

# Education Resources General Risk Assessment

## Greenhills Primary School and Nursery Class

<b>Assessment Title</b>	<b>Minimising Covid-19 Exposure – Schools and nurseries re-opening full time from 11 August 2020 (V2)</b>	Generic <input checked="" type="checkbox"/> Specific <input type="checkbox"/>	
<b>Scope of Assessment</b>	1. Headteachers and other senior managers working in schools and other educational settings 2. Employees returning to school settings 3. Pupils returning to school settings	<b>Reference</b>	ER 30/07-2
		<b>N° Affected</b>	various

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

<b>RISK COLOUR CODE/ SCORE</b>	<b>LOW RISK</b> ✓	<b>MEDIUM RISK</b>	<b>HIGH RISK</b>	<b>VERY HIGH RISK</b>
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<b>Aide Memoir</b> ✓ - present and considered, X considered not to be present													
					Machinery	x		Slip / Trip / Fall	x	Traffic / Driving	✓	Dangerous Substances	✓
Hygiene	✓	Workplace	✓	Handling / Lifting	x	Environment	✓	Access Equipment	x	Electricity	x	Moving / Falling Objects	x
Temperature	x	Fire / Explosion	x	Pressure System	x	Weather	x	DSE / Ergonomics	x	Violence	x	Tools / Work Equipment	x
Work at Height	x	Noise / Vibration	x	Other (s) (note)		Note:							

Hazard/ Concerns	Risk Rating	Control Measures	Residual Risk Rating	Further Action Required
<b>Exposure to Covid-19 infection as a result of direct or close contact with others</b>	16 Very High	<ul style="list-style-type: none"> <li>Two metre physical distancing between adults should be maintained.</li> <li>Two metre distancing between adults and children should be maintained.(recognised not always possible e.g. early years or ASN)</li> <li>Avoid assemblies or other typically large gatherings.</li> <li>Wherever possible in primary schools, keep children and young people within the same groups for the duration of the school day with the same teacher and support assistants.</li> <li>Adults in educational establishments do not need to wear face coverings as two metre distancing should be maintained, however may decide to opt to do so through personal choice.</li> <li>There may be occasions where this is not possible. Where adults cannot maintain a two metre distance, are interacting face to face for 15 minutes or more, face coverings should be worn.</li> </ul>	4 Low	

- Introduce a flexible approach to the physical reconfiguration of teaching and non-teaching areas, taking account of hygiene, staffing, supervision and individual learner and staff needs.
- Seating, desks and other heavy traffic work areas e.g. copier rooms should be safely spaced to promote physical distancing.
- Decrease physical interactions generally by looking at staff and pupil movement throughout the establishment.
- Consider one-way or keep left systems, staggered breaks and starts.
- Access classrooms directly from outside where possible.
- Encourage staggered use of staffrooms, break areas and offices to limit occupancy at any one time. Encourage cleaning items after each use including cooking equipment, crockery and cutlery.
- No sharing of food and drinks including milk
- Maximise outdoor space throughout the day ensuring those with complex needs or disabilities are not disadvantaged and hygiene arrangements are in place for shared equipment.
- Consider integrated procedures and guidance for pupils leaving and returning to school e.g. lunchtime
- Encourage parents to consider the most appropriate travel arrangements including, as far as it is safe to do so, walking, cycling and scootering to help reduce unnecessary travel on buses or public transport.
- Ensure that transport providers, including those via SPT, are following all necessary government and industry advice to reduce risk.
- Any works, repairs or maintenance carried out within the establishment should adhere to physical distancing and hygiene measures.
- Recognise concerns raised by members of the BAME community including supporting individual requests for additional protections in discussion with staff, pupils and families.
- Given current low levels of transmission in Scotland, those previously shielding are now following the same advice as the general population. Arrangements should be put in place for individual circumstances (such as those with underlying health conditions) in line with any specific clinical advice and assessment of risk, particularly where physical distancing cannot always be maintained. Staff should use the South Lanarkshire Council Self-

