



Coronavirus (COVID-19): Amendments to School Risk Assessments from 8th March 2021 REVIEWED 17.5.2021

- Schools must ensure that this and all their risk assessment reflects the local setting and context of the school.
- Staff and unions must be consulted with regard to this risk assessment and any changes to existing COVID 19 risk assessments.
- The document advises of amendments that need to added/considered to existing school risk assessments, it is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a full comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/ amended/ added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- When implemented in line with a revised risk assessment, these measures create an inherently safer environment for children and staff where the risk of transmission of infection is substantially reduced.
- Implementing the system of controls, creates a safer environment for pupils and staff where the risk of transmission of infection is substantially reduced. The way to control this virus is the same, even with the current new variants.
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf

Key:	
Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context.
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.
Responsible person:	The identified staff member(s) responsible for implementing the risk controls Head Teacher SignN Moody..... Date3.3.2021..... Chair of Governors sign Date
Completion Date:	The date by which required plans for controls will be in place. 8.3.2021

Risk Description/Area of Concern	Level of risk prior to control L ↔	Risk Controls	Level of risk is now L ↔	Likelihood L ↔	Responsible person	Planned completion Date	Comments / Actions needed
Clinically Extremely vulnerable (CEV) individuals	L	<p>Individual risk assessment to be completed/reviewed for staff in CEV category exposure to Coronavirus</p> <p>Staff – Advice for those identified as clinically extremely vulnerable through the defined 3 ways published on 25th February 2021</p> <p>HR guidance provides advice on what additional measures individuals in this group can take tailored to each local restriction tier.</p> <p>Staff who are defined as clinically extremely vulnerable are advised to work from home and where this is not possible, they should not go into work until at least the 31st March</p> <p>See amended guidance and individual risk assessment for staff that are CEV</p>	L	L	<u>Nicola Moody</u>	<u>8.3.2021</u>	
Testing of staff and pupils	L	The asymptomatic testing programme in education currently covers all staff at school and pupils – see further details in LFT testing in secondary/primary or special schools.	L	L	<u>Nicola Moody</u> <u>Andrew Rotherham</u>	<u>25.1.2021</u>	

Rapid COVID-19 testing

	Where	When
Staff in primary schools	At home	Twice weekly
Students in secondary schools and colleges	Initial 3 tests at school or college, then at home	
Staff in secondary schools and colleges	At home	
Staff in special schools and alternative provision	At home	
Staff and students in university	At university	
Nursery staff (school-based and maintained)	At home	Twice weekly from late March
Nursery staff (private and independent)	At home	

System of Controls - **Prevention**

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Prevention You must always:

- 1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.
- 2) Ensure face coverings are used in recommended circumstances.
- 3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.
- 4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact across the site and maintain social distancing wherever possible.
- 7) Keep occupied spaces well ventilated.

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Nicola Moody

Andrew Rotherham

Laurie Boardman

Sep 2020

		<p>In specific circumstances: 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary. 9) Promote and engage in asymptomatic testing, where available</p> <p>Numbers 1 to 5, and number 8, must be in place in all schools, all the time.</p> <p>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.</p>					
System of Control - Responsive	L	<p>Response to any infection</p> <p>10) Promote and engage with the NHS Test and Trace process. Manager to advise Health Protection hub via email of positive cases. Complete online form to assist with contact tracing https://www.telford.gov.uk/testandtrace</p> <p>11) Manage confirmed cases of coronavirus (COVID-19) amongst the school community. Manager to advise Health Protection hub via email of positive staff. Complete online form to assist with contact tracing https://www.telford.gov.uk/testandtrace</p> <p>12) Contain any outbreak by following local health protection team advice.</p> <p>Numbers 9 to 11 must be followed in every case where they are relevant.</p>	<u>L</u>	<u>L</u>	<p><u>Nicola Moody</u></p> <p><u>Andrew Rotherham</u></p> <p><u>Laurie Boardman</u></p>	<u>Sep 2020</u>	
Poor hygiene practice – specific - spread of	L	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p>	<u>L</u>	<u>L</u>	<u>Nicola Moody</u>	<u>8.3.2021</u>	

<p>potential infection at the start of the school day.</p>		<p>Review your staggered start of day times to keep groups apart as they arrive. This should not reduce the teaching time. Communicate to parents/carers;</p> <ul style="list-style-type: none"> • Years 5 and 6 8.45-8.55am, Years 3 and 4 8.55am-9.05am • Years 4 and 6 black gates through the one way system onto the main playground and Years 3 and 5 security gates through the one way system in front of the office. • Parents regularly reminded not to gather at gates • Not to come on site without an appointment and parents are clear for procedures for communication: phone and email. 			<p><u>Andrew Rotherham</u> <u>Laurie Boardman</u></p>		
<p>Poor hygiene practice – specific - end of the school day.</p>	<p>L</p>	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <ul style="list-style-type: none"> • Years 5 and 6 3.10pm-3.20pm, Years 3 and 4 3.20pm-3.30pm. • Years 4 and 6 black gates through the one way system onto the main playground and Years 3 and 5 security gates through the one way system in front of the office. • Parents regularly reminded not to gather at gates 	<p><u>L</u></p>	<p><u>L</u></p>	<p><u>Nicola Moody</u> <u>Andrew Rotherham</u> <u>Laurie Boardman</u></p>	<p><u>8.3.2021</u></p>	
<p>NEW Use of equipment</p>	<p>L</p>	<p>Classroom based resources, such as books and games, can be used and shared within the bubble. These should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, you should either:</p>	<p><u>L</u></p>	<p><u>L</u></p>	<p><u>Nicola Moody</u> <u>Andrew Rotherham</u> <u>Laurie Boardman</u></p>	<p><u>8.3.2021</u></p>	

