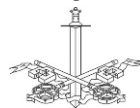


# Ss Peter & Paul Catholic Primary School

## Risk Assessment for September Return to School



### Preparing schools for reopening to all students September 2020

This risk assessment focuses on controls to minimise the spread of Covid-19 and the purpose of this document is to offer practical advice and guidance to all associated with Ss. PP as pupils return to school in September 2020. This risk assessment is not exhaustive and is flexible and fluid. It draws on the guidance provided by the LA and is cross-referenced with the health and safety related comments from NEU. The advice within this document is primarily taken from:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>


The Government guidance has given the six (6) distinct sections below where prevention is the aim. In complying with H&S law, Ss. PP has assessed the risks and put in place proportionate control measures, many of which are already in place at Ss. Peter and Paul. The biggest changes are around social distancing and “Bubbles”.


1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
2. Clean hands thoroughly more often than usual
3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach
4. Embed enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents
5. Minimise contact between individuals and maintain social distancing wherever possible
6. Where necessary, wear appropriate personal protective equipment (PPE)

**This document will be communicated with Parents/Carers, Staff, Governors, the Local Authority and Union.  
It will be posted on the School website.**


**Guidance on completing this form is available in the Health & Safety Management Arrangements for Risk Assessment**

Location: <b>Atherton Street, New Brighton</b>	Date of Assessment: <b>3<sup>rd</sup> July 2020</b>	Assessed by: Paula Graham (HT)
Activity: <b>Planned return of whole school in September 2020</b>	Review <b>Daily</b>	Signature

1) Hazard	2) Who is exposed to the hazard?	3) Controls to reduce the risk (Reference: HSE Hierarchy of Controls: Eliminate, Substitute, Engineering Controls, Administrative Controls & PPE)	Risk Score Consequence X Likelihood	4) Further actions
<p>Transmission of Covid-19 infection</p> <p>To minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p>	<p>Vulnerable Staff and Pupils identified as clinically extremely vulnerable who may be at high risk of serious illness if they catch coronavirus (COVID-19).</p> <p>Office for National Statistics evidence shows a greater impact of Covid-19 on Black communities with a disproportionate number of deaths being recorded recognised by DfE recently published overview of scientific advice stating that the exact reasons for the increased risk associated with coronavirus (COVID-19) in BAME populations are not known, and there are a number of factors that could underlie this. The DfE scientific overview states that “schools should be especially sensitive to the needs and worries of BAME members of staff, BAME parents and BAME pupils.”</p>	<p>Avoid face-to-face contact with Clinically Extremely Vulnerable who continue to hold shielding letters beyond 1<sup>st</sup> August 2020, and Clinically Vulnerable staff and pupils, also staff living within a household with clinically vulnerable individuals (Reference: Govt Definitions)</p> <p>Do not admit anyone displaying Covid-19 symptoms, or pupils with a recent history of spitting/biting, or who will undermine infection control measures</p> <p>Ensure clinical discussion with paediatric specialist or GP has taken place before any child or young person is removed from the shielded patient list</p> <p>Ensure individual RAs in place for other staff and pupils who may be vulnerable to covid for other reasons, e.g. BAME. RA template can be used. Consider controls required and implement so far as is reasonably practicable.</p> <div style="text-align: center;">  <p>Individual RA for vulnerable staff pupil!</p> </div> <p>If not practical to work from home consider:</p> <ul style="list-style-type: none"> <li>• Strict social distancing should be observed</li> <li>• Amend job role to enable the employee to maintain social distancing more easily</li> <li>• Access to rest areas, toilets etc to minimise contact with others where possible</li> <li>• If role can be done at different times when there are less or no children on the premises.</li> <li>• If employee can be placed in a different office or area that is allocated just to them?</li> <li>• Ensure cleaning and sanitation plans are in place to ensure shared areas are kept clean.</li> </ul>	<p><b>5 x 1 = 5</b></p>	<p>Strongly advice staff &amp; pupils identified as clinically extremely vulnerable to stay at home as much as possible and keep interactions outside to a minimum.</p> <p>Employees follow guidance:  <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></p> <p>Health services will be in touch with children and their families over the summer, ahead of the new school term, to discuss what the new evidence means for them personally in the longer term.  <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></p>




