|  |  |  |
| --- | --- | --- |
| **Service**:  | **Location**:  | **Assessment Completed by**: |
| **Description of Activity/Task Assessed**:Early Years and Primary School Educational Provision (Covid-19 Assessment)  | **Date of Assessment**: | **Review Date**:  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Hazard Description** (i.e. potential causes of injury/damage) | **Potential injury/damage** | **Persons at risk** | **Current preventative and protective measures** | **Risk Level** (See method) | **Further action required** | **Residual Risk Level** |
| 1. | Education settings must be able to achieve the following controls as defined by the Department of Education before opening the school to a wider population.The Risk Assessment must be reviewed by Head Teachers point by point and where actions are implemented, they must be reworded to show how the controls have been applied. Where points are not completed but will need to be addressed, they should be placed in the Further Actions Required column with a time frame for completion. Items that are not applicable to the school’s specific settings should be deleted. |
| 2. | Specific groups will not be able to attend school following reopening, the advice from dfe is as follows: 1. **Vulnerable children** and young people (0 to 18 years of age) who have been [classed as clinically extremely vulnerable due to pre-existing medical conditions](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version) have been advised to shield. These children should not attend school or childcare, and they should continue to be supported at home as much as possible.
2. **Vulnerable adults** Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [Staying at home and away from others (social distancing) guidance](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people) should work from home where possible. Clinically vulnerable individuals who cannot work from home, should be offered the safest available on-site roles (staying 2 meters away from others when possible).
3. **Living with shielded or clinically vulnerable person** If a child or a member of staff lives with someone who is clinically vulnerable including those who are pregnant, they can attend school or childcare setting.
4. If a child or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable guidance](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19), it is advised they only attend an education or childcare setting if strict social distancing can be adhered to. If social distancing cannot be adhered to, due to the nature of the children, those individuals should not attend the setting and be supported to learn or work from home.

  |
| **No** | **Hazard Description** (i.e. potential causes of injury/damage) | **Potential injury/damage** | **Persons at risk** | **Current preventative and protective measures** | **Risk Level** (See method) | **Further action required** | **Residual Risk Level** |
| 3. | Class or Group Size | Possible transmission of the virus between staff and children, and into the wider community.People can catch the virus from others who are infected in the following ways:* virus moves from person-to-person in droplets from the nose or mouth spread when a person with the virus coughs or exhales
* the virus can survive for up to 72 hours out of the body on surfaces which people have coughed on, etc
* people can pick up the virus by breathing in the droplets or by touching contaminated surfaces and then touching their eyes or mouth
 | Staff, support staff. children, contractors, parents/guardians | For primary schools, classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.* If the school cannot achieve these small groups at any point the School should discuss options with the local authority. This might be because there are not enough classrooms or spaces available in the setting or because they do not have enough available teachers or staff to supervise the groups.
* Organise small class groups, as described in the ‘class or group sizes’ section above.
* Organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible.
 |  | Possible Solutions might involve children attending a nearby school. If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children’s early learning, settings should prioritise groups of children as follows:* early years settings - 3- and 4-year olds followed by younger age groups
* infant schools - nursery (where applicable) and reception
* primary schools - nursery (where applicable), reception and year 1
 |  |
| 4 | CurriculumPracticalities or logistics of provision  | Same as in Section 3 | Staff, support staff. children, contractors, parents/guardians | * Decide which lessons or activities will be delivered.
* Consider which lessons or classroom activities could take place outdoors.
* Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building
* Stagger assembly groups or not have them
* Stagger break times (including lunch), so that all children are not moving around the school at the same time
* Stagger drop-off and collection times
* Plan parents’ drop-off and pick-up protocols that minimise adult to adult contact
* In addition, childcare settings or early years groups in school should:
* Consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing
* Decide how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously
* Remove any unnecessary items from classrooms and other learning environments where there is space to store it elsewhere
* Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)
* Consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses, or public transport where possible. Applying the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers)
 |  |  |  |
| 6 | Maintaining infection control during the day. | Same as in Section 3  | Staff, support staff. children, contractors, parents/guardians | * Ensure that children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days
* Ensure that the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days,
* Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day, you may want to consider seating students at the same desk each day if they attend on consecutive days
* Reduce mixing within education or childcare setting by:
* Accessing rooms directly from outside where possible
* Considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors
* Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time
* Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in; groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms
* Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time
* Noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules).

