



GREENLEAS PRIMARY SCHOOL COVID RISK ASSESSMENT SEPTEMBER 2021 V1

Updates to this risk assessment are in response to the current data, advice from Public health, the Local authority and government guidance.

This risk assessment is not exhaustive and is flexible and fluid. It is a working document.

It is recognised that the guidance below is not an absolute. Some situations that arise in school may need additional advice from the local authority, Public Health etc.

The advice within this document is primarily taken from:

[Schools COVID-19 operational guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/schools-covid-19-operational-guidance) Last updated 27th august 2021

The guidance is broken down into sections and a summary is as follows:

Control Measures

These systems are already in place and will continue into the new academic year. By all stakeholders following the guidance will ensure we effectively reduce risks in school and create an inherently safer environment. The risk assessment document focuses on controls to minimise the spread of Covid-19.

1. Ensure good hygiene for everyone

Hand hygiene

Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water and/or hand sanitiser.

Respiratory hygiene

The 'catch it, bin it, kill it' approach continues to be very important. The [e-Bug COVID-19 website](#) contains free resources for you, including materials to encourage good hand and respiratory hygiene.

Use of personal protective equipment (PPE)

Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the [use of PPE in education, childcare and children's social care settings](#) provides more information on the use of PPE for COVID-19.

When needed masks, gloves, aprons etc. are readily available.

<p>2. Maintain appropriate cleaning regimes, using standard projects using detergent</p>	<p>You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.</p> <p>PHE has published guidance on the cleaning of non-healthcare settings</p>
<p>3. Keep occupied spaces well ventilated</p>	<p>When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.</p> <p>You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays.</p> <p>Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</p> <p>If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</p> <p>Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.</p> <p>Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).</p> <p>You should balance the need for increased ventilation while maintaining a comfortable temperature.</p> <p>The Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and CIBSE COVID-19 advice provides more information.</p> <p>UPDATE</p> <p>CO2 monitors will also be provided to all state-funded education settings from September, so staff can quickly identify where ventilation needs to be improved. Further information will be issued as monitors are rolled out.</p>

4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19

When an individual develops COVID-19 symptoms or has a positive test

Pupils, staff and other adults should follow public health advice on [when to self-isolate and what to do](#). They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).

If anyone in your school develops [COVID-19 symptoms](#), however mild, you should send them home and they should follow public health advice.

If a pupil in a boarding school shows symptoms, they should usually self-isolate in their residential setting so that their usual support can continue, others may then benefit from self-isolating in their family home.

For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.

If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the [use of PPE in education, childcare and children's social care settings](#) guidance. Any rooms they use should be cleaned after they have left.

The household (including any siblings) should follow the PHE [stay at home guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).

Asymptomatic testing

Testing remains important in reducing the risk of transmission of infection within schools. That is why, whilst some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.

Over the summer, staff and secondary pupils should continue to test regularly if they are attending settings that remain open, such as summer schools and out of school activities based in school settings. Schools will only provide tests for twice weekly asymptomatic testing for pupils and staff over the summer period if they are attending school settings. However, testing will still be widely available over the summer and kits can be collected either from your local pharmacy or ordered online.

As pupils will potentially mix with lots of other people during the summer holidays, all secondary school pupils should receive 2 on-site lateral flow device tests, 3 to 5 days apart, on their return in the autumn term.

	<p>Settings may commence testing from 3 working days before the start of term and can stagger return of pupils across the first week to manage this. Pupils should then continue to test twice weekly at home until the end of September, when this will be reviewed.</p> <p>Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.</p> <p>Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.</p> <p>There is no need for primary age pupils (those in year 6 and below) to test over the summer period. They will be offered the 2 tests at an ATS at the beginning of the autumn term when they start at their secondary school as a new year 7. Schools may choose, however, to start testing year 6 pupils earlier, including in summer schools, depending on their local circumstances.</p> <p><i>Confirmatory PCR tests</i></p> <p>Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. They will also need to get a free PCR test to check if they have COVID-19.</p> <p>Whilst awaiting the PCR result, the individual should continue to self-isolate.</p> <p>If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the pupil can return to school, as long as the individual doesn't have COVID-19 symptoms.</p> <p>Additional information on PCR test kits for schools and further education providers is available.</p>
<p>Other considerations</p>	<p>All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend.</p> <p>Further information is available in the guidance on supporting pupils at school with medical conditions.</p> <p>You should ensure that key contractors are aware of the school's control measures and ways of working</p>

