**Risk Assessment for dealing with the current Covid-19 situation in the school and workplace.**

Covid-19 is a new illness that can affect your lungs and airways. It is caused by a virus called Coronavirus. Symptoms can be mild, moderate, severe or fatal.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **What are the hazards?** | **Who might be harmed** | **Controls Required** | **What is the risk rating BEFORE controls?**  **severity of harm x Likelihood= risk rating** | **Additional Controls** | **What is the risk rating AFTER controls?**  **severity of harm x Likelihood= risk rating** | **Action by who?** | **Action by when?** | **Done** |
| Spread of Covid-19 Coronavirus  Contaminated workplace  Someone becomes infected with Covid 19.  Health and wellbeing compromised by lack of/ insufficient or inappropriate use of PPE  A child, staff member or volunteer becomes unwell at school.  Someone who is infected enters the building.  Increase in mental health issues in children and staff.  Vulnerable children and staff.  Lack of social distancing and spread of Covid19  Someone who is infected enters the premises.  Poor communication leads to procedures not being followed and resultant spread of Covid 19  Contaminated equipment and other resources | * Staff * Children * Visitors to your premises * Cleaners * Contractors * Drivers * Vulnerable groups – Elderly, Pregnant workers, those with existing underlying health conditions * Anyone else who physically comes in contact with you in relation to the school or church business | **Hand Washing**   * Hand washing facilities with soap and water in place. * Stringent hand washing taking place. * See hand washing guidance. * <https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/> * Drying of hands with disposable paper towels. * <https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/> * Staff encouraged to protect the skin by applying emollient cream regularly * <https://www.nhs.uk/conditions/emollients/> * Gel sanitisers in any area where washing facilities not readily available. Also available in every classroom.   **Cleaning**  Frequently cleaning and disinfecting objects and surfaces that are touched regularly particularly in areas of high use such as door handles, light switches, reception area using appropriate cleaning products and methods.  **Social Distancing**  Social Distancing  -Reducing the number of persons in any work area to comply with the 2-metre (6.5 foot) gap recommended by the Public Health Agency  <https://www.publichealth.hscni.net/news/covid-19-coronavirus>  <https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people>  Taking steps to review work schedules including start & finish times/shift patterns, working from home etc. to reduce number of workers on site at any one time. Also relocating workers to other tasks.  Redesigning processes to ensure social distancing in place.  Conference calls to be used instead of face to face meetings.  Ensuring sufficient rest breaks for staff and pupils.  Social distancing also to be adhered to in canteen area (Bean)and toilets.  **Ventilation:**  Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units  **Wearing of Gloves**  Where Risk Assessment identifies wearing of gloves as a requirement of the job, an adequate supply of these will be provided. Staff will be instructed on how to remove gloves carefully to reduce contamination and how to dispose of them safely.  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 * if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. * A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn   **RPE**  *Public Health guidance on the use of PPE (personal protective equipment) to protect against COVID-19 relates to health care settings. In all other settings individuals are asked to observe social distancing measures and practice good hand hygiene behaviours*  Where face masks is a requirement for risks associated with the work undertaken in maintenance, these will be provided.  If the Gov guidance requires the wearing of face masks, it will be the responsibility of parents to provide for children and staff to provide their own.  Teachers to provide appropriate support to children when face masks need replacement.  **Symptoms of Covid-19**  If anyone becomes unwell with a new continuous cough or a high temperature in the workplace they will be sent home and advised to follow the stay at home guidance.  Line managers will maintain regular contact with staff members during this time.  If advised that a member of staff or public has developed Covid-19 and were recently on our premises (including where a member of staff has visited other work place premises such as domestic premises), the management team will contact the Public Health Authority to discuss the case, identify people who have been in contact with them and will take advice on any actions or precautions that should be taken. <https://www.publichealth.hscni.net/>  **Delivery drivers**  Procedures in place for Drivers to ensure adequate welfare facilities available during their work - Reference  <https://www.hse.gov.uk/news/drivers-transport-delivery-coronavirus.htm>  COVID-19-guidance on freight transport.  Persons should not share vehicles or cabs, where suitable distancing cannot be achieved.  **Mental Health**  Management will promote mental health & wellbeing awareness to staff and pupils during the Coronavirus outbreak and will offer whatever support they can to help  Reference -  <https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>  [www.hseni.gov.uk/stress](http://www.hseni.gov.uk/stress)  **Shielded and clinically vulnerable children.**  For the vast majority of children and young people, coronavirus is a mild illness. 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. We do not expect these children to be attending school, and they should continue to be supported at home as much as possible.  **Shielded and Clinically extremely vulnerable staff**  Shielded and Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work.  **Living with a** s**hielded and Clinically extremely vulnerable person**  **If** a child, young person 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 stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions.  **Early Years setting**   * Reduce contact between people as much as possible * Only mix in a small, consistent group and that small group stays away from other people and groups. * Apply regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.   **Communication with parents:**   * Children, young people, parents, carers or any visitors, such as suppliers, not to enter the school or church 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)) * If a child needs to be accompanied to the school, only one parent should attend * tell parents 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)   **Communication with staff:**   * 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   **Communication with contractors**   * 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   **Outside space:**  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   **Shared Resources:**  Reduce the use of shared resources:   * Limit the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff * 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 | 3x5=15  Medium  3x5=15  Medium  3x5=15  Medium  3x3=9  Medium  3x5=15  Medium  3x5=15  Medium  3x3=9  Medium  3x5=15 medium  4x3=12  Medium  3x5-15  Medium  3x5=15  Medium  3x5=15  Medium  3x5=15  Medium | Staff, teachers and pupils to be reminded on a regular basis to wash their hands for 20 seconds with water and soap and the importance of proper drying with disposable towels.   * Schedule for every classroom whereby children will be taken to wash their hands. * 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   Antibacterial wipes on every child’s desk.  Also reminded to catch coughs and sneezes in tissues – Follow Catch it, Bin it, Kill it and to avoid touching face, eyes, nose or mouth with unclean hands. Tissues will be made available throughout the workplace.  Encourage staff to report any problems and carry out skin checks as part of a skin surveillance programme  <https://www.hse.gov.uk/skin/professional/health-surveillance.htm>  To help reduce the spread of coronavirus (COVID-19) reminding everyone of the public health advice - <https://www.publichealth.hscni.net/news/covid-19-coronavirus>  Posters, leaflets and other materials are available for display.  <https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19>   * Rigorous checks will be carried out by teachers and HS Coordinator to ensure that the necessary procedures are being followed. * 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 using standard products, such as detergents and bleach * ensure that bins for tissues are emptied throughout the day   Staff to be reminded on a daily basis of the importance of social distancing both in the workplace and outside of it.  Staff to educate pupils and monitor that social distancing is applied throughout.  Management checks to ensure this is adhered to.  Organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible  Create one way flow in the school corridors.  refresh the timetable:   * 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 * 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   Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)   * prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation   Staff to be reminded that wearing of gloves is not a substitute for good hand washing.  To minimise the risk of transmission of COVID-19 during facial masks the following additional measures should be carried out –  wash their hands before and after the wearing face masks.  Discard disposable masks immediately in the bins and clean hands using a suitable disinfectant or cleaning wipe.  Test face pieces that cannot be adequately  Reference <https://www.hse.gov.uk/news/face-mask-ppe-rpe-coronavirus.htm>  Internal communication channels and cascading of messages through line managers will be carried out regularly to reassure and support employees in a fast changing situation.  Line managers will offer support to staff, parents and pupils who are affected by Coronavirus or has a family member affected.  Communicate with companies who deliver supplies to ensure welfare facilities will be available for drivers. Allowing delivery drivers adequate breaks to avail of proper welfare facilities.  Regular communication of mental health information and open door policy for those who need additional support.  Greater support through PSHE   * consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing * consider 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 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) * 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 |  | Teachers  Mona van Wyk  Mona van Wyk  Alex Smith  Teachers  HS Coordinator  Teachers  HoDs  Principal | 1 June 20  1 June 20  1 June 20  Before school re-open and at least daily  Daily and ongoing checks |  |