		<p>Assessment form to help inform discussion with line managers on these issues.</p> <ul style="list-style-type: none"> <li>• Floor markings, signage and posters to be used to keep employees informed on things like maximum room capacity and direction of travel.</li> <li>• Designate a well ventilated room as an isolation space for anyone showing symptoms of infection.</li> <li>• Limit face to face meetings indoors and adhere to the identified capacity of meeting rooms, staff rooms and areas bases.</li> <li>• Working from home may still be applicable.</li> <li>• Contractors, parents and visitors to be kept to a minimum.</li> <li>• Staff have clear advice on dealing with enquiries from the public.</li> <li>• Provide all necessary support to those requiring it to follow these measures e.g. for those with visual impairment or limited mobility.</li> <li>• Staff and pupil movement between establishments including peripatetic / supply staff should be kept to a minimum.</li> <li>• The first aid box should have supplies such as PPE to allow for enhanced protection where required.</li> </ul>		
<p><b>Additional Local Concerns</b> Promoting Positive Relationships and Understanding Distressed Behaviours</p> <p>1. <b>Classroom activities</b></p>	<p>16 Very High</p>	<p><b>School Controls</b> Assessment of needs, including information regarding the background and any underlying conditions. Identification of underlying reasons for behaviours and potential triggers. Consider the environmental triggers and interventions:</p> <ul style="list-style-type: none"> <li>• Reduced levels of noise and visual stimuli</li> <li>• Predictable rules and routines in place</li> <li>• Adapted/differentiated curriculum/learning and teaching approaches</li> <li>• Use of a quiet place/sensory room/ quiet room</li> </ul> <p>Early Intervention strategies:</p> <ul style="list-style-type: none"> <li>• Ensure all staff are aware of the need to promote positive relationships</li> <li>• Implement all appropriate supports in line with a staged intervention approach</li> </ul> <p>Consider the use of the following interventions:</p> <ul style="list-style-type: none"> <li>• Reward system/buddies/Circle of Friends</li> <li>• Advice/Guidance/Support from other agencies</li> <li>• In-school communication system</li> </ul>	<p>4 Low</p>	

		<ul style="list-style-type: none"> <li>• Parental support</li> <li>• Individualised timetable/curriculum</li> <li>• Base support (supportive/smaller group to work with staff)</li> <li>• Protective equipment for staff e.g. arm protectors,</li> <li>• One to One working with learners / Reduced adult : child ratios</li> <li>•</li> </ul> <p>Recording Assessment and Planning Tools:</p> <ul style="list-style-type: none"> <li>• Wellbeing assessment</li> <li>• Behavioural/welfare referrals</li> <li>• Welfare concern reports</li> <li>• Behaviour records</li> <li>• Behavioural assessment and support plan</li> <li>• Distressed behaviour tracking and monitoring sheets</li> <li>• Staff and child/young person de-briefing records</li> <li>• Violent incident reporting – refer to Operating Procedure A30</li> </ul> <p style="text-align: center;"><b>Covid Adaptations</b></p> <p>Social distancing procedures to be incorporate by</p> <ul style="list-style-type: none"> <li>• Individual work station</li> <li>• Individual resource folder and equipment</li> <li>• Individual behaviour support plans are in place to show procedures when 2 metre distancing cannot be adhered to.</li> </ul> <p>Where distressed behaviour may include bodily fluids,</p> <ul style="list-style-type: none"> <li>• Staff to wear protective equipment e.g. gloves, apron, face mask, visor etc</li> <li>• Staff to encourage pupil to use individual safe area, quiet room</li> </ul> <p>School janitor to be notified to ensure cleaning of area affect.</p>		
<p><b>Additional Local Concerns</b>  <b>Child seeking sensory support</b></p>	<p>16  Very  High</p>	<p>School controls</p> <p>Areas have been assessed and adapted according to pupil needs and any advice from specialist (occupational therapy/speech and language therapy)</p> <ul style="list-style-type: none"> <li>• Sensory breaks throughout the day with equipment kept on pupil desk.</li> <li>• Awareness of child’s specific sensory needs (communication passport)</li> </ul> <p style="text-align: center;"><b>Covid Adaptations</b></p> <p>Refer to school generic risk assessment for general rules.</p>	<p>4  Low</p>	

