to take leave or work from home where possible as long as working from home isn't causing other mental health issues. • The working hours of all staff have been reduced except for the cleaning team. School is closing at 4:30pm every day instead of 6pm. 	<p><i>HSE Guidance</i> https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19</p>		

What are the hazards?	Who might be harmed and how?	What precautionary controls are already in place?	What further action is necessary (if any)?	Action by who?	Action by when?
		<p><u>Pupils</u></p> <ul style="list-style-type: none"> • There are sufficient numbers of trained staff available to support pupils with mental health issues. • There is access to designated staff for all pupils who wish to talk to someone about well-being/mental health. • Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger pupils to help talk about feelings). • Resources/websites to support the mental health of pupils are provided 			
Physical and mental well-being adversely affected as a result of working from home for a long period of time e.g. Musculo-skeletal from DSE use	Workers	<ul style="list-style-type: none"> • For most individuals, working from home is sporadic or temporarily for extended periods, so this should not become an issue • Anyone who does end up working from home for a long period of time, will have resources provided for them to enable them to do their job • If necessary, the schools' H&S Adviser and/or a member of staff will visit the remote worker to assess their workstation and if it is found likely to be the cause of a musculoskeletal injury or exacerbating an existing one, advice and support will be given to them to enable them to make their workplace better for them. 	<p><i>If any member of staff does end up working from home for an extended period, use https://www.hse.gov.uk/toolbox/workers/home.htm</i></p>		
Adverse effects on unborn baby and/or mother-to-be or, new mother returning to/in work who is still breast-feeding her baby.	Pregnant worker Unborn baby	<ul style="list-style-type: none"> • Pregnant workers have been identified as part of the 'identifying vulnerable groups' process. All our risk assessments seek to make women of child bearing age aware of any potential risks. Any risks may become more significant further into a pregnancy. A woman may not realise she is pregnant for a few weeks, so all female workers of child-bearing age should be made aware of any potential risk from the outset. If there is no obvious or specific hazard which could potentially be harmful, common sense should prevail. The pregnant worker and her line manager may need to have regular meetings as the pregnancy progresses (monthly or more frequently if there are complications). It isn't legally required, but it makes up part of a positive culture within school and allows any potential risk to 	<p><u>General advice on all risk assessments</u> A separate pregnancy risk assessment is not a legal requirement as pregnancy is considered within all risk assessments. However, if there are known risks to a specific individual e.g. high blood pressure identified etc., it may be prudent at that stage to carry one out.</p>		

What are the hazards?	Who might be harmed and how?	What precautionary controls are already in place?	What further action is necessary (if any)?	Action by who?	Action by when?
		<p>be addressed. Any previous pregnancy problems should be confidentially discussed with the line manager, so that any risk to the mother and unborn baby can be eliminated or reduced as much as possible.</p>			