<p>Transmission of Covid-19 infection</p> <p>(through lack of social distancing between different cohorts of people on or within the school premises)</p>	<p>All staff, pupils, contractors and visitors</p>	<p>Minimise face-to-face contact with visitors/deliveries to school</p> <p>Social Distancing (ideally 2m apart where possible):</p> <ul style="list-style-type: none"> <li>- Limit the total number of people on site at all times</li> </ul> <p><b>Drop-off/pick-up points</b></p> <ul style="list-style-type: none"> <li>- Use the 3 different entrances around school to spread children at different points. Display social distancing signs</li> <li>- No gathering of parents/carers at gates/doors; only one parent to accompany child into school only if needed; staff collect pupils from allocated drop off/pick up points at agreed staggered times</li> <li>- Reinforce the walking one-way system where possible to and from school to avoid parental cross over e.g. keep to the left, signage and markers can be effective.</li> <li>- Only allow those with appointments to enter the building – use signage to communicate this to anyone new visiting the school</li> <li>- Staff meet students at the appointed gates and escort to classes to restrict parents from entering the playground areas</li> <li>- SLT to supports supervision</li> <li>- Marked zone for teachers to stand during pick up or drop off where required.</li> <li>- Children and parents encouraged to walk or cycle to school where possible; use mandatory face coverings if using on public transport</li> </ul> <p><b>Staff and Pupils in and around premises</b></p> <ul style="list-style-type: none"> <li>- Maintain discrete 'bubbles' of pupils, the size of a full class &amp; keep apart from other groups where possible; encourage older pupils to keep their distances within groups. It is recognised that younger children cannot socially distance from staff &amp; each other</li> <li>- Staff can work across different groups in order to deliver the school timetable, but they should keep their distance from pupils and other staff as much as they can (ideally 2 metres apart)</li> <li>- Arrange classrooms with forward facing desks where possible with as much distance as possible (2 metres .if possible).</li> <li>- Where possible use allocated desks to reduce children touching surfaces others have touched.</li> <li>- Adults ideally maintain 2m distance from children &amp; others (including in staffroom). In particular, avoid close face to face contact and minimise time spent within 1 metre of anyone</li> <li>- Maintain good ventilation - <b>wedge doors open, including communal area, toilet doors etc but remove in event of fire and at end of day</b></li> <li>- Assemblies held virtually or as a bubble/class</li> <li>- Children’s coats on backs of chairs – <b>parents provide a light coat in autumn &amp; warmer for winter months</b></li> </ul>	<p><b>4 x 2 = 8</b></p>	<ul style="list-style-type: none"> <li>• Ensure the most clinically vulnerable pupils are provided with effective support for learning at home for the near future.</li> <li>• Define and implement the most effective roles for staff who need to continue isolating at home beyond 1<sup>st</sup> August.</li> <li>• Set out clearly the expectations for all staff, pupils and visitors – no one to enter Ss.PP setting if they or any household member are displaying any symptoms of coronavirus</li> <li>• Follow the <a href="#">COVID-19: guidance for households with possible coronavirus infection</a>)</li> <li>• Display appropriate social distancing signage to remind all; sketch maps to assist understanding</li> <li>• Give clear instructions to staff, pupils &amp; parents on protocols for drop off/pick up locations &amp; timings and movement around &amp; within school. Allocated staff will to help manage queues</li> <li>• <b>Transportation</b></li> </ul>  <p>Highway management of resta</p> <ul style="list-style-type: none"> <li>• If additional support is required from road traffic division contact David Rees at <a href="mailto:roadsafety@wirral.gov.uk">roadsafety@wirral.gov.uk</a></li> <li>• Provide frequent reminders and reinforcement of expectations to ensure staff model the new behaviours to embed them as quickly as possible</li> <li>• Ensure staff all have sufficient training/expertise to safely conduct their tasks, including cleaning and dinner staff</li> <li>• Fully prepare the rooms, common areas and playgrounds before bringing pupils and associated staff on-site</li> <li>• Ensure staff and pupils fully understand reasons for these measures and adhere to them</li> <li>• Provide clear escalating steps to deal with non-compliance</li> </ul>
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**4 x 2 = 8**

