Education Resources General Risk Assessment

Assessment Title	Covid-19 Exposure – Reducing the Risks in Schools from August 2021	Generic ☒ Specific ☐	
Scope of Assessment	To ensure a safe and supportive environment for learning and teaching through staged mitigation BURNSIDE PRIMARY SCHOOL	Reference	ER 09/08/21 -5
		Nº Affected	various

Persons: Employee ☒ Service User ☒ Contractor ☒ Visitor ☒ Young Person ☒ Public ☒ **Frequency:** ☒ Monthly ☒ Weekly ☒ Daily ☒ Hourly ☒ Occasionally ☐

RISK COLOUR CODE/ SCORE	LOW RISK √	MEDIUM RISK	HIGH RISK	VERY HIGH RISK

Aide Memoir √ - present and considered, X considered not to be present													
Machinery	x	Slip / Trip / Fall	x	Traffic / Driving	✓	Dangerous Substances	x						
Hygiene	✓	Workplace	✓	Handling / Lifting	x	Environment	✓	Access Equipment	x	Electricity	x	Moving / Falling Objects	x
Temperature	✓	Fire / Explosion	x	Pressure System	x	Weather	x	DSE / Ergonomics	x	Violence	x	Tools / Work Equipment	x
Work at Height	x	Noise / Vibration	x	Other (s) (note)	✓	Note: Infectious disease							

Hazard/ Concerns	Risk Rating	Control Measures	Residual Risk Rating	Further Action Required
1. Exposure to Covid-19 infection as a result of direct or close contact with others **- Physical Distancing**	12 High	Physical distancing between adults, and between adults and children and young people, should remain in place in the school estate. To ensure alignment with wider society and planned changes in Early Learning and Childcare, this requirement has now been updated to physical distancing of at least 1m. As schools should already have 2m physical distancing arrangements that work well and do not limit capacity, it is expected that most schools will wish to retain these 2m distancing arrangements for logistical reasons. It is therefore not anticipated there will be a logistical requirement to make changes to physical distancing arrangements in the school environment, including within meeting rooms and staff bases, and the 2m gap between the teacher's desk and the pupils. Moving to 1m distancing can only take place if it would otherwise materially inhibit professional interaction with colleagues.	4 Low	

		Retaining 2 metres between adults in schools who do not yet meet the criteria for exemption from self-isolation will also help to reduce the risk that they are identified as a close contact. Avoid car sharing. Current guidance is to continue to use virtual meetings where possible and appropriate to do so. Some face-to-face interactions during in-service many take place as long as it complies with physical distancing and staff are managed at a faculty/year group/stages level. There is no requirement for strict physical distancing between children and young people in schools, although maintaining distancing between secondary school pupils is encouraged where possible. The revised approach to contact tracing means that groupings (or "pods" or "bubbles") are no longer required to be maintained in schools and should be removed as soon as possible in the new session. All establishments should continue to avoid assemblies and other types of large group gatherings by continuing to apply associated mitigations such as one way/keep left systems, staggered lunches, staggered times for start and end of the day (including discouraging parents from congregating) and using multiple entrances. This cautionary approach reflects the unique environment, which will still involve bringing together large numbers of unvaccinated children and young people on a nondiscretionary basis (and which can therefore be differentiated from other situations in society in which large gatherings take place) *Beyond 6 weeks from the start of session the Scottish Government may advise that physical distancing controls can be removed with caution following assessment of local risk. At this point, establishments may choose to remove some of the existing controls below following further risk assessment. If controls are removed - maintain suitable and sufficient physical distancing wherever possible and thereafter stay prepared to re-introduce or strengthen any of the following physical distancing controls should Education Resources and local public health teams advise.* • Groupings or bubbles. • Pods in nurseries 'including over lunch.		

		• Decrease physical interactions generally by looking at staff and pupil movement throughout the school. Movement between classrooms should be minimised wherever possible. Where this cannot be avoided, consider providing cleaning supplies to enable wiping down of their own surfaces on entry and leaving. • No assemblies or other typically large gatherings. • Introduce a flexible approach to the physical reconfiguration of teaching and non-teaching areas, taking account of hygiene, staffing, supervision and individual learner and staff needs. • Seating, desks and other heavy traffic work areas e.g. copier rooms should be safely spaced to promote physical distancing. • Determine and adhere to safe levels of occupancy in heavy traffic work areas taking account of physical distancing controls. • Use one-way or keep left systems, staggered breaks and starts. • Access classrooms directly from outside where possible. • Enforce staggered use of staffrooms, break areas and offices to limit occupancy at any one time with appropriate signage. Encourage cleaning items after each use including cooking equipment, crockery and cutlery. • Maximise outdoor space throughout the day ensuring those with complex needs or disabilities are not disadvantaged and hygiene arrangements are in place for shared equipment. • Consider integrated procedures and guidance for pupils leaving and returning to school e.g. lunchtime. • Consider arrangements for pick up/drop off to ensure physical distancing can be maintained and large gatherings avoided. • Encourage parents to consider the most appropriate travel arrangements including, as far as it is safe to do so, walking, cycling and scootering to help reduce unnecessary travel on buses or public transport. • Ensure that transport providers, including those via SPT, are following all necessary government and industry advice to reduce risk. • Any works, repairs or maintenance carried out within the school should adhere to physical distancing and hygiene measures.		