		<p>Where are child is looking for sensory support where social distancing rules cannot be followed, the following should be considered;</p> <ul style="list-style-type: none"> <li>• Area in class to be designated for sensory support.</li> <li>• Equipment to be organised in room 16 for deep pressure techniques</li> </ul> <p>Hand washing regulation and hygiene rules to be followed if deep pressure (hugs) required in class.</p>		
<p><b>Additional Local Concerns</b></p> <p><b>Child needs help dressing</b></p>	<p>16</p> <p>Very High</p>	<p>School controls</p> <p>Pupils have been asked to try and wear clothes that they can fasten/unfasten independently</p> <p style="text-align: center;"><b>Covid Adaptations</b></p> <p>Refer to school generic risk assessment for general rules. P.E will be undertaken outside where possible to avoid clothing changes</p> <p>Pupil may need staff to lead or direct within a closer proximity than 2 metres if this is necessary the following should be adhered to,</p> <ul style="list-style-type: none"> <li>• Staff to try and limit time with closer proximity to 15 minutes</li> <li>• Staff and pupil to follow hand washing and hygiene procedures before and after the event.</li> </ul>	<p>4</p> <p>Low</p>	
<p><b>Additional Concern</b></p> <p><b>Barnardos</b></p>	<p>16</p> <p>Very High</p>	<p>Due to the number of schools our Barnardos worker is liasing with maximum groups or 1:1 will be 3 per day.</p>	<p>4</p> <p>Low</p>	
<p><b>Exposure to Covid-19 infection as a result of poor personal hygiene</b></p>	<p>12</p> <p>High</p>	<ul style="list-style-type: none"> <li>• Ensure that all staff, pupils and visitors are aware of the high importance of frequent and thorough handwashing / sanitising.</li> <li>• Ensure that all staff and pupils frequently wash their hands with soap and water for 20 seconds and dry thoroughly.</li> <li>• Ensure that sufficient handwashing / sanitising facilities are available.</li> <li>• Ensure that all staff and pupils clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing.</li> <li>• Ensure that all staff and pupils use a tissue or elbow to cough or sneeze and use lidded bins for tissue waste cleaning hands afterwards.</li> <li>• Ensure that help is available for staff and pupils who may require assistance in accessing hygiene facilities.</li> </ul>	<p>4</p> <p>Low</p>	

		<ul style="list-style-type: none"> <li>• Anti-viral sanitising wipes provided for regular personal use at computer keyboards, photocopiers and telephones.</li> <li>• Ensure that all staff and pupils are encouraged not to touch their face.</li> <li>• Ensure that help is available for children and young people who have trouble cleaning their hands independently.</li> <li>• Consider how to encourage young children to learn and practise these habits through games (no outward singing).</li> <li>• The majority of staff in education settings will not require PPE beyond what they would normally need when supporting children and young people in their care, even if they are not always able to maintain a distance of two metres from others. PPE will be provided but is only required in a very small number of cases including: <ul style="list-style-type: none"> <li>✓ Where adults cannot maintain a two metre distance and are interacting face to face for 15 minutes or more</li> <li>✓ Work with children and young people whose care routinely already involves the use of PPE due to their intimate care needs</li> <li>✓ Where a child, young person or other learner becomes unwell with symptoms of coronavirus and a distance of 2 metres in the designated area prior to parent collection cannot be maintained or there is risk of splashing from a cough, spit or vomit.</li> <li>✓ Any other task that would routinely involve PPE e.g. providing first aid</li> </ul> </li> <li>• Ensure government / public health advice is followed for any member of staff, pupil or visitor showing symptoms of infection.</li> <li>• Water dispensers can be used with care and those doing so should sanitise their hands before and after use. To reduce usage, staff and pupils should bring their own filled bottle each day which can be topped up during the day if required. Direct access by primary aged children should be avoided. Supervision may be necessary.</li> </ul>		
<b>Additional Local Concerns</b> <b>Visual Impairment</b>	16 Very High	School controls Areas have been assessed and adapted according to advice from visual impairment specialist These include <ul style="list-style-type: none"> <li>• Highlighting tape</li> <li>• Painted areas</li> </ul>	4 Low	