**4 x 2 = 8**

<p>Transmission of Covid-19 infection</p> <p>(through lack of social distancing between different cohorts of people on or within the school premises)</p>	<p>All staff, pupils, contractors and visitors</p>	<p><b>Movement in &amp; around school premises</b></p> <ul style="list-style-type: none"> <li>- Reinforce use of one-way system within the school where possible, including entering shared spaces like the hall at lunchtimes</li> <li>- Use floor markers to show pupils &amp; staff the distance (use tape) Take packed lunches in class or designated areas within the playground</li> <li>- Keep bubbles separate where possible in play areas.</li> <li>- Stagger break and lunch times to keep bubbles apart. Use clearly demarcated and separate play areas, to keep bubbles apart</li> <li>- Have allocated play equipment per bubble or ensure cleaning regimes between each use from each bubble.</li> <li>- Review supervision at play times to keep groups or bubbles apart.</li> <li>- Discuss measures with children so they understand the need to keep to their bubble; ensure siblings in different bubbles understand the importance of staying in their groups</li> <li>- Visits to toilets supervised for each bubble; <b>4 chn in toilet at a time</b>; hazard tape around middle toilets, sinks, urinals</li> </ul>	<p>4 x 2 = 8</p>	
<p>Transmission of Covid-19 infection</p> <p>(through lack of social distancing in staff areas)</p>	<p>Staff and pupils</p>	<ul style="list-style-type: none"> <li>- Reinforce expectations of social distancing behaviour amongst staff</li> <li>- Avoid congregating in communal areas such as corridors</li> <li>- Limit numbers in staff rooms where possible</li> <li>- Spread out seating to ensure social distancing is maintained</li> <li>- Ensure staff do not share cups, and appropriately clean eating utensils</li> <li>- Encourage staff to take fresh air at break times where possible e.g. Prayer Garden</li> <li>- Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available.</li> </ul>	<p>4 x 2 = 8</p>	

