

# Safety, Health and Environment (SHE)

## GCC COVID-19 RISK ASSESSMENT PROCESS FOR SCHOOLS & EDUCATIONAL SETTINGS

(Revised for full reopening in March 2021)



Schools completed COVID-19 risk assessments when they reopened for priority groups during the summer term and implemented protective measures recommended by DfE and PHE. Now that the Government requires schools to plan for all pupils in all year groups to return to school full-time from the beginning of the autumn term and implement a 'system of controls', the GCC COVID-19 Risk Assessment has been updated to support schools to prepare for this. The aim of the risk assessment is to implement protective measures to prevent COVID-19 or reduce the spread of the infection if there is a positive case, both in the school and transmission to the wider community.

Community and controlled schools must send their risk assessment to [she@gloucestershire.gov.uk](mailto:she@gloucestershire.gov.uk) by 4<sup>th</sup> September. Any other schools that would like their risk assessments to be checked by SHE can also send them but are not required to do so.

## COVID-19 Risk Assessment for reopening schools

### ASSESS

Decide appropriate control measures for managers and employees to implement under a 'Plan', 'Do', 'Review' cycle.

\*The preventative measures in this risk assessment are not mandatory but are provided as guidance on reducing the risk of transmission and comply with DfE 'system of control' requirements. Each school/setting must consider their own situation and adapt the assessment by editing the measures where appropriate. Remove any measures that are not relevant or will not be applied in your setting and add any additional local measures that you are implementing. This format does not have to be used but your local risk assessment must be suitable and sufficient.

**Who may be at risk:** Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.  
**Vulnerable groups:** Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. Some people with particular characteristics may be at comparatively increased risk from COVID-19 (due to age, deprivation, ethnicity, etc.). An individual risk assessment may be appropriate for those who are very anxious about returning to their workplace.

PLAN MARCH		DO			REVIEW
Prepare Building, timetables and lessons, policies and procedures	Prepare Employees, Parents and pupils and other site users	Control Access and Visitors	Minimise contacts and social distancing	Infection Control Measures	Communicate and Review Arrangements
<b>Buildings</b> <ul style="list-style-type: none"> <li>All health and safety compliance checks have been maintained as normal as building has continued to be in full use (e.g. fire alarm, emergency lighting, water hygiene, etc.).</li> <li>Emergency and evacuation procedures reviewed (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.).</li> <li>Provision made for children who display COVID-19 symptoms/</li> </ul>	<b>Employees</b> <ul style="list-style-type: none"> <li>Employees involved in plans to return to school and SLT listen to any suggestions on preventative measures that can be taken.</li> <li>Personal risk factors considered: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual risk assessments.</li> </ul>	<b>Access</b> <ul style="list-style-type: none"> <li>Entry points to school controlled (including deliveries).</li> <li>Building access rules clearly communicated through signage on entrances.</li> <li>School start times staggered so bubbles arrive at different times.</li> <li>Floor markings outside school to indicate distancing</li> </ul>	Minimising contacts and mixing between people reduces transmission of COVID-19 and the school will consider how to implement this.  <b>'Bubbles'</b> <ul style="list-style-type: none"> <li>Small, consistent groups of pupils will be split into Class bubbles.</li> <li>Class groups will be kept together in separate 'bubbles' throughout the day and do not mix</li> </ul>	<b>Minimise contact with individuals who are unwell:</b> <ul style="list-style-type: none"> <li>Refer to PHE guidance and Action Cards for School Managers.</li> <li>Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend school.</li> <li>If anyone becomes unwell at school they will be isolated, sent</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with employees and trades union Safety Reps on risk assessments.</li> <li>Risk assessment published on school intranet and website.</li> <li>Nominated employees tasked to monitoring protection measures.</li> <li>Members of staff are on duty at breaks to ensure</li> </ul>