Use outside space: * For exercise and breaks
* For outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff, although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read [COVID-19: cleaning of non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)

For shared rooms:* Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place, following the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)
* Stagger the use of staff rooms and offices to limit occupancy

Reduce the use of shared resources:* By limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people, and staff
* By seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently
* Although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts

Adjust transport arrangements where necessary including:* Encourage parents and children and young people to walk or cycle to their education setting where possible
* Make sure schools, parents and young people follow the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) when planning their travel
* Ensure that transport arrangements cater for any changes to start and finish times
* Make sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus
* Make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers
* Take appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts
 |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Hazard Description** (i.e. potential causes of injury/damage) | **Potential injury/damage** | **Persons at risk** | **Current preventative and protective measures** | **Risk Level** (See method) | **Further action required** | **Residual Risk Level** |
| 7. | Hygiene | Same as in section 3 | Staff, support staff. children, contractors, parents/guardians | * Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments
* Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.
* Normal detergents and bleach will remove traces of the Covid-19 virus, it must be insured that there are sufficient supplies and cleaning staff are available are available to maintain good infection control.
* Ensure that all adults and children:
* Frequently wash their hands with soap and water for 20 seconds and dry thoroughly.
* Clean their hands upon arrival at the school, before and after eating, and after sneezing or coughing
* Are encouraged not to touch their mouth, eyes, and nose
* Use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)
* Ensure that help is available for children and young people who have trouble cleaning their hands independently
* Consider how to encourage young children to learn and practise these habits through games, songs, and repetition
* Ensure that bins for tissues are emptied throughout the day
* Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units
* Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation
* Ensure there are sufficient supplies of soap, anti-bacterial gel and cleaning products if needed before the school opens to a wider population.
 |  |  |  |
| 8 | Exposure to Corona Virus -Use of PPE | Same as in Section 3 | Staff, support staff. children, contractors, parents/guardians | * The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:
* Children, young people, and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way
 |  |  |  |
| 9 | If staff or a child becomes unwell with Covid symptoms | Same as in section 3 | Staff, support staff. children, contractors, parents/guardians | If a child, young person, or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.* School must follow the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)

Where the child, young person, or staff member tests negative, they can return to the school and the fellow household members can end their self-isolation.Where the child, young person, or staff member tests positive, the rest of their class or group should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person, or staff member they live with in that group subsequently develops symptoms.As part of the national test and trace program, if other cases are detected within the cohort or in the wider setting, Public Health England’s local health protection teams will conduct a rapid investigation and will advise the school and other settings on the most appropriate action to take. In some cases, a larger number of other children, young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary. |  |  |  |
| 10 | Lack of adequate communication | Infection control procedures and protocols are not observed.  |  | * Consider the following steps:
* Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance))
* Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should accompany the child.
* Tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
* Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)
* Ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers)
* Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful
* Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers
* Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this
 |  | * Also think about engaging parents and children in education resources such as [e-bug](https://www.e-bug.eu/) and [PHE schools resources](https://campaignresources.phe.gov.uk/schools)
 |  |

Risk Assessment Method

In order to assess a risk associated to a hazard, two factors need to be considered:-

i - the possible severity of the outcome

Realistically, what is the worst likely outcome? This method defines four categories of severity:-

|  |
| --- |
| Fatality or permanent disabilityMajor injury or long-term absence3-day injury or temporary disabilityMinor injury |

ii - the likelihood of the outcome to occur

How likely is it that the severe outcome will occur? Five categories are defined:-

|  |  |
| --- | --- |
| **Likely****Probable****Possible****Remote****Improbable** | A repetitive occurrence should be expectedForeseeableCould occur sometimeUnlikely, though conceivableAlmost negligible |

Once those two factors are assessed, the matrix on the next page can be used to determine the level of risk. This information was then used to prioritise any control measures necessary to eliminate or reduce the risk to an acceptable level.

Risk Assessment Method (continuing).

 **Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Likely** | **Probable** | **Possible** | **Remote** | **Improbable** |
| Fatality or permanent disability | **VERY HIGH** | **VERY HIGH** | **HIGH** | **MEDIUM** | **LOW** |
| Major injury or long-term absence | **VERY HIGH** | **VERY HIGH** | **HIGH** | **MEDIUM** | **LOW** |
| 3-day injury or temporary disability | **HIGH** | **HIGH** | **MEDIUM** | **MEDIUM** | **LOW** |
| Minor injury | **MEDIUM** | **MEDIUM** | **LOW** | **LOW** | **VERY LOW** |

 **Action Level**

|  |  |
| --- | --- |
| **VERY HIGH** | **Unacceptable risk - immediate action required** |
| **HIGH** | **Risk reduction required - high priority** |
| **MEDIUM** | Medium risk - action required so far as is reasonably practicable |
| **LOW** | Low priority - further risk reduction may not be feasible or cost effective |
| **VERY LOW** | Low risk - no further action required |