<p>Transmission of Covid-19 infection</p> <p>(through lack of social distancing in staff areas)</p>	<p>kitchen staff, pupils</p>	<ul style="list-style-type: none"> <li>- Review times of start and finish to minimise numbers in one area at any one time; organise for some preparation at different times of the day to encourage social distancing where possible</li> <li>- Kitchen staff to work side to side rather than face to face where possible</li> <li>- Wear face covering if needed in enclosed spaces where social distancing isn't possible (only to cover mouth and nose; not same as a face mask, such as the surgical masks or respirators used by health and care workers)</li> </ul> <p><b>NB: Face coverings are not a replacement for the other ways of managing risk, including minimising time spent in contact, using fixed teams, and partnering for close-up work, and increasing hand and surface washing. If using face coverings, follow safety measures below:</b></p> <ul style="list-style-type: none"> <li>• Wash hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on, and before and after removing it</li> <li>• when wearing a face covering, avoid touching your face or face covering, as you could contaminate them with germs from your hands</li> <li>• change your face covering if it becomes damp or if you've touched it</li> <li>• continue to wash your hands regularly</li> <li>• change and wash your face covering daily</li> <li>• if the material is washable, wash in line with manufacturer's instructions. If it's not washable, dispose of it carefully in your usual waste</li> <li>• practice social distancing wherever possible</li> </ul> <p><a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a></p>	<p>4 x 2 = 8</p>	<p>Weeks 1 to 3: prepacked lunch provided, or limited menu options to be pre picked by children to reduce queue times and serving times.</p> <p>Weeks 4 onwards: review and move to wider meal choices including hot meals</p> <p>Consider cleaning of dishes/plates cutlery. Consider if this can be done once a group or "Bubble" has left dining area or if children can directly place cutlery into bowls of water containing detergent.</p>
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<p>Transmission of Covid-19 infection</p> <p>(through lack of stringent hygiene practices by people on school premises)</p>	<p>All staff, pupils, contractors and visitors</p>	<p><b>Personal Hygiene:</b></p> <ul style="list-style-type: none"> <li>• Maximise correct use and disposal of tissues - use of lidded bins in classrooms &amp; communal areas</li> <li>• Frequent wash for hands for 20 seconds using soap and running water; set routines throughout the day to wash hands in addition to after using the toilet e.g. upon arrival in school, before lunch; dry thoroughly; sanitise where necessary. Support younger pupils and those having trouble</li> <li>• Use wash basins in classrooms to limit risk of contact with other children</li> <li>• Ensure uniforms are clean (no need to change daily)</li> </ul> <p><b>Hygiene across the site:</b></p> <ul style="list-style-type: none"> <li>• Equipment and resources can be shared within groups however:</li> <li>• Reduce tasks involving touching lots of varied shared equipment such as crafts</li> <li>• Reduce the use of shared resources by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently</li> <li>• Limit the number of shared resources that are taken home by staff and pupils and limit the exchange of such resources</li> <li>• Where possible do not take marking/schoolwork home to limit any potential contamination spread</li> <li>• Teachers and staff should make sure they wash their hands and surfaces, before and after handling pupils' books</li> <li>• Consider online homework and marking where possible – use of Google Classroom</li> <li>• Regularly clean classroom-based resources like books and games, which can be used and shared within a group as you do for frequently touched surfaces</li> <li>• Do not share individual and very frequently used equipment like pencils and pens.</li> <li>• Any resources shared between groups, such as sports, art and science equipment, should be either: <ul style="list-style-type: none"> <li>• Cleaned frequently and meticulously, and always between groups using them; or</li> <li>• Rotated so they can be unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different groups</li> <li>• Follow similar rules for books and other shared resources that pupils might take between school and home. But everyone should avoid unnecessary sharing, especially where it doesn't contribute to pupil education and development.</li> </ul> </li> <li>• Provide cleaning stations in all rooms &amp; exit/entry points</li> <li>• Avoid frequent touching of contact points – leave lights on, wedge doors open, including classroom doors</li> <li>• Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. <b>This includes soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). No soft modelling or play dough. Avoid water and sand play</b></li> <li>• Regular and effective cleaning &amp; disinfection of shared materials &amp; resources; all surfaces, especially frequent contact points (door handles, light switches, taps, flush handles etc)</li> </ul>	<p>Reinforce 'catch it', 'bin it', 'kill it' approach</p> <p>Site manager conducts regular checks to ensure hygiene supplies do not run low</p> <p>Regular deep cleaning including use of <a href="#">Fogging machine to sanitise classrooms, toilets and other key areas weekly</a></p> <p> VID-20200625-WA0005.mp4</p> <p>Plan in place to manage weekly use of machine around school by Site Manager. This will be done after school hours and rooms ventilated throughout.</p> <p>Areas sectioned into: Foundation Suite; KS1 &amp; infant toilets; KS2 block &amp; Offices; Staffroom &amp; toilets; Junior toilets, Library, Hall</p> <p>Safety sheets:</p> <p> </p> <p>Antiviral-Disinfectant Mirus-Antiviral-Disinfectant-Fogger-Information-Data-Sheet</p> <p>COSHH rules regarding all cleaning products</p>
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<p>Transmission of Covid-19 infection through first aid procedures</p>	<p>Staff administering first aid and/or carrying out personal care, and the pupils receiving it</p>	<p><b>Always maintain the highest standards of hygiene when administering first aid.</b></p> <p><b>Children, young people or learners who require first aid should continue to receive care in the same way.</b></p> <p><b>No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms.</b></p> <p><a href="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">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</a></p> <p>If there is a suspected case of COVID-19 staff or pupil in need of first aid, then use PPE (aprons, gloves and face masks) and follow procedures:</p> <ul style="list-style-type: none"> <li>– Staff should follow the updated first aid guidance and where possible maintain distance and assess their ability to assist a conscious casualty with minor ailments or illnesses at a distance of 2 metres. When this is not possible, the first aider must use the PPE as referred to in the Infection control guidance</li> <li>– washing and sanitising hands and wrists before, during and after the procedure to avoid contamination of the individuals involved</li> <li>– disposing of any soiled and used materials (wipes, tissues, sanitary products etc) appropriately</li> <li>– cleaning all of the contact surfaces, any equipment and the adjacent floor areas involved</li> </ul> <p><b>After delivering any first aid</b></p> <ul style="list-style-type: none"> <li>• Ensure you safely discard disposable items and clean reusable ones thoroughly</li> <li>• Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible</li> </ul>	<p>4 x 2 = 8</p>	<p>Ensure first aiders and cleaners can respond promptly when needed, without bringing in anyone from another staff/pupil bubble</p> <p> LA First Aid flow chart 11.7.20.pdf</p> <p> FINAL_VERSION 9 INFECTION CONTROL</p>
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<p>Unsafe disposal of PPE and face coverings</p>		<ul style="list-style-type: none"> <li>- Place used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of coronavirus (COVID-19), in line with the guidance on cleaning for non-healthcare setting</li> <li>- 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</li> </ul> <p><b>To dispose of waste from people with symptoms of coronavirus (COVID-19), such as disposable cleaning cloths, tissues and PPE:</b></p> <ul style="list-style-type: none"> <li>•put it in a plastic rubbish bag and tie it when full</li> <li>•place the plastic bag in a second bin bag and tie it</li> <li>•put it in a suitable and secure place marked for storage for 72 hours</li> </ul>		<ul style="list-style-type: none"> <li>- Store waste safely and securely and keep away from children</li> <li>- Do not put your waste in communal waste areas until the waste has been stored for at least 72 hours.</li> </ul> <p>Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives.</p> <p>This waste does not require a dedicated clinical waste collection in the above circumstances.</p>