<p>become ill during the day to be isolated. Little Library identified as Covid-19 room.</p> <ul style="list-style-type: none"> <li>• Sufficient supplies of PPE are available, including cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements.</li> <li>• Suitable and sufficient bins provided to support pupils and staff to follow the 'catch it, bin it, kill it' approach.</li> <li>• Sufficient tissues in all rooms.</li> <li>• School site too small to zone, but classes will remain in classrooms to minimise mixing unless mixing for phonics.</li> <li>• Plan of the building marks out areas where bubbles do not mix (e.g. classrooms) and where mixing is more likely and so where distancing and other measures are required</li> <li>• School meals identified at separate times or in pods.</li> <li>• Capacity of rooms and shared areas evaluated.</li> <li>• Plan for staggered lunches with more sittings to avoid mixing, allowing time for cleaning, devise seating plans, safe capacity etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Employees fully briefed about the plans and protective measures identified in the risk assessment.</li> <li>• Regular staff briefings.</li> <li>• Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security.</li> <li>• Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school.</li> <li>• Information shared about testing available for those with symptoms.</li> <li>• Where there are appropriate sources of guidance (e.g. CLEAPSS, afPE, CILIP, etc.) teachers should refer to curriculum specific guidance.</li> </ul>	<p>rules (if queuing during peak times).</p> <ul style="list-style-type: none"> <li>• Screens are used to protect employees in reception.</li> <li>• Shared pens removed from reception.</li> <li>• Touch points in reception cleaned regularly.</li> <li>• Hand sanitiser provided at all entrances.</li> <li>• Visitors to wear face coverings at school and wash hands immediately on arrival.</li> <li>• Gathering at the school gates prohibited.</li> <li>• Staff on duty outside school to monitor protection measures</li> </ul> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>• Wherever possible meetings kept on a virtual platform (e.g. 1:1 sessions with professionals, recruitment interviews, parental meetings etc.).</li> </ul>	<p>with other groups, except where classes mix for phonics, this will be no more than two classes.</p> <ul style="list-style-type: none"> <li>• Class bubbles to be kept apart by split the building into 'zones' and implement zonal bubbles.</li> <li>• Keep a record of pupils and staff in each bubble, lesson or close contact group.</li> <li>• School breakfast club to use free EYFS classroom, so there is more space for the children to socially distance.</li> <li>• Clear floor markings in the hall outline for where children stand when queuing for their hot dinner.</li> </ul> <p><b>Minimise mixing</b></p> <ul style="list-style-type: none"> <li>• Whatever the size of the bubble, they are to be kept apart from other groups where possible.</li> <li>• Groups use the same classroom or area of a setting</li> </ul>	<p>home and provided with information on what to do next.</p> <ul style="list-style-type: none"> <li>• An unwell child awaiting collection, will be isolated in a suitable room with or without adult supervision (depending on age and needs of the child).</li> <li>• Staff caring a child awaiting collection to keep a distance of 2 metres.</li> <li>• PPE to be worn by staff caring for the child if 2 metres distance cannot be maintained.</li> <li>• Staff to wash their hands after caring for a child with symptoms.</li> <li>• All areas where a person with symptoms has been to be cleaned after they have left.</li> <li>• Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days.</li> </ul> <p><b>Hand washing</b></p>	<p>compliance with rules.</p> <ul style="list-style-type: none"> <li>• Staff encouraged to report any non compliance.</li> <li>• The effectiveness of prevention measures will be monitored by school leaders.</li> <li>• This risk assessment will be reviewed if the risk level changes (e.g. following local/national lockdown or cases or an outbreak) and in light of updated guidance.</li> </ul>
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<ul style="list-style-type: none"> <li>• COVID-19 posters/signage displayed.</li> <li>• ‘Crunch points’ identified (e.g. entrances/ exits/ corridors/ shared space and consider how movement can be staggered.</li> <li>• In areas where queues may form, floor markings will indicate distancing.</li> <li>• Separate doors to be used for each group in and out of the building (no crossing paths).</li> <li>• Doors (including internal and external classrooms doors) will be propped open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding.</li> <li>• All classrooms can be accessed directly from outside avoiding shared use of corridors.</li> <li>• Classrooms organised to maintain space between seats and all tables facing the front. All desks/tables seat pupils side by side and facing forwards. No children are facing each other.</li> <li>• All teachers to inspect own classrooms and remove any further unnecessary items to allow space for whole class return.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers identify shared resources and how to prevent mixed contact (e.g. cleaning between bubbles or rotas for equipment use).</li> <li>• Teachers identify and plan lessons that could take place outdoors.</li> <li>• Consideration given to how online resources can be used to shape remote learning.