**References:**

* Guidance: Covid 19: Implementing protective measures in schools and childcare settings May 2020
* [Guidance for education and childcare settings](https://nga.us4.list-manage.com/track/click?u=61b50c958d6d8bdc66ca58bbd&id=d6da3935f3&e=f93f390fba)
* <https://www.hseni.gov.uk/topic/covid-19-advice-and-guidance-places-work>

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Who is at Risk** | |  | **Likelihood** | **Chance** | **Description** |
| A | HL Pre-School staff |  | 1. Very unlikely | 0 - 20% | The event may occur only in exceptional circumstances |
| B | Parents |  | 2. Unlikely | 21% - 40% | The event could occur at some time |
| C | Children |  | 3. Moderate | 41% - 60% | The event will occur at some time |
| D | Volunteers |  | 4. Likely | 61% - 80% | The event could occur in most circumstances |
| E | Other Agencies |  | 5. Very likely | 81% - 100% | The event will occur in most circumstances |

|  |  |
| --- | --- |
| **Severity** | **Description. Mental health related in blue** |
| 1. Negligible | Minor first aid treatment causing minimum work interruption. Apprehension/ Alarm on one off occasion or of short duration requiring no treatment. |
| 2. Minor | Injury requiring first aid treatment. Minor concern or worry being displayed over a period of time, but responding to local support from manager and colleagues, and not requiring time off work. |
| 3. Serious | Injury requiring medical treatment, causing inability to continue work for more than 7 days (excluding day of accident). RIDDOR. Significant trauma displayed after event or over considerable period of time, causing health issues requiring GP or counselling. |
| 4. Major | Permanent or life changing Major trauma related illness resulting in self harm and long term incapacity requiring medical treatment and/or counselling. |
| 5. Fatalities | Single or multiple deaths. Extreme mental health issues leading to suicide. |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Severity** | | | | | |  |  | |  |
|  |  | **1** | **2** | **3** | **4** | **5** |  | **Risk Ranking** | | |
|  | **Likelihood** | **1** | 1 | 2 | 3 | 4 | 5 |  | 1 - 5 | Low risk - acceptable, monitor | |
|  | **2** | 2 | 4 | 6 | 8 | 10 |  | 6 - 15 | Medium risk - acceptable, subject to guidance | |
|  | **3** | 3 | 6 | 9 | 12 | 15 |  | 16 - 25 | High risk - unacceptable, activity must not proceed | |
|  | **4** | 4 | 8 | 12 | 16 | 20 |  |  |  |  |
|  | **5** | 5 | 10 | 15 | 20 | 25 |  |  |  |  |