		<ul style="list-style-type: none"> <li>Enlarging print</li> </ul> <p style="text-align: center;"><b>Covid Adaptations</b></p> <p style="text-align: center;">General risk assessment policy to apply.</p> <p>Pupil may need staff to lead or direct within a closer proximity than 2 metres if this is necessary the following should be adhered to,</p> <ul style="list-style-type: none"> <li>Staff to try and limit time with closer proximity to 15 minutes</li> </ul> <p>Staff and pupil to follow hand washing and hygiene procedures before and after the event.</p>		
<p><b>Additional Local Concern</b> <b>Child needs help with feeding</b></p>	<p style="text-align: center;">16 Very High</p>	<p>School controls</p> <p>All food will be prepared by the school kitchen to ensure no cross contamination.</p> <p style="text-align: center;"><b>Covid Adaptations</b></p> <p>Pupil may need staff to lead or direct within a closer proximity than 2 metres if this is necessary the following should be adhered to,</p> <ul style="list-style-type: none"> <li>Staff to try and limit time with closer proximity to 15 minutes</li> <li>Staff and pupil to follow hand washing and hygiene procedures before and after the event.</li> <li>Cutlery/utensil must only be handled by one member of staff.</li> </ul> <p>Gloves, aprons, etc should be worn</p>	<p>4 Low</p>	
<p><b>Additional Local Concern</b> <b>Child needs help dressing</b></p>	<p style="text-align: center;">16 Very High</p>	<p>School controls</p> <p>Pupils have been asked to try and wear clothes that they can fasten/unfasten independently</p> <p style="text-align: center;"><b>Covid Adaptations</b></p> <p>Refer to school generic risk assessment for general rules. P.E will be undertaken outside where possible to avoid clothing changes</p> <p>Pupil may need staff to lead or direct within a closer proximity than 2 metres if this is necessary the following should be adhered to,</p> <ul style="list-style-type: none"> <li>Staff to try and limit time with closer proximity to 15 minutes</li> </ul>	<p>4 Low</p>	

		<ul style="list-style-type: none"> <li>Staff and pupil to follow hand washing and hygiene procedures before and after the event.</li> </ul>		
<b>Additional Concerns</b> <b>Child needs daily medication</b>	16 Very High	School controls Office staff will follow procedures for administering medication <p style="text-align: center;"><b>Covid Adaptations</b></p> Pupil may need staff to lead or direct within a closer proximity than 2 metres if this is necessary the following should be adhered to, <ul style="list-style-type: none"> <li>Staff to try and limit time with closer proximity to 15 minutes</li> <li>Staff and pupil to follow hand washing and hygiene procedures before and after the event.</li> <li>Pupil will come to office front window.</li> </ul> Office staff will prepare medication and child will come round when called.	4 Low	
<b>Increased risk of exposure to Covid-19 as a result of poor environmental hygiene</b>	12 High	<ul style="list-style-type: none"> <li>Prior to staff and pupils returning, a clean will take place in all areas including the use of electrostatic spraying.</li> <li>An enhanced cleaning regime will be in place including an increased focus on high intensity touchpoints such as door furniture (push plates, handles), wall furniture (light switches, sockets) and sanitary ware to ensure those spaces are sanitised more regularly.</li> <li>All areas will be electrostatically sprayed weekly with a protective covering.</li> <li>A Start Back kit will be provided to all establishments including disposable gloves, tissues, towel and soap dispensers, viral wipes and aprons.</li> <li>Introduce a clear desk policy and remove unnecessary items from classrooms and work areas to ensure all areas are more easily cleaned</li> <li>Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).</li> <li>Limit the use of shared resources, including those usually taken home. Keep bags off desks and worktops. Any shared materials and surfaces should be cleaned more frequently.</li> <li>Anti-viral sanitising wipes will be provided for regular use at computer keyboards, photocopiers and telephones.</li> <li>Lidded bins for tissues are emptied throughout the day.</li> </ul>	4 Low	