<p>Admitting children into school</p>	<p>In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others.</p> <p>If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice</p>
<p>Attendance</p>	<p>School attendance is mandatory for all pupils of compulsory school age and it is a priority to ensure that as many children as possible regularly attend school.</p> <p>Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus). Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).</p> <p>For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply. Further guidance about the use of codes is provided in the school attendance guidance.</p>
<p>Travel and quarantine</p>	<p>Where pupils travel from abroad to attend a boarding school, you will need to explain the rules to pupils and their parents before they travel to the UK. All pupils travelling to England must adhere to travel legislation, details of which are set out in government travel advice.</p> <p>Additional guidance has been issued on the quarantine arrangements for boarding school pupils travelling from red-list countries to attend a boarding school in England.</p> <p>Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return</p>
<p>School workforce</p>	<p>School leaders are best placed to determine the workforce required to meet the needs of their pupils.</p> <p>Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the guidance on protecting people who are CEV from COVID-19.</p> <p>Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. Employers should be able to explain the measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace.</p>

	<p>We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time</p>
<p>Remote education</p>	<p>Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well enough to do so. Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.</p> <p>You should maintain your capacity to deliver high-quality remote education for the next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p> <p>Independent Schools (not including academies) are only covered by the remote education temporary continuity direction in relation to state-funded pupils in their schools. However, they are still expected to meet the Independent School Standards in full at all times.</p> <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school.</p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.</p> <p>Full expectations for remote education, support and resources can be found on the get help with remote education service</p>

Greenleas Primary School Staff Principles

1. Do **not** come to work if you have coronavirus symptoms or go home as soon as these develop (informing the HT) and access a test as soon as possible.
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using detergents provided.
6. Help your class to follow the school code of conduct and rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. **IMPORTANT AT THE START OF EACH NEW HALF TERM, ROADMAP CHANGES AND IF BEEN ABSENT**
7. Ensure any shared equipment is cleaned frequently.
8. Keep your classroom door and windows open if possible, for air flow.
9. Limit the number of children from your class using the toilet at any one time (1). Monitor this.
10. Make sure you've read the staff handbook, updated behaviour policy and Safeguarding Policy and Home/school agreement and know what role in it you're being asked to take.

Location or address GREENLEAS PRIMARY SCHOOL	Date Original August 2021. Version 1 using guidance 27.9.21	Assessment Sharon Edwards HT Liaised with school staff, governors and H&S Compliance Officer
Activity or situation : start of new academic year 2021-22	Reviewed DAILY and when GUIDANCE UPDATED	Signature S A Edwards

Hazard	Who may be harmed and how	(3) What controls exist to reduce risk	Likelihood	Severity	Risk total 1-25	(4) What action could you take to further reduce risk
Inadequate cleaning of areas	Transmission of COVID-19 to staff and pupils	<p>Further information on this can be found in the use of PPE in education, childcare and children's social care settings guidance.</p> <p>If a child becomes unwell and is awaiting collection, they should be moved, if possible and if appropriate, to a room where they can be isolated behind a closed door. During building work this will be into the hall by the single fire exit door (opened). No access to hall during this time. After building work (DHT/AHT Office). Child will exit via carpark gate.</p> <p>Staff should be mindful of individual children's needs - for example it would not be appropriate for younger children to be alone without adult supervision. Staff should sit at opposite end of hall. Windows and door should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p>	3	5	15	<p>Is hand sanitiser, soap and other welfare provisions available?</p> <p>Are regular checks completed to ensure supplies do not run low?</p> <p>Weekly over view of stock levels given to the SBM by the caretaker.</p>