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<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 locations to normal and changes in evacuation routes.</p>	<p>Staff and pupils</p>	<p>Review school fire risk assessment to reflect any changes that have been made.</p> <p>Before additional pupils are re-introduced, make sure that fire logbook is up to date and all checks have been made, including the fire marshal inspection checklist.</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: <a href="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">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</a>. 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>If wedges are to be used, there must be a robust procedure to ensure that these are all removed in the event of the fire alarm sounding and at the end of every day.</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.</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>	<p>Regular planned fire drills: Autumn 1 – announced drill Autumn 2 – unannounced drill Review for spring term</p> <p>Procedures in place to remove wedges in event of fire and end of each day</p>
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<p>In the event of suspected COVID symptoms</p>	<p>Staff, pupils, visitors, parents, volunteers</p>	<p>Quickly isolate any pupils or staff who feel unwell from their bubble, especially those who are coughing, sneezing, bleeding or who may vomit/ experience diarrhoea <b>Managing COVID related symptoms:</b> Full guidance can be found here: <a href="https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19">https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</a></p> <ul style="list-style-type: none"> <li>Define a specific room or rooms, and area(s) outside where those displaying any symptoms can be safely isolated and monitored until they can leave the site. Be mindful of individual children's needs. If not possible to isolate them, move them to an area which is at least 2 metres away from other people.</li> <li>Ensure adult supervision, good ventilation</li> <li>Use of separate designated toilet if needed while waiting to be collected. Clean &amp; disinfect using standard cleaning products before being used by anyone else.</li> </ul> <p>Consult LA/Public Health England regarding any decision for closure if needed</p> <p><b>New measures for responding to infections</b> <b>If someone has symptoms</b></p> <ul style="list-style-type: none"> <li>- Give home testing kits parents collecting a child with symptoms or staff with symptoms, if you think providing one will increase the likelihood of them getting tested.</li> <li>-Ask parents and staff to inform you immediately of the results of a test. Do not ask for evidence of negative test results or other medical evidence before welcoming back children.</li> </ul> <p><b>If there's a confirmed case of coronavirus</b> Contact local health protection team if aware someone has tested positive; this team will also contact school if they become aware that someone at school has tested positive. The team will carry out a rapid risk assessment to confirm who has been in close contact with the person when they were infectious, and make sure they are asked to self-isolate.</p> <p><b>Close contact means:</b></p> <ul style="list-style-type: none"> <li>Direct close contact - face-to-face contact with an infected person for any length of time, within 1 metre, including: <ul style="list-style-type: none"> <li>-Being coughed on; A face-to-face conversation, or</li> <li>-Unprotected physical contact (skin-to-skin)</li> <li>-Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected person</li> <li>-Travelling in a small car with an infected person</li> </ul> </li> </ul> <p>To help your local health protection team, keep a record of pupils and staff in each group, and any close contact that takes place between children and staff (though this should be a proportionate recording process - you don't need to ask pupils to note down everyone they've spent time with each day, or ask staff to keep definitive records that's overly burdensome)</p> <p>You must not share the names or details of people with coronavirus unless it's essential for protecting others.</p> <p><b>If there's a possible outbreak</b> If there are 2 or more cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected, work with your local health protection to decide if additional action is needed. In some cases, the team may recommend that a larger number of other pupils self-isolate as a precautionary measure, such as the whole year group. Whole-school closure will not generally be necessary, and you shouldn't consider this except if your local health protection team advises it. If an outbreak is confirmed, a mobile testing unit may be dispatched to your school.</p>		<p>Site manager to ensure hand sanitiser, soap and other welfare provisions available in designated areas</p> <p>Complete regular checks to ensure cleaning, catering, food supplies, and hygiene supplies do not run low.</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>Discuss with cleaning staff the additional cleaning requirements and agree for this to take place using redeployed staff</p> <p>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on COVID-19: cleaning of non-healthcare settings guidance</p>
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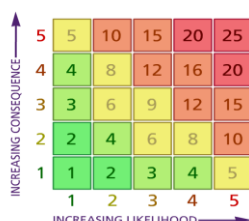
<p>Risk of transmission of Covid-19 infection between SEND pupils and staff.</p> <p><i>Young children and children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines.</i></p>	<p>Staff and pupils</p>	<ul style="list-style-type: none"> <li>• Make individual assessment for pupils who have known behaviours that would pose risk, such as spitting and biting where social distancing is not possible. Consider use of PPE on a case-by-case basis.</li> <li>• If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting) or require care that cannot be provided without close hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE. In these circumstances, to reduce the risk of coronavirus (COVID-19) transmission, no additional PPE is necessary as these are non-symptomatic children in a non-healthcare setting and so the risk of viral transmission is very low.</li> <li>• Provide additional space in learning area where possible</li> <li>• Small groups of children should be supported by consistent staffing, and groups should remain as consistent as possible throughout the outbreak</li> <li>• Maintain frequent cleaning of surfaces, objects and toys</li> <li>• Increase cleaning arrangements, with a specific focus on surfaces which are touched a lot.</li> </ul> <p><a href="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#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact">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#how-should-i-care-for-children-who-regularly-spit-or-require-physical-contact</a></p> <p>Refer to Local Infection Control Guidance for PPE requirements</p> <div style="text-align: center;">  <p>FINAL_VERSION 9 INFECTION CONTROL</p> </div>	<p>4 x 2 = 8</p>	<p>Cleaning of any special equipment needed for SEND pupils also needs to be included in the cleaning regime.</p> <p><a href="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">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</a></p> <p>Access for mainstream school teachers to Whole School SEND consortium training and how-tos (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. <b>Ref SEND Gateway for sessions.</b></p>
<p>Stress and mental health issues for staff</p>	<p>Staff and pupils</p>	<p>Complete or update the schools stress work assessment to remind all staff of support available.</p> <p>Ensure 1 to 1 strategic and wellbeing meetings are held with all staff. Make time for all staff to talk to senior leaders about their personal situation:</p> <ul style="list-style-type: none"> <li>• Thoughts on returning, fears, concerns about returning,</li> <li>• what will be easy to accomplish, what will be hard,</li> <li>• fatigue (Staff have continued to work),</li> <li>• Changes in circumstance, retirement, pregnancy, bereavement.</li> <li>• Additional worries about members of their family and friends.</li> <li>• Remind them of any internal support plan/system that is in place</li> <li>• Address / discuss ability to return to work.</li> </ul>	<p>3 x 3 = 9</p>	<p>Support should be available for staff from Occupational Health supplier – if purchasing the OH SLA then staff can contact the EAP.</p>