		<ul style="list-style-type: none"> <li>▪ Where safe to do so it is good practice to keep windows and doors open to increase natural ventilation and reduce contact with door handles. Internal fire doors should never be held open (unless assessed and provided with appropriate hold open and self-closing mechanisms which respond to the actuation of the fire alarm system).</li> <li>▪ Although Health Protection Scotland regard this as a non-airborne virus we have taken the following industry guidance from REHVA (European Collaboration Network): <ul style="list-style-type: none"> <li>○ Ventilation Systems bring air into and extract air out of buildings and therefore should remain active – these have been switched on 24/7.</li> <li>○ Where air conditioning units cannot be fully fresh air intake these will be switched off.</li> <li>○ The opening windows or doors in these areas (except fire doors) should be used to regulate heat alongside the ventilation system.</li> <li>○ Server rooms will remain on as no personnel occupy these spaces.</li> </ul> </li> <li>▪ Consider regular meetings with cleaning staff to confirm cleaning regimes, adjust as necessary to take account of high traffic or problem areas and ensure that levels of supplies are maintained.</li> <li>▪ If a pupil, member of staff or visitor has been confirmed as being tested positive for COVID-19 - the Facilities Officer will immediately arrange an electrostatic spray of the entire premise. The product used will decontaminate within minutes.</li> </ul>		
<b>Additional Local Concerns</b> <b>Personal Care Plans</b>	16 Very High	School controls Personal care plans detail each pupils individual needs <p style="text-align: center;"><b>Covid Adaptations</b></p> Pupil may need staff to lead or direct within a closer proximity than 2 metres if this is necessary the following should be adhered to, <ul style="list-style-type: none"> <li>• Staff to try and limit time with closer proximity to 15 minutes</li> <li>• Staff and pupil to follow hand washing and hygiene procedures before and after the event.</li> <li>• Gloves aprons, etc. should be worn.</li> </ul> Allocated room should be used as specified in personal care plan	4 Low	