		<ul style="list-style-type: none"> • Clean it before it is moved between bubbles • Allow them to be left unused for a period of 48 hours (72 hours for plastics) <p>You will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> • Restricted to one user • Left unused for a period of 48 hours (72 hours for plastics) between use by different individuals <p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out of school settings providers.</p> <p>Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p> <ul style="list-style-type: none"> • Lunch boxes • Hats and coats • Books • Stationery • Mobile phones 			<u>All staff</u>		
Face coverings	L	<p>Ensure where there is a need for face coverings in the school the control is implemented</p> <p>FACE COVERINGS AT NJS ARE TO BE WORN WHEN STAFF MEMBERS LEAVE THEIR BUBBLE AREA. STAFF ARE SUPPORTED TO WEAR THEIR FACE COVERING WITHIN THEIR BUBBLE AREA IF THEY WISH.</p>	<u>L</u>	<u>L</u>	<u>Nicola Moody</u> <u>Andrew Rotherham</u>	<u>8.3.2021</u>	

		<p>Safe wearing of face coverings requires the;</p> <ul style="list-style-type: none"> • Cleaning of hands before and after touching, this includes removal and putting on • Safe storage of them in individual, sealable plastic bags <p>Children in primary school do not need to wear a face covering.</p> <p>When face coverings become damp, it should not be worn, and the face covering should be replaced carefully</p> <p>Ensure there are sufficient waste bins located around the school for disposal of face masks and face covers</p> <p>See further advice in the Face Coverings guidance</p> <p>Exemptions -Some individuals are exempt from wearing face coverings.</p> <p>You should have a small contingency supply available for people who:</p> <ul style="list-style-type: none"> • are struggling to access a face covering • are unable to use their face covering as it has become damp, soiled or unsafe • have forgotten their face covering <p>There will be supplies in Reception and each bubble area.</p>			<u>Laurie Boardman</u>		
A pupil is tested and has a confirmed case of coronavirus.	L	<p>In line with government advice:</p> <ul style="list-style-type: none"> • Follow guidance from the Test and Trace team in the Health Protection Hub 	<u>L</u>	<u>L</u>	<u>Nicola Moody</u> <u>Andrew Rotherham</u>	<u>Sep 2020</u>	
Pupil movement between lesson, at breaktime and lunchtime	L	Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.	<u>L</u>	<u>L</u>	<u>Nicola Moody</u> <u>Andrew Rotherham</u>	<u>Sep 2020</u>	

increases the risk of infection.		<p>Keep movement around the school to a minimum. Brief passing in corridors or playground is low risk.</p> <p>Avoid creating busy corridors, entrances and exits by;</p> <ul style="list-style-type: none"> • Staggered start and finish times • Staggered break and lunch times <p>See above for details on staggered start and end times.</p> <p>Pupils do not enter each others allocated year group spaces.</p>					
Ventilation	L	<p>Keeping occupied spaces well ventilated</p> <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained.</p> <ul style="list-style-type: none"> • Natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened fully during breaks to purge the air space. Opening internal doors can also assist with creating a throughput of air <p>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</p> <p>And</p> <p>CIBSE - CIBSE - Coronavirus COVID 19</p> <p>Provide more information</p> <p>See further information in T&W Ventilation guidance</p>	<u>L</u>	<u>L</u>	<p><u>Nicola Moody</u></p> <p><u>Andrew Rotherham</u></p> <p><u>Laurie Boardman</u></p>	<u>Sep 2020</u>	

Breakfast club/After school provisions	L	<p>From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.</p> <p>We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance.</p> <p>Review any Wrap around care and extra curriculum activities - can they take place safely?</p> <p>Parents should be advised that they must only use this, where;</p> <ul style="list-style-type: none"> • The provision is being offered as part of the school's educational activities (including catch-up provision) • The provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution • The use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group <p>Noahs Ark resume from 8.3.2021</p>	<u>L</u>	<u>L</u>	<p><u>Nicola Moody</u></p> <p><u>Andrew Rotherham</u></p> <p><u>Laurie Boardman</u></p>	<u>8.3.2021</u>	
Cleaning is not sufficiently comprehensive.	L	<p>Follow Master Risk Assessment for Return to school in phase one & two and review all controls you previously applied to ensure they are still effective.</p> <p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: 	<u>L</u>	<u>L</u>	<p><u>Nicola Moody</u></p> <p><u>Andrew Rotherham</u></p> <p><u>Laurie Boardman</u></p>	<u>8.3.2021</u>	

	<ul style="list-style-type: none"> • more frequent cleaning of rooms / shared areas that are used by different groups • Allow time for cleaning surfaces in dining hall between groups • frequently touched surfaces being cleaned more often than normal • toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet <ul style="list-style-type: none"> • encourage pupils to wash hands thoroughly after using the toilet <p>See further guidance for cleaning in educational settings for advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance.</p> <p>Review what cleaning products you use, know the contact time of the products and ensure the products are appropriate for the task: Telford and Wrekin Let's Clean Risk assessment</p> <p>Review any equipment that is frequently used and how it is cleaned after use</p>					
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