<p>Visitors to schools such as speech and language therapy</p>	<p>Visitors staff and students</p>	<ul style="list-style-type: none"> <li>• Social distancing and hand hygiene should be observed by all visitors</li> <li>• Consider the environment used for these services – ensure social distancing be adhered to in line with current guidance</li> <li>• Where group sessions are requested bubbles should not be broken and only children from the same bubble should attend sessions if at all possible</li> <li>• Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available.</li> <li>• Ensure all visitors sign in and are encouraged to wash or sanitise hands upon entering the building.</li> <li>• <b>Consider reciting all covid-19 safety measures such as hand hygiene and social distancing to the visitor as soon as they arrive at the premises – at foyer.</b></li> <li>• Ensure all visitors make an appointment prior to visiting the school</li> <li>• Ask visitor to call the school on arrival and ask the visitor if they have any of the symptoms related to Covid-19. If so they should not be permitted into the school.</li> <li>• If the school has a control for face coverings to be worn this should be communicated to the visitor prior to the visit.</li> <li>• Visitors to bring only resources that are absolutely necessary for the purposes of the visit.</li> <li>• Visitors use designated area with appropriate (Perspex or other) screen that can be used to segregate the visitor from children requiring any one to one therapy or service.</li> </ul>	<p>As far as possible, suppliers, contractors visiting the school site will be escorted by the site manager, or catering staff around the outside of the building to access the relevant area, to minimise traffic within the school building.</p> <p>DfE Guidance July 2020 - Supply teachers and other temporary or peripatetic teachers: <b>Other considerations</b>  <a href="#">Guidance for full opening: schools - GOV.UK</a></p> <p>DfE Guidance July 2020 - <b>Other support</b>  Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.</p>
<p>Legionella Risk Employers have a duty to protect people</p>		<p>Identifying and controlling risks associated with legionella. Water system stagnation can occur due to lack of use, increasing the risks of Legionnaires’ disease. Ss.PP building has remained open but with reduced occupancy during the coronavirus (COVID-19) outbreak. You should review your <a href="#">risk assessment</a> and manage the legionella risks when you:</p> <ul style="list-style-type: none"> <li>• reinstate a water system or start using it again</li> <li>• restart some types of <a href="#">air conditioning units</a></li> </ul> <p><b>See guidance below:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></li> </ul>	<p>Lesser used outlets have been regularly flushed by site manager and cleaning staff during reduced use of the building</p> <p>AC units isolated to two separate offices and does not circulate the school</p>