		• Recognise concerns raised by members of the BAME community including supporting individual requests for additional protections in discussion with staff, pupils and families. • No additional general protections are required for particular categories of children or staff, such as those with underlying health conditions. However changes in the national protection levels, in individual circumstances and/or in line with any specific clinical advice may require a review of individual risk assessments. Staff should use the South Lanarkshire Council Self-Assessment form to help inform discussion with line managers on these issues. • Use floor markings, signage and posters throughout the building to keep employees informed on things like maximum room capacity and direction of travel. • Limit face to face meetings indoors. • Adult visitors to the school should be strictly limited to those that are necessary to support children and young people or the running of the school. Those providing essential services e.g. psychologists, social work should be able to visit schools with appropriate mitigations, adherence to local controls and in co-operation with the service provider. A register must be kept. • Adhere to Education Resources arrangements on visiting services • Staff and pupil movement between schools including peripatetic / supply staff should be kept to a minimum. • Staff have clear advice on dealing with enquiries from the public. • Provide all necessary support to those requiring it to follow these measures e.g. for those with visual impairment or limited mobility. ▪ All employees should be aware of, and adhere to, Transport Scotland's latest Advice on How to Travel Safely. Avoid car sharing.		
Additional Local Concerns To be completed by assessor		• Where year group assemblies take place all procedures will be adhered to e.g hand hygiene, limited pupil numbers, more than 2M distancing between classes, brief (15 minute) assemblies, adequate ventilation, one way systems.		

2. Exposure to Covid-19 infection as a result of poor personal hygiene	12 High	• Ensure that all staff, pupils and visitors are aware of the high importance of frequent and thorough handwashing / sanitising. Schools should identify opportunities to reinforce the importance of hygiene measures throughout the school day. • Ensure that signage is applied appropriately, including in toilets. • Ensure that all staff and pupils sanitise/wash their hands frequently with soap and water for 20 seconds and dry thoroughly. • Ensure that sufficient handwashing / sanitising facilities are available for those entering and exiting, including for visitors. • Ensure that all staff and pupils clean their hands on arrival at the setting, before and after eating, after sneezing or coughing, when changing classrooms, when entering/leaving the building, before/after eating and after using the toilet. • Ensure that all staff and pupils use a tissue or elbow to cough or sneeze and use lidded bins for tissue waste, cleaning hands afterwards and ensure bins are emptied regularly so as not to excessively fill up . • Ensure that help is available for staff and pupils who may require assistance in accessing hygiene facilities. • Anti-viral spray and paper towels provided for regular personal use at computer keyboards, photocopiers, telephones and other equipment. • Ensure that all staff and pupils are encouraged not to touch their face including mouth, eyes and nose. • Ensure that help is available for children and young people who have trouble cleaning their hands independently e.g. adult assistance or use of sanitiser rather than soap and water if easier. • Consider how to encourage young children to learn and practise these habits through games. • No sharing of food and drinks including milk. • Water dispensers can be used with care and those doing so should sanitise their hands before and after use. To reduce usage, staff and pupils should bring their own filled bottle each day which can be topped up during the day	4 Low	

- **Personal Protective Equipment (PPE)**		if required. Direct access by primary aged children should be avoided, unless age appropriate. Supervision may be necessary. **<u>Personal Protective Equipment (PPE)</u>** • Ensure sufficient staff have access to, and are aware of, procedures for ordering replacement PPE in a regular and timely manner. • The majority of staff in education settings will not require PPE beyond what they would normally need when supporting children and young people in their care. PPE will be provided in the following specific circumstances: • Work with children and young people whose care routinely already involves the use of PPE due to their intimate care needs. • Where a child, young person or other learner becomes unwell with symptoms of coronavirus and needs direct personal care or there is risk of splashing from a cough, spit or vomit. (The child, young person or staff member feeling unwell should also wear their face covering or a mask if possible). • Any other task that would routinely involve PPE e.g. providing first aid. • Aerosol Generating Procedures (AGP) – in a small number of complex medical cases staff may be involved in procedures with an increased risk of transmission through aerosols e.g. tracheostomy care. • First aids kits and the area where they are stored should ensure supplies to deal with covid symptoms – masks, gloves, aprons and visors.		
- **Face Coverings**		Face coverings can be worn by anyone wishing to do so in any part of the school. Unless exempt, face coverings should continue to be worn by adults wherever they cannot keep a 2m distance from other adults and/or children and young people, and also in the following circumstances: - all adults and pupils in secondary schools during class and in communal areas		