</li> <li>• Plan for remote education for pupils, alongside classroom teaching in case of a lockdown or pupils having to isolate.</li> </ul> <p><b>Parents/pupils</b></p> <ul style="list-style-type: none"> <li>• EHCPs reviewed where required.</li> <li>• Consideration for pupils with EHCP will be on a case by case basis and an individual risk assessment will be completed.</li> <li>• Parents to prepare pupils before they return about the need to stay apart</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers and visitors coming onto the site without an appointment is not to be permitted.</li> <li>• Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</li> <li>• Where possible visits arranged outside of school hours.</li> <li>• A record kept of all visitors to assist NHS Test and Trace, including: <ul style="list-style-type: none"> <li>○ the name;</li> <li>○ a contact phone number;</li> <li>○ date of visit;</li> <li>○ arrival and departure time;</li> <li>○ the name of the assigned staff member</li> </ul> </li> </ul>	<p>throughout the day.</p> <ul style="list-style-type: none"> <li>• Mixing between bubbles kept to a minimum during arrival, lunchtime, breaks and departure.</li> <li>• Pupil movements around the school site, either in groups or individuals is controlled to limit contact and mixing.</li> <li>• Groups will stay within a specific “zone” of the site to minimise mixing.</li> <li>• The number of pupils in shared spaces for lunch is limited – pupils will be seated in class bubbles.</li> <li>• Large gatherings such as assemblies or collective worship with more than one group to be delivered online.</li> <li>• Separate spaces for each group clearly indicated.</li> <li>• Multiple groups do not use outdoor equipment simultaneously.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning).</li> <li>• Sufficient handwashing facilities are available.</li> <li>• Where there is no sink, hand sanitiser provided in classrooms.</li> <li>• Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser.</li> <li>• Pupils to clean their hands when they arrive at school, when they return from breaks, and before and after eating.</li> <li>• Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small children and pupils with complex needs).</li> <li>• Use resources such as “e-bug” to teach effective hand hygiene etc.</li> </ul>	
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<ul style="list-style-type: none"> <li>• Make arrangements with cleaners to put in place an enhanced cleaning schedule that includes frequent cleaning of rooms, shared areas that are used by different groups and frequently touched surfaces. (all staff to resume normal working hours from March and school will return to being locked at 6pm.)</li> </ul>	<p>from others and expectations around hygiene.</p> <ul style="list-style-type: none"> <li>• Preventative measures being taken communicated to parents.</li> <li>• Risk assessment posted on school website.</li> <li>• Parents and pupils informed about the process that has been agreed for drop off and collection.</li> </ul>		<ul style="list-style-type: none"> <li>• Limiting the number of pupils who use the toilet facilities at one time.</li> <li>• Allow pupils to have access to toilets at all times during the day to prevent queues developing at social times.</li> <li>• The same teacher(s) and other staff are assigned to each bubble and, as far as possible, these stay the same unless interventions are being carried out.</li> <li>• Staff that move between classes and year groups, to keep their distance from pupils and other staff where possible.</li> <li>• To avoid mixing at break times, different bubbles rotate times with cleaning of equipment between groups. 2 bubbles maximum on the playground (split in half)</li> </ul>	<p><b>Respiratory hygiene</b></p> <ul style="list-style-type: none"> <li>• Adults and pupils are encouraged not to touch their mouth, eyes and nose.</li> <li>• Adults and pupils encouraged to use a tissue to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> <li>• Tissues to be provided.</li> <li>• Bins for tissues provided and are emptied throughout the day.</li> <li>• Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> <li>• Measures to be taken when playing instruments or singing in small groups such as in music lessons include: <ul style="list-style-type: none"> <li>○ physical distancing;</li> <li>○ playing outside wherever possible;</li> </ul> </li> </ul>	
<p><b>Timetabling and lessons</b></p> <ul style="list-style-type: none"> <li>• Slight adjustment to start and finish times to keep groups apart as they arrive and leave school.</li> <li>• Stagger break times and lunch times to avoid mixing and time for cleaning surfaces in the dining hall between groups.</li> <li>• When timetabling, groups should be kept apart and movement around the school site kept to a minimum to avoid creating busy corridors, entrances and exits.</li> <li>• Prepare arrangements to allow remote learning to take place should a partial or full closure of the school be required, at any point in the next academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure parents have a point of contact for reassurance as to the plans put in place.</li> <li>• Equipment pupils bring into school each day limited to essentials such as lunch boxes, hats, coats, books, stationery. Book bags are allowed.</li> <li>• Packs provided in school with stationary items... (pens, pencils, rulers calculators etc.) to ensure no shared use in class.</li> <li>• Parents informed only one parent to</li> </ul>				