		<p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. (Y5/6 boy's toilets).</p> <p>In most cases, closure of the educational setting will not be needed but this will be a local decision with Public Health England based on various factors such as establishment size and risk of further spread.</p> <p>Changes to working times for the cleaning team will continue for the foreseeable future so one member of cleaning team on site all the time.</p> <p>School Opens 7:15am</p> <p>SR hours- 7:15am-10:15am 1:48pm -6pm (Friday 5:30pm)</p> <p>MH Covid temporary hours to continue 10:30-12:00 daily. Reviewed at Half term.</p> <p>Lunch: 12:00-1:30pm</p> <p>After school: 1.25hrs daily</p> <p>DB 7:15-8am x4 days 7:15-8:15am 1 day(Monday) 3:30-6pm(Friday-5:30pm)</p> <p>Daily, weekly, monthly schedule to be followed.</p>				
Ensuring good hygiene is followed.	Staff and pupils	<p>Provide and ensure soap and hand sanitiser is readily available across the school.</p> <p>All staff to encourage to wash their hands regularly.</p> <p>Engage with visitors to ensure hand washing or sanitising takes place upon entry to the building.</p> <p>Encourage staff to continue with regular hand washing after touching shared resources.</p>	3	3	9	Cleaning staff to ensure stock readily available around the school. Frequent checks on levels throughout the day.

		<p>Continue with the catch it bin it kill it message across the school</p> <p>Ensure tissues are available where required.</p> <p>Encourage coughs and sneezes to be done into a tissue or the elbow, and hand washing takes place afterwards. Cleaning Boxes to remain in all areas.</p> <p>On entry to school - anti bac gel is used by ALL. Handwashing also encouraged. Anti bac dispensers are located on all key entry points to the building.</p> <p>Signs posted around school to encourage good hygiene practice. Staff to model and reinforce good hygiene.</p> <p>Majority of rooms have access to sink/handwashing facilities in classroom. Wren/Arden to use toilets and increased anti bac use.</p>				
Unsafe disposal of PPE and face coverings (if required for those choosing to continue with face coverings)	Staff and pupils	<p>Used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus (COVID-19), in line with the <u>guidance on cleaning for non-healthcare settings</u>.</p> <p>Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and put in a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.</p>	2	4	8	<p>Staff may still need face coverings for public transport and so measures for disposal should still be considered on arrival to school.</p> <p>If you have an outbreak in your school, a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils staff and visitors, unless exempt). You should make sure your outbreak management plans cover this possibility.</p>

		<p>To dispose of waste from people with symptoms of coronavirus (COVID-19), such as disposable cleaning cloths, tissues and PPE:</p> <ul style="list-style-type: none"> • put it in a plastic rubbish bag and tie it when full • place the plastic bag in a second bin bag and tie it • put it in a suitable and secure place marked for storage for 72 hours <p>This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours.</p> <p>Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances.</p> <p>Settings such as residential care homes or special schools that generate clinical waste should continue to follow their usual waste policies.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid</p>				
--	--	---	--	--	--	--

<p>Inadequate cleaning of premises (general)</p>	<p>Staff and pupils</p>	<p>Use cleaning products that offer disinfecting qualities and are available through suppliers.</p> <p>A combined detergent/disinfectant (e.g. chlor clean) can be used for ease.</p> <p>Updated cleaning hours remain in place for at least Autumn 1 2021.</p> <p>Cleaning team to follow enhanced cleaning schedule Daily, weekly, monthly checklist provided for team to follow. This includes weekly fogging of all areas. This will be monitored. Regular meetings with Caretaker, HT to discuss schedule/expectations.</p> <p>PPE available for all cleaning staff appropriate to task</p> <p>Staff to ensure all surfaces in areas they have worked are clear before leaving an area, including when using staff facilities e.g. in the hall etc.</p> <p>Classroom cleaning boxes are kept well-resourced to support additional, ongoing cleaning throughout the day. Cleaner (DB) to check each box at the start of the day. Staff must not remove from box and take to other areas of the building. Inform caretaker if missing items.</p>	<p>3</p>	<p>5</p>	<p>15</p>	<p>Ellis Whittam training documents to be completed by appropriate staff.</p> <p>Regular checks completed by SLT. Any concerns should be reported to SLT immediately.</p>
<p>Unsafe crossing of roads near school</p>	<p>Staff and pupils</p>	<p>Consider information to parents to ensure pedestrian crossings are used where possible (Greenleas Road)</p> <p>Remind parents to take care on road ways if patrol escorts are not available.</p>	<p>1</p>	<p>5</p>	<p>5</p>	<p>If additional support is required from road traffic division contact David Rees at roadsafety@wirral.gov.uk</p>