		- all adults in communal areas of primary schools and early years establishments - parents and other visitors including parents at drop-off and pick-up. - Early Learning and Childcare staff do not need to wear face coverings when interacting with nursery children. - Pupils must be reminded to comply with any wider societal rules in the wearing of face covering and of group sizes when entering shops. - In line with the current arrangements for public transport, only young people aged 12 and over and adults are required to wear face-coverings on school transport. (**previously aged 5 and above)** - parents and other visitors to all school sites (whether entering the building or otherwise), including parents at drop-off and pick-up. - by School Support Assistants and those supporting children with Additional Support Needs, who may routinely have to work closely with primary, secondary or ASN school pupils. However, the use of opaque face coverings should be balanced with the wellbeing and needs of the child, recognising that face coverings may limit communication and could cause distress to some children. - in line with clear guidance for staff and pupils on how to put on, remove, store and dispose of face coverings. • Consider regular messaging to staff, parents and learners about face coverings, including guidance or practical demonstrations to support efficacy of wearing. Consider any equity concerns and have a contingency supply. *All establishments should stay prepared to strengthen the use of face coverings should Education Resources and local public health teams advise.*		
Additional Local Concerns To be completed by assessor		• Parents are discouraged from taking children out of school during lunch, unless unavoidable. Where this is the case, the school office should be informed and all appropriate mitigation measures adhered to. • Limit paper home/school communication which normally travels back/forth e.g diaries, homework. • Pencil cases can be brought to school however items must not be shared.		

3. Exposure to Covid-19 infection as a result of poor environmental hygiene	12 High	• Weekly routine of electrostatic spraying in all areas. • An enhanced cleaning regime will be in place including an increased focus (at least twice daily (SLC undertaking 3 times)) on high intensity touchpoints such as door furniture (push plates, handles), wall furniture (light switches, sockets) and sanitary ware to ensure those spaces are sanitised more regularly using product which is active against bacteria and viruses. • Ensure more frequent cleaning of rooms/areas that must be used by different groups including staffrooms (Since August 2020 this has involved increased cleaning levels and a move from visual to sanitised cleans. Also includes increased cleaning within nursery and ASN settings). • Introduce a clear desk policy and remove unnecessary items from classrooms and work areas to ensure all areas are more easily cleaned. • Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). Children and young people should be encouraged not to bring toys from home or share personal belongings. • Ensure where possible that movement of individuals between work stations is minimised and where work stations are shared there is cleaning between use. • Staff should use their own crockery/cutlery in staff areas and ensure these are cleaned using detergent and dried thoroughly before being stored for re-use. • Limit the use of shared resources, including those usually taken home. Keep bags off desks and worktops. Any shared materials and surfaces should be cleaned more frequently. • Anti-viral spray and paper towels will be provided for regular use of shared equipment such as computer keyboards, photocopiers and telephones. Avoid the sharing of telephones or radio devices. • Consider additional cleaning arrangements for specialist equipment e.g. in practical subjects or ASN provision e.g. SSERC guidance or Enozo spray in ASN and Early Years settings.	4 Low	

- **Ventilation**		• Lidded bins for tissues are emptied throughout the day so as not to excessively fill up, and there are adequate disposal facilities for cleaning staff. • Consider regular meetings with cleaning staff to confirm cleaning regimes, adjust as necessary to take account of high traffic or problem areas and ensure that levels of supplies are maintained. • If a pupil, member of staff or visitor has been confirmed as being tested positive for COVID-19 Facilities Services will ensure that enhanced cleaning within the area is provided where appropriate. • Designate a well ventilated room as an isolation space for anyone showing symptoms of infection. They should be sent home as soon as possible. <u>Ventilation</u> There should be a continued strong focus on good ventilation. In addition, further local CO^2 monitoring will take place in line with Scottish Government requirements to support the goal of all school (and early years) buildings, including learning and teaching spaces, being assessed for ventilation issues with a view to remedial action being taken where required. Seek to increase ventilation levels by actively opening windows and doors where practical and safe to do so. (Heating systems have been increased in both temperature and length of running time to assist with maintaining room temperatures). • Arriving in your classroom leave the door open (will also reduce contact with door handles). Ensure no obstructions by opening blinds/curtains and removing any items blocking vents. • When pupils arrive open windows to their fullest as allowed by the restrictor. Top windows should be open where possible. • Should pupil occupancy levels exceed 25 in the secondary sector then windows should be opened to the maximum available, subject to any restrictors, for as long as possible. • If the room is cold and feels well ventilated some windows can be closed. However, those windows which have the least impact, relative to causing draughts, should remain open to at least the minimum amount.		