<p><b>Policies and procedures</b></p> <ul style="list-style-type: none"> <li>• Policies updated to reflect changes brought about by COVID-19, including: <ul style="list-style-type: none"> <li>○ Safeguarding/child protection</li> <li>○ Behaviour</li> <li>○ Curriculum</li> <li>○ NQTs</li> <li>○ Special educational needs</li> <li>○ Visitors to school</li> </ul> </li> <li>• Ensure website is compliant with regards to the publishing of policies.</li> <li>• Visitors' protocols established so that parents, contactors, professionals working with individual children are clear about the infection control measures that you have in place.</li> <li>• Governing boards and school leaders to have regard to staff (including the headteacher) work-life balance and wellbeing. Information shared about the extra mental health support for pupils and teachers is available.</li> </ul> <p><b>Response to any infection</b></p> <ul style="list-style-type: none"> <li>• Leadership understands the NHS Test and Trace process and how to contact their local Public Health England health protection team.</li> </ul>	<p>accompany child to school.</p> <ul style="list-style-type: none"> <li>• Parents and pupils encouraged to walk or cycle where possible.</li> <li>• Clear messages to pupils about minimising the use of public transport and how to reduce the risks of transmission outside of school.</li> <li>• Staggered drop-off and collection times planned and communicated to parents.</li> <li>• Parents informed that they cannot gather at entrance gates or doors.</li> <li>• Parents encouraged to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings).</li> </ul> <p><b>Others</b></p> <ul style="list-style-type: none"> <li>• Communication undertaken with contractors and suppliers that will need to prepare to support plans for full opening (e.g.</li> </ul>		<ul style="list-style-type: none"> <li>• Class bubbles will each have a container of their own equipment to use.</li> </ul> <p><b>Distancing</b></p> <ul style="list-style-type: none"> <li>• Staff to keep 2 metres from other adults as much as possible.</li> <li>• Where possible staff to maintain distance from their pupils, staying at the front of the class.</li> <li>• Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li>• Supply teachers, peripatetic teachers and/or other temporary staff to minimise contact and maintain as much distance as possible from other staff.</li> <li>• The occupancy of staff rooms and offices limited.</li> <li>• Use of staff rooms to be minimised.</li> </ul>	<ul style="list-style-type: none"> <li>○ limiting group sizes to no more than 15;</li> <li>○ positioning pupils back-to-back or side-to-side;</li> <li>○ avoiding sharing of instruments;</li> <li>○ ensuring good ventilation.</li> </ul> <p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>• Sanitising spray and paper towels to be provided in classrooms for use by members of staff.</li> <li>• Thorough cleaning of rooms at the end of the day.</li> <li>• Shared materials and surfaces to be cleaned frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.).</li> <li>• Resources that are shared between bubbles (e.g. maths, art and computing equipment) to be cleaned frequently and meticulously</li> </ul>	
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<ul style="list-style-type: none"> <li>• Plan in place for how to inform staff members and parents/ carers that they will need to be ready and willing to <ul style="list-style-type: none"> <li>○ book a test if they are displaying symptoms;</li> <li>○ inform the school immediately of the results of a test;</li> <li>○ provide details of anyone they have been in close contact with;</li> <li>○ self-isolate if necessary</li> </ul> </li> <li>• Staff testing LFT(voluntary) is now in place. Test to be done twice a week, Monday evening and Thursday evening. Positive results reported to Head Teacher and SBM by 7am the next morning by phone or email</li> </ul>	<p>cleaning, catering, food supplies, hygiene suppliers).</p> <ul style="list-style-type: none"> <li>• Assurances that caterers comply with the guidance for food businesses on COVID-19.</li> <li>• Discussion with caterers to agree arrangements for staggered lunches (e.g. seating capacity, holding hot food, cleaning between sittings, distancing and minimising contacts).</li> <li>• Communication with other building users (e.g. lettings, extended school provision, regular visitors, etc.)</li> <li>• Visitors limited by exception (e.g. for priority contractors, emergencies etc.).</li> </ul>		<ul style="list-style-type: none"> <li>• Staff in shared spaces (e.g. office) to avoid working facing each other.</li> <li>• Use a simple 'no touching' approach for young children to understand the need to maintain distance.</li> <li>• Older children to be encouraged to keep their distance within bubbles.</li> </ul> <p><b>Minimising contact</b></p> <ul style="list-style-type: none"> <li>• Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied.</li> <li>• Pupils take books home and then quarantined for 48 hours upon return.</li> <li>• Staff and pupils to have their own individual and very frequently used equipment, such as pencils and pens.</li> </ul> <p><b>PE and School Sport</b></p> <ul style="list-style-type: none"> <li>• Pupils kept in same consistent bubbles where</li> </ul>	<p>and always between bubbles.</p> <ul style="list-style-type: none"> <li>• Outdoor equipment appropriately cleaned frequently.</li> <li>• Toilets to be cleaned regularly.</li> <li>• Hand sanitiser provided for the operation of lifts.</li> <li>• Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces.</li> </ul> <p><b>PPE</b></p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</p> <ul style="list-style-type: none"> <li>• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at</li> </ul>	
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			<p>possible during PE and sport.</p> <ul style="list-style-type: none"> <li>• Sports equipment thoroughly cleaned between each use.</li> <li>• Contact sports avoided until guidance changes.</li> <li>• Outdoor sports should be prioritised where possible.</li> <li>• Large indoor spaces used where it is not.</li> <li>• Sporting activities delivered by external coaches, clubs and organisations will only go ahead if they can satisfy the above requirements.</li> </ul> <p><b>Educational Visits and journeys</b></p> <ul style="list-style-type: none"> <li>• From the autumn term, remote educational experiences only.</li> <li>• Risk assessments of visits and journeys to be undertaken by visit leaders.</li> <li>• Pupils grouped together on transport in the same bubbles that are adopted within</li> </ul>	<p>schools, and only then if a distance of 2 metres cannot be maintained</p> <ul style="list-style-type: none"> <li>• where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.</li> </ul> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• All qualifications are up to date and sufficient number of first aid qualified staff.</li> <li>• Employees providing first aid to pupils will not be expected to maintain 2 metres distance. The following measures will be adopted:</li> <li>• washing hands or using hand sanitiser, before and after treating injured person;</li> <li>• wear gloves or cover hands when dealing with open wounds;</li> <li>• if CPR is required on an adult, attempt</li> </ul>	
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			<p>school where possible.</p> <ul style="list-style-type: none"> <li>• Journey's planned with to allow distancing within vehicles (this may mean large vehicles or more are used).</li> <li>• Use of hand sanitiser upon boarding and/or disembarking</li> <li>• Cleaning of vehicles between each journey</li> </ul>	<p>compression only CPR and early defibrillation until the ambulance arrives;</p> <ul style="list-style-type: none"> <li>• if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest.</li> <li>• dispose of all waste safely.</li> </ul>	
<ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></li> <li>• <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></li> <li>• <a href="https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace">https://www.gov.uk/guidance/maintaining-records-of-staff-customers-and-visitors-to-support-nhs-test-and-trace</a></li> </ul>					