<p><b>Increased risk of exposure to Covid-19 and its effects as a result of poor communication</b></p>	<p>12 High</p>	<ul style="list-style-type: none"> <li>• All staff are aware of, and have access to, the full range of Corporate guidance on managing risks associated with Covid-19 including Education Resources Safe System of Work – Covid-19 Working Safely in Educational Establishments.</li> <li>• All staff have been briefed on new working arrangements and understand the role they have to play.</li> <li>• All staff have the opportunity to discuss new working arrangements on an ongoing basis and are aware of how to report concerns.</li> <li>• Zero tolerance of symptoms should be in place and staff will follow strict compliance with current Government guidance in relation to Test and Protect and restrictions on movement.</li> <li>• Staff understand Covid-19 infection symptoms and what to look out for.</li> <li>• All visitors including parents, contractors and suppliers are advised not to enter the premise unless previous agreed by the management team.</li> <li>• Contractors and suppliers are aware of local protocols for entering the premises and safe use of facilities such as toilets.</li> <li>• The establishment provides regular, timely and clear communication about the approach they are taking to recovery</li> <li>• All children and young people and parents are aware of the new arrangements and controls within and their responsibility in taking these forward.</li> <li>• Consider parental surveys/communications to encourage walking, cycling, scootering, park and stride and remind parents of responsible parking, drop off and pick up.</li> <li>• The establishment has arrangements for good quality dialogue with pupils about the new measures and any changes.</li> <li>• The establishment will ensure its approach co-ordinates with wider easing arrangements nationally and locally to help promote a coherent feel to provision of services and will consider designating a member of management staff to act as a ‘Covid Officer’ to help take this forward. Regular meetings required to ensure risk mitigation actions remain in place and resolve any issues arising.</li> <li>• The establishment will inform all staff and follow all instructions in relation to the following national programmes available to all establishments within South Lanarkshire :</li> </ul>	<p>4 Low</p>	
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		<ul style="list-style-type: none"> <li>✓ Test and Protect programme</li> <li>✓ Fast access to Covid-19 testing for staff and pupils</li> <li>✓ Enhanced surveillance programme for schools and nurseries</li> </ul>		
<b>Additional Local Concerns</b>				
<b>Increased risks due to long term closure of the building</b>	12 High	<ul style="list-style-type: none"> <li>• Property inspection arrangements will continue prior to schools and nurseries returning in August including required checks such as water, utilities, lifting equipment and fire controls.</li> </ul>	4 Low	
<b>Additional Local Concerns</b>				
<b>Additional Risk Areas</b>	12 High	<ul style="list-style-type: none"> <li>• Consider Personal Risk Assessments for those employees deemed clinically vulnerable by NHS.</li> <li>• Review existing Fire Evacuation Plans including PEEPs</li> <li>• Review existing risk assessments and safe systems of work for practical subject areas in secondary taking account of the controls above.</li> <li>• Review existing Health Care Plans, risk assessments and Behaviour Assessment and Support Plans (BASPSs) for children with more complex needs taking account of the controls above.</li> <li>• Ensure that staff are fully aware of the wellbeing supports available to them including those via South Lanarkshire Council's Employee Assistance Scheme,.</li> <li>• Consider new guidance on supporting the mental health and wellbeing of children and young people.</li> <li>• Staff should also review all Wellbeing curricular supports available to them including Scottish Government and Education Scotland Guidance and SLC related resources including Promoting Positive Relationships and Understanding Distressed Behaviour, Attachment Theory and Practice, Education Operating Procedure A30 - Supporting those involved in Violent Incidents and Autistic Spectrum Disorder (ASD Consultation).</li> <li>• For all nurseries, the Head is required to complete a "Changes to Service Delivery due to Coronavirus (COVID-19)" notification to the Care Inspectorate by using the eforms. This will allow for your nursery to re-open and re-activate your registration.</li> </ul>	4 Low	

Supplementary recording sheet used? Yes  No  Number of sheets used: \_\_\_\_\_

**Specific Additional Guidance/Notes:**

- Ed Res Covid\_19 Pupils Returning Safe System of Work
- Current public health approach on clinical vulnerabilities
- Government direction and guidance on required action available from [www.gov.scot/coronavirus-covid-19/](http://www.gov.scot/coronavirus-covid-19/)

Further Actions/Recommendations	Timescales	Responsible Person
Ongoing review with Union Member next meeting week beginning 7 <sup>th</sup> September 2020 unless	2 weeks	EJ
<b>Standard Actions</b>		
Provision of Information, Instruction and Training		
Passing on the details to others within SLC, partners or contractors		
Preparation of Safety System of Work		
Commissioning other specialist risk assessments (please list relevant ones)	1)	
	2)	
	3)	

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

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



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

<b>Risk Assessor(s):</b> Elaine Johnston, Head Teacher		<b>Manager Name:</b> Elaine Johnston		<b>Date:</b> 27.8.2020
<b>Reviewer:</b> Stephen Nixon		<b>Establishment:</b> Greenhills Primary School and Nursery Class		
<b>Signature(s)</b> 	<b>Date:</b> 09.09.20	<b>Signed:</b> 		