		• At lunchtime, breaks and in between classes windows should be opened fully for 5-10 mins. • Lower temperatures and likely windy conditions in the winter months will increase the natural ventilation through openings. This means that partially opening windows and doors can still provide adequate ventilation at the same time as maintaining room temperatures. • Consider flexibility in permissible clothing while indoors and the benefits of re-designing seating plans to reflect individual pupil or staff temperature preferences. • At the end of the day, remember to close all windows for security reasons. • Internal fire doors should not be held open unless they have a hold open and self-closing mechanism which responds to a fire alarm activation. • Not all classrooms have opening windows and the flow of air in mechanical systems are designed to take account of normal occupancy capacities and have been set to run longer, however as with other classrooms consider leaving doors open to further enhance air flow. • Any specific issues should be reported in the normal way to allow a member of the technical team to carry out an assessment of any action required.		
Additional Local Concerns To be completed by assessor				
4. Increased risk of exposure to Covid-19 infection as a result of poor communication	12 High	• All staff have been briefed on new working arrangements and understand the role they have to play. • All staff have the opportunity to discuss new working arrangements on an ongoing basis and are aware of how to report concerns. • All staff are aware of, and have access to, the full range of Corporate guidance on managing risks associated with Covid-19 including Education Resources Safe System of Work – Covid-19. • Staff understand Covid-19 infection symptoms and what to look out for and should be supported to follow up to date Health Protection advice.	4 Low	

		• Zero tolerance of symptoms should be in place and staff will follow strict compliance with current Government guidance in relation to Test and Protect and restrictions on movement/self-isolation. • All staff and learners must know that they must inform a member of staff or responsible person if they feel unwell with symptoms of Covid-19. • All visitors including parents, contractors and suppliers are advised not to enter the premise unless previously agreed by the school management team. Where agreed, they are made aware of local protocols for entering the premises and safe use of facilities such as toilets, and must sign the register. • The school provides regular, timely and clear communication about the approach they are taking to recovery. • All pupils and parents are aware of the arrangements and controls within the school and their responsibility in taking these forward. • Consider parental surveys/communications to encourage walking, cycling, scootering, park and stride and remind parents of responsible parking, drop off and pick up. • The school has arrangements for good quality dialogue with pupils about the measures and any changes. • The school will ensure its approach co-ordinates with national and local guidance to help promote a coherent feel to provision of services and will designate a member of staff as Covid Officer to help take this forward. • Senior leaders have systems in place to receive, review, retain and share all relevant information issued locally and nationally including Information Updates, Newsletters and Procedure Notes. • Senior leaders understand the agreed process for managing a suspected case of Covid-19 infection. **At-Home Asymptomatic Testing (twice weekly)** At-home lateral flow testing regimes will remain in place. Staff in all sectors and secondary pupils should carry out an initial test before returning to school. The		

- **At-home Asymptomatic Testing**		Scottish Government wish education establishments to more rigorously and actively promote and encourage uptake. Senior leadership teams should clearly and regularly convey the importance of testing and reporting to staff, parents and pupils helps ensure it remains a high priority. Headteachers / HoC should review NHS/SLC guidance on At Home Lateral Flow Testing arrangements and complete the **SLC Safe Use of At Home Lateral Testing generic risk assessment** where required. Controls will include: • Ensure all staff and relevant pupils are aware of the scheme and asked to participate. • Ensure consent form signed and instructions on testing and recording of results provided. • Ensure safe storage of kits and record the distribution of kits in accordance with guidance and with adherence to physical distancing. **Support for those who have underlying health conditions** • Clinically vulnerable staff can continue to work in schools, subject to a dynamic risk assessment confirming it is safe to do so. • Normal pregnancy risk assessments should also be undertaken, and careful attention paid to mental health and wellbeing. Managers should be sensitive to any anxiety pregnant staff may be feeling, and offer support and solutions to address this wherever possible. Individuals should discuss requirements with their line manager in the first instance. In the event of any concerns that cannot be addressed in this way, they should speak with SLC Personnel or Health and Safety teams, as well as their Trade Union representative. • **Test and Protect** close contact tracing will focus towards home and social interactions, including sleepovers. As such, the approach of Education assisting with the identification of school and nursery close contacts resulting in the isolation of whole classes, bubbles or individual staff will no longer be required in normal circumstances.		