		<p>Provide hand sanitiser for any crossing escorts to regularly sanitise hands Provide hand washing facilities in the school when shift is completed, if needed</p> <p>Encourage only 1 parent to drop child off at school. Designated entrances and times to reduce congestion.</p> <p>Requested parents avoid parking in the Close to reduce traffic, improve safety and more space for SD. School staff to promote WOW project. November 2021 - anticipated restriction on access to the close during peak times.</p>				
<p>Increased fire risk due to doors being propped open to increase air circulation and reduce touching of doors and pushpads</p> <p>Changes to emergency fire procedures - uncertainty of staff and pupils due to working at different</p>	Staff and pupils	<p>School fire risk assessment reflects changes that have been made. (Caretaker, H&S Compliance and HT)</p> <p>Fire log book to be up to date and all checks have been made, including the fire marshal inspection checklist. Checked by Caretaker. Monitored by HT</p> <p>Communicate with staff any changes to emergency procedures that have been made and make sure that they have understood them. It is not a requirement to maintain 2 metres social distancing in the event of an emergency or unplanned sounding of the fire alarm, however it should be maintained at the muster point, if possible. Staff to discuss evacuation with children regularly. Early fire drill planned due to building work.</p> <p>Remind all staff of their responsibility not to increase the risk of fire in the workplace: by keeping combustible materials to the minimal, turning off electrical equipment when not in use and at the end of the day.</p>	2	5	10	Plan in fire drills, to test procedures at each Phase of building work

<p>locations to normal and changes in evacuation routes.</p>		<p>For cross corridor and key fire doors from higher risk areas such as staff rooms, consider using devices such as Dorguards where possible. The DfE has been made aware that some schools and trusts have been seeking advice on propping open of fire doors.</p> <p>Gov.uk has provided relevant guidance to the query of wedging open fire doors at the following link: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june. The guidance states prop doors open only if they are not fire doors, and where it is safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>Where wedges are to be used, there must be a robust procedure within each team to ensure that these are all removed in the event of the fire alarm sounding and at the end of every day. Initially all groups have own fire exit door out of classroom - these to be used at all times. Updated H&S Policy provided for all staff.</p>				
<p>Contact with school resources</p>	<p>Staff and pupils</p>	<p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items where possible. Stock has been provided to each department to ensure this is possible.</p> <p>Classroom based resources, such as books and games, can be used and shared where necessary. These should</p>	<p>2</p>	<p>5</p>	<p>15</p>	

		<p>be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or such as sports, arts, and science equipment should be cleaned frequently.</p> <p>Where possible Outdoor playground equipment should be more frequently cleaned than normal.</p> <p>Continue to limit equipment brought into school by children to lunchbox, water bottle, reading book and coat. NO BAGS/PHONES/PENCIL CASES- as all equipment is provided. Water bottles to be kept at own desk.</p> <p>Staff and children should ensure they wash their hands and surfaces, before and after handling books, laptops, resources etc.</p> <p>Use online homework options where possible, building on use of Google Classrooms and Purple Mash</p>				
Risk of transmission through first aid procedures	Staff and pupils	<p>Children, young people or learners who require first aid should continue to receive care in the same way. No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms</p> <p>After delivering any first aid</p> <ul style="list-style-type: none"> • Ensure you safely discard disposable items and clean reusable ones thoroughly 	1	5	5	 <p>FINAL_VERSION 9 INFECTION CONTROL</p>

		<ul style="list-style-type: none"> Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible <p>PPE available for FA. Admin Assistant to ensure FA boxes are topped up weekly.</p>				
Dispensing medicines to children.	Staff and pupils	<p>Trained FA from a Department Bubble to collect medication from office at allocated time. MEDICATION ADMINISTERED TO BE LOGGED ON MEDICAL TRACKER. Class information/medical notes to be updated by School Office Team for Sept on Arbor - easy access.</p> <p>First Aid Training took place April 2021.</p>  <p>First Aiders 2021.doc</p>	1	5	5	Further FA trained planned for Autumn Term 2021
Stress and mental health issues for staff	Staff and pupils	<p>School stress work assessment updated to remind all staff of support available. EAP details in staff room</p> <p>Department well-being meetings to be held frequently. Staff are encouraged to speak on an individual basis to SLT if fears are not alleviated. Make time for all staff to talk to senior leaders about their personal situation:</p> <ul style="list-style-type: none"> Thoughts and concerns about guidance, what will be easy to accomplish, what will be hard, fatigue Changes in circumstance, retirement, pregnancy, bereavement. 	3	3	9	<p>Support should be available for staff from Occupational Health supplier - if purchasing the OH SLA then staff can contact the EAP.</p> <p>Additional support via insurance providers. DETAILS TO BE SHARED WITH STAFF.</p>

		<ul style="list-style-type: none"> • Additional worries about members of their family and friends. • Remind them of any internal support plan/system that is in place <p>Promotion of staff well-being. Explore ways of developing this further in 2021-22 to involve/engage everyone. SDD 2 agenda item</p> <p>All staff given the opportunity to contribute to plans, risk assessments, hazard identification and control measures. These to be reviewed regularly.</p> <p>HT on site every day for staff to share concerns with- encourage to speak to at the end of every day.</p>				
Stress and mental health issues for children	Staff and pupils	<p>Introduction of ROAR project (staff training SDD2) Addition of NHS therapist, initially working in Y5/6. TAs interventions to support small numbers of children with their emotional wellbeing.</p> <p>PSHE curriculum to be ongoing - Heartsmart and wellbeing activities planned for. Use Zumos as a positive well-being resource.</p> <p>Start of each half term and return for all (03.09.21) with a focus on well-being not straight into curriculum.</p>	4	3	12	
Inadequate building management and routine inspections.	Staff and pupils	Routine or annual checks continue to be carried out in their usual time frames. Appropriate staff aware of these. Overview for Autumn term to be created and put on Google calendar.	1	5	5	

		Hand hygiene should be observed by all contactors.				
Restraining students.	Staff and pupils.	<p>For students that have individual risk assessments, and it is identified that restraint may be required PPE should be used by staff. Adhere to policy. Currently no children of increased risk - review weekly and with new F2 intake.</p> <p>Where possible limit the number of students to teacher ratios to minimise disruption to other students. Aiming for 1-1 for most vulnerable (PFA/EHCP).</p> <p>Individual assessment to be made for pupils who have known behaviours that would pose risk. Provision of PPE will be considered on a case by case basis. No children currently on own RA</p>	1	5	5	Seek further advice from LA inclusion team
Staff who were previously defined as Clinically extremely vulnerable and pregnant employees.	Staff and students.	<p>Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Employees can be reasonably expected to attend work, and the following should be considered where possible. Employees should also seek advice from Health Care</p> <p>Individual RAs consider the questions below. Employees are expected to review individual RA and discuss outcomes with HT.</p>	2	5	10	<p>Frequent reviews of guidance, advice and individual RA to ensure safer working.</p> <p>Vulnerability RA attached to be adapted to support individual needs.</p> <p> Covid 19 staff risk assessment tool 0207</p>

		<p>Although social distancing measures have ended, Can the school facilitate keeping a distance from others where possible?</p> <p>Consider access to rest areas, toilets etc. to minimise contact with others where possible</p> <p>Consider if the role can be done at different times when there are less or no children on the premises.</p> <p>Consider the working location. Can the employee be placed in a different office or area that is allocated just to them?</p> <p>Ensure cleaning and sanitation plans are in place to ensure shared areas are kept clean.</p> <p>Guidance for those in vulnerable groups can be found here:</p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/19-july-guidance-on-protecting-people-who-are-clinically-extremely-vulnerable-from-covid-19</p>				 <p>Vulnerability draft risk assessment Sep</p>
Visitors to schools such as speech and language therapy	Visitor's staff and students.	<p>Visitors should be permitted to schools where other means of completing their role has been explored and it is identified that the visit is required. Appointments should be added to Google Calendar. Avoid on busier days e.g. Wednesdays when more staff are present in the building.</p> <p>Office staff to ensure all visitors sign in and are encouraged to wash or sanitise hands upon entering the building. Consider reciting all covid-19 safety measures</p>	2	5	10	It is advised that where meetings can take place via virtual format this continues if a physical meeting is not required.

		<p>such as hand hygiene and social distancing to the visitor as soon as they arrive at the premises.</p> <p>Visitors by appointment only - Google calendar to be used. Staff are responsible for adding any appointments they make to the calendar</p> <p>Office Staff to be aware of diary and expected visitors. Monitor arrival.</p> <p>Visitors to call the school on arrival. If they have any of the symptoms related to Covid-19 they should not be permitted into the school. COVID.</p> <p>Hand hygiene and face coverings should be observed by all visitors.</p> <p>Provision of hand washing supplies such as hand wash, sanitiser etc. is available and regularly monitored to ensure supplies are always available.</p> <p>Visitors to bring only resources that are absolutely necessary for the purposes of the visit.</p>				
Contingency planning for outbreaks	Staff and pupils	<p><u>Familiarise yourself with public health guidance on what to do if a member of staff or pupil informs you that they have tested positive (or the test is inconclusive).</u></p> <p><u>Follow public health advice on testing, self isolation and managing confirmed case.</u></p> <p>When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk)</p>	2	5	10	

		<p>Home LFD testing is available for all school staff - see attached RA</p>  <p>GREENLEAS PRIMARY SCHOOL C</p> <p>For individuals or groups of self-isolating pupil's remote education plans are in place. These should meet the same expectations as those in school. See remote offer on website. Google Classroom used as main platform.</p>				
Ventilation & air conditioning	Staff and pupils	<p>Ventilation:</p> <p>Classroom doors and windows to be opened at the start of each day, for air flow. In enclosed rooms ensure all doors are wedged open (library/Arden), with nearby external doors/windows open to support air flow.</p> <p>Internal doors can be wedged open so no contact needed. Doors must be closed if the fire alarm is activated and at the end of the school day.</p> <p>Safety first. Thermal comfort second!</p> <p>In all rooms a window should be open at all times, even if just cracked open for some of the time.</p> <p>HSE advice to be followed.</p> <p>Good ventilation, together with social distancing, keeping your workplace clean and frequent</p>	3	5	15	Where external doors are opened it is important to ensure safety and supervision of children to ensure they cannot access outside areas without supervision.

handwashing, can help reduce the risk of spreading coronavirus.

Why ventilation is important

Good ventilation reduces the concentration of the virus in the air and therefore reduces the risks from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied an enclosed area.

However, ventilation will have little or no impact on droplet or contact transmission routes.

You should consider ventilation alongside the relevant control measures required to reduce the risk of transmission as part of [making your workplace COVID-secure](#).

Balancing ventilation with keeping people warm

Providing adequate ventilation does not mean that workplaces have to be cold.

Good ventilation is a balance between making sure workplaces are warm but keeping a flow of air going through an area.

Simple steps, such as partially opening windows, can be taken to ensure ventilation is maintained. [Natural ventilation](#) can be used with heating systems to maintain a reasonable temperature in the workplace.

		<p>How to improve ventilation</p> <p>It is more important to deal with areas that are not well ventilated. The more people occupying an area that is poorly ventilated, and the longer they remain in it, the greater the risk of transmission.</p> <p>Singing, shouting and aerobic activities generate higher levels of aerosol and increase the risk further, so consider these factors when ensuring you have adequate ventilation.</p> <p>The following guidelines help improve ventilation in school.</p> <p>Natural ventilation</p> <p>Natural ventilation can be provided through open windows, or through other means such as vents.</p> <p>It is important not to completely close windows and doors when the area is occupied as this can result in very low levels of ventilation.</p> <p>Lower temperatures and likely windy weather conditions in the winter months will increase the natural ventilation through openings. This means you don't need to open windows and doors as wide, so partially opening them can still provide adequate ventilation while maintaining a comfortable workplace temperature. Opening higher-level windows is likely to generate fewer draughts.</p>				
--	--	---	--	--	--	--

	<p>Airing rooms as frequently as you can will help improve ventilation. This involves opening all doors and windows wide to maximise the ventilation in the room. It may be easier to do this when the room is unoccupied or between uses.(PLAYTIME/LUNCHTIME)</p> <p>Everyone reminded to wear extra layers and warmer clothing in case temperature drops e.g. when back in from break etc.</p> <p>You should balance the need for increased ventilation while maintaining a comfortable temperature.</p> <p>The Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and CIBSE COVID-19 advice provides more information.</p> <p>DfE is working with Public Health England, NHS Test and Trace, and the Scientific Advisory Group for Emergencies (SAGE) on a pilot project to measure CO2 levels in classrooms and exploring options to help improve ventilation in settings where needed.</p> <p>Awaiting further guidance re CO2 monitors.</p> <p>Sufficient ventilation is around 800 ppm (parts per million) or 10-15 litres per second per person Poor ventilation is around 1500 ppm or below 5 l/s/per person (parameters taken from SAGE guidance). If you know your levels, you can then decide on whether to open more windows etc. Monitors can be moved around the school so you don't need one per classroom. If you are using them, you should leave them at desk height,</p>				
--	---	--	--	--	--

		away from windows and away from people to get as accurate a reading as possible.				
Face coverings in Primary schools.	Staff and pupils	<p>Face coverings are no longer advised for pupils, staff and visitors either in classrooms or in communal areas.</p> <p>The government has removed the requirement to wear face coverings in law but expects and recommends that they are worn in enclosed and crowded spaces where you may come into contact with people you don't normally meet. This includes public transport and dedicated transport to school or college.</p> <p>Medical masks remain available for staff to wear in communal areas e.g. staff room, dining hall, corridors.</p> <p>All staff have received the World Health Organisation poster on how to wear a medical mask safely. These are also displayed in staff areas.</p> <p>Visitors will be requested to wear a mask. A medical mask will be provided for visitors.</p> <p>Some staff may choose to continue wearing a face covering. If so, they should follow the guidance on face coverings and disposal of them.</p>	2	5	10	<p>https://www.gov.uk/government/publications/how-to-wear-and-make-a-cloth-face-covering/how-to-wear-and-make-a-cloth-face-covering</p> <p>If you have an outbreak in your setting a director of public health might advise you that face coverings should temporarily be worn in communal areas or classrooms (by pupils, students, staff and visitors). You should make sure your outbreak management plans cover this possibility.</p>
Tracing close contacts and isolation		<p>From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case.</p>				

		Instead, children will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so				
--	--	--	--	--	--	--



Risk Rating	Action Required
17 - 25	Unacceptable – stop activity and make immediate improvements
10 – 16	Tolerable – but look to improve within specified timescale
5 – 9	Adequate – but look to improve at review
1 – 4	Acceptable – no further action but ensure controls are maintained

Likelihood:

- 5 – Very likely
- 4 – Likely
- 3 – Fairly likely
- 2 – Unlikely
- 1 – Very unlikely

Consequence:

- 5 – Catastrophic
- 4 – Major
- 3 – Moderate
- 2 – Minor
- 1 – Insignificant

- (1) List hazards **something with the potential to cause harm** here
- (2) List groups of people who are especially at risk from the significant hazards which you have identified
- (3) List existing controls here or note where the information may be found. Then try to quantify the level of risk **the likelihood of harm arising** that remains when the existing controls are in place based on the number of persons affected, how often they are exposed to the hazard and the severity of any consequence. Use this column to list the controls that you might take and develop all or some of that list into a workable action plan. Have regard for the level of risk, the cost of any action and the benefit you expect to gain. Agree the action plan with your team leader and make a note of it overleaf. If it is agreed that no further action is to be taken this too should be noted.

	Additional Controls Required	Action to be Taken	By Whom	Target Completion Date	Task Completed (Signed & Dated)
1					

Please use this space to identify issues for which you may require council support:

Key contacts

School H&S Team: Ellis Whittam

	Link/Lead for schools
Risk Assessment/Health and Safety	Lorraine Adamson (Lorraineadamson@wirral.gov.uk)
PPE	Anna Jones (annajones@wirral.gov.uk)
Workforce implications	Sue Blevins (sueblevins@wirral.gov.uk)
Public Health/Infection Control considerations and guidance	Jane Harvey (janeharvey@wirral.gov.uk)
Asset Management considerations (buildings)	Mike Woosey (Mikewoosey@wirral.gov.uk)
Road Safety	roadsafety@wirral.gov.uk
Communications Plan (workforce/Public)	Sam Jenkins (samjenkins@wirral.gov.uk)
Emotional support for pupils	Health and schools Team