Inadequate building management and routine inspections.	Staff and pupils	<p>All routine inspections should be completed for any school that may have been closed/ partially closed to students.</p> <p>Any routine or annual checks should be carried out in their usual time-frames. Any contractors that have been expected but not attend - due to school closures should be arranged to attend if required.</p> <p>Social distancing and hand hygiene should be observed by all contactors. Contact your asset management provider where assistance is required.</p>		Currently all up to date and recorded on EVERY system
Contingency planning for outbreaks		<p><b><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></b></p> <ol style="list-style-type: none"> <li>1. Confirm that the individual must isolate for 7 days from symptom onset. After that, they can return to school if they feel better and as long as they have not had a fever without medication for 48 hours.</li> <li>2. If the individual (pupil or teacher) has been in attendance at the school in the period of 48 hours prior to symptom onset, the rest of their class ONLY should be sent home and advised to self-isolate for 14 days (and to book a test immediately if they develop symptoms). Household members of the wider class do not need to self-isolate unless the pupil/staff member they live with develops symptoms.</li> <li>3. Individuals testing positive will be contacted by the NHS Test and Trace team who will identify and communicate with any other contacts who need to take action</li> <li>4. After confirmation of a positive test, the school should arrange for cleaning of the setting as per <a href="#">guidance for cleaning non-healthcare settings</a></li> </ol> <p><b><u>If more than ONE person tests positive, a suspected outbreak should be reported through the Wirral Outbreak Hub, who will advise you on the most appropriate action to take. This will very rarely involve closure of an entire school.</u></b></p> <p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (see section on <a href="#">remote education support</a>)</p>		<p>DFE will provide more information on this in due course.</p> <p>More information can be found at section 5, planning for outbreaks within the guidance here:  <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></p>

**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



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