- **Self-isolation/Test and Protect**		• Therefore, only if someone is identified by Test and Protect as being a close contact of a positive case will the new self-isolation rules apply as follows: ✓ Adults who are double vaccinated and have a negative PCR will no longer have to isolate if a contact of a positive case ✓ Children and young people 5 to 18 years will not have to isolate for 10 days so long as they remain asymptomatic and have a negative PCR ✓ Under 5's will not have to isolate so long as they remain asymptomatic but there is no mandatory requirement for them to have a negative PCR		
Additional Local Concerns To be completed by assessor				
5. Increased risk of exposure to Covid-19 infection risks through practical activities	12 High	• Review existing risk assessments and safe systems of work for practical subject areas taking account of the controls above and **Education Scotland National Improvement Hub – Practical Activities Guidance.**	4 Low	
Additional Local Concerns To be completed by assessor				
6. Additional Risk Areas	12 High	• Review all risk assessment controls in the context of the current protection level for the establishment /local area and the associated enhanced measures. • Consider Personal Risk Assessments for those employees deemed clinically vulnerable by NHS. • Review existing Fire Evacuation Plans including PEEPs. • Review existing Health Care Plans, risk assessments and Behaviour Assessment and Support Plans (BASPSs) for children with more complex needs taking account of the controls above. Also, consider whether the at-home self-test programme will be appropriate for individual pupils (taking into account the potential of support for parents or guardians). • Ensure that staff are fully aware of the wellbeing supports available to them including those via South Lanarkshire Council's Employee Assistance Scheme. • Local support for pupil vaccination programmes	4 Low	

		• Consider new guidance on supporting the mental health and wellbeing of children and young people. • Education Scotland have provided complementary information on Mental health & wellbeing : supports for practitioners, parents, carers & young people. • Property inspection arrangements will continue including required checks such as water quality, utilities, lifting equipment and fire controls.		
Additional Local Concerns To be completed by assessor				

Supplementary recording sheet used? Yes ☐ No ☒ Number of sheets used: _____

Note on Manager Actions:

Heads and Managers should use this assessment to cover general and local matters specific to their establishment. This local information can be added above to create an overall action plan to help ensure everyone understands what is required of them and how they can best protect themselves and others.

You should review this document in partnership with staff and their representatives, adapt as necessary for your establishment, sign off and share with all persons involved. It is good practice to review these arrangements on an ongoing and regular basis with your team.

Specific Additional Guidance/Notes:

- Ed Res Covid_19 Pupils Returning Safe System of Work
- Current public health approach on clinical vulnerabilities
- Government direction and guidance on required action available from www.gov.scot/coronavirus-covid-19/

Further Actions/Recommendations		Timescales	Responsible Person
Standard Actions			
Provision of Information, Instruction and Training			
Passing on the details to others within SLC, partners or contractors			
Preparation of Safety System of Work			
Commissioning other specialist risk assessments (please list relevant ones)	1)		
	2)		
	3)		

Risk Matrix.
Use the matrix below to give a general evaluation of risk, based on the **most likely** outcome.

Almost Certain (90% - 100%)	5	10	15	20	25
Likely, only to be expected (65 - 88%)	4	8	12	16	20
Probable, not surprising (40 - 64%)	3	6	9	12	15
Unlikely (10 - 39%)	2	4	6	8	10
Rare (0 - 9%)	1	2	3	4	5 **
Likelihood / Consequence	**Insignificant** (scratch, minor cut/bruise)	**Minor** (Lacerations/sprain strains, mild health effects)	**Moderate** (Minor bone break, temporary minor illness/eye injury)	**Major** (break of major bone, loss of digit, minor illness, electric shock loss of limb/eye serious illness)	**Catastrophic** (Fatality)

Low	Medium	High	Very High

** If a fatality is being considered as the principal potential outcome, discussion should take place with the H&S team

Risk Assessor(s):		**Manager Name: Mrs. Helen McGarvey**	**Date: 14.08.'21**
Reviewer: Lisa Kirkwood		**Establishment: Burnside Primary**	
Signature(s) Lisa Kirkwood	**Date: 16/8/21**	**Signed:**	

Notes: