

**Safety, Health and Environment (SHE)**

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

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Schools completed COVID-19 risk assessments when they reopened for priority groups during the summer term and implemented protective measures recommended by DfE and HPE. Now that the Government requires schools to plan for all pupils in all year groups to return to school full-time from the beginning of the autumn term and implement a ‘system of controls’, the GCC COVID-19 Risk Assessment has been updated to support schools to prepare for this..

**Coaley playgroup**

**COVID-19 Risk Assessment January 2021**

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| **ASSESS**  **Decide appropriate control measures for managers and employees to implement under a ‘Plan’, ‘Do’, ‘Review’ cycle.** | | | | | |
| |  | | --- | | \*The preventative measures in this risk assessment are not mandatory but are provided as guidance on reducing the risk of transmission and comply with DfE ‘system of control’ requirements. Each school/setting must consider their own situation and adapt the assessment by editing the measures where appropriate. Remove any measures that are not relevant or will not be applied in your setting and add any additional local measures that you are implementing. | |  | | | | | | |
| **Who may be at risk:** Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.  **Vulnerable groups:** Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. Some people with particular characteristics may be at comparatively increased risk from COVID-19 (due to age, deprivation, ethnicity, etc.). An individual risk assessment may be appropriate for those who are very anxious about returning to their workplace. | | | | | |
| **PLAN** | | **DO** | | | **REVIEW** |
| **Prepare Building, timetables and lessons, policies and procedures** | **Prepare Employees, Parents and pupils and other site users** | **Control Access and visitors** | **Minimise contacts and social distances** | **Infection control measures** | **Communicate and Review Arrangements** |
| **Buildings**   Ensure that all health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.).   Reviewing emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.).   Ventilation and AC systems working optimally; (ventilation system should be kept on continuously, with lower ventilation rates when people are absent).   Make provision for children who display COVID-19 symptoms/ become ill during the day to be isolated. Space should be identified in addition to the usual medical room.   Ensure school has sufficient supplies of PPE including cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements.   Provide suitable and sufficient bins to support pupils and staff to follow the ‘catch it, bin it, kill it’ approach.   Provide sufficient tissues in all rooms.   Create a plan of the building to mark out areas where mixing is more likely and so where distancing and other measures are required.  Evaluate the capacity of rooms and shared areas.   Consider door signs mounted to identify max number in toilets at one time.   COVID-19 posters/ signage displayed.   Identify ‘crunch points’ (e.g. entrances/ exits/ corridors/ shared space and consider how movement can be staggered.   Consider one-way system if possible for circulation around the building, fire door used if necessary.   Can separate doors be used for in and out of the building (to avoid crossing paths).   Identify doors that can be propped open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding. Seek advice from SHE if necessary.   Identify rooms that can be accessed directly from outside (to avoid shared use of corridors).   Inspect main hall and areas and remove unnecessary items and furniture to make more space.   Make arrangements with cleaners to put in place an enhanced cleaning schedule that includes frequent cleaning of rooms, shared areas that are used frequently and touched surfaces.  **Timetabling and activities**   Consider adjusting start and finish times to keep playgroup apart as they arrive and leave the school premises.   When timetabling, groups should be kept apart and movement around the playgroup site kept to a minimum to avoid creating busy corridors, entrances and exits.   Prepare arrangements to allow remote learning to take place should a partial or full closure of the playgroup be required, at any point in the next academic year.  **Policies and procedures**   Update policies to reflect changes brought about by COVID-19, including:  o Safeguarding/child protection  o Behaviour  o Curriculum  o Special educational needs  o Visitors to school   Ensure website is compliant with regards to the publishing of policies.   Establish a visitors’ protocol so that parents, contactors, professionals working with individual children are clear about the infection control measures that you have in place.   The committee and playgroup manager to have regard to staff (including the manager) work-life balance and wellbeing. Information shared about the extra mental health support for pupils and staff is available.  **Response to any infection**   Playgroup manager and staff understands the NHS Test and Trace process and how to contact their local Public Health England health protection team.   Plan how to inform staff members and parents/ carers that they will need to be ready and willing to  o book a test if they are displaying symptoms;  o inform the playgroup immediately of the results of a test;  o provide details of anyone they have been in close contact with;  o self-isolate if necessary. | **Employees**   Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken.   Consider personal risk factors: age, pregnancy, existing health conditions and ethnicity and where necessary conduct individual risk assessments.   Employees fully briefed about the plans and protective measures identified in the risk assessment.   Regular staff briefings.   Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security.   Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend playgroup.   Information shared about testing available for those with symptoms.   Where there are appropriate sources of guidance practitioners should refer to curriculum specific guidance in relation to the EYFS disapplications.   Practitioners to identify shared resources and how to prevent mixed contact (e.g. cleaning between bubbles or rotas for equipment use).   Identify and plan activities that could take place outdoors.   Plan for remote education for pupils, alongside playgroup activities in case of a lockdown or pupils having to isolate.  **Parents/pupils**   Review EHCPs where required.   Communicate to parents on the preventative measures being taken.   Post the risk assessment or details of measures on school website.   Parents and pupils informed about the process that has been agreed for drop off and collection.   Ensure parents have a point of contact for reassurance as to the plans put in place.   Limit the equipment children bring into playgroup each day to essentials such as lunch boxes, hats, coats.   Bags are allowed.   Parents informed only one parent to accompany child to school.   Parents and pupils encouraged to walk or cycle where possible.   Clear messages to  pupils about minimising the use of public transport and how to reduce the risks of transmission outside of school.   Drop-off and collection times planned and communicated to parents.   Made clear to parents that they cannot gather at entrance gates or doors.   Encourage parents to phone playgroup and make telephone appointments if they wish to discuss their child (to avoid face to face meetings).   Communications to parents (and young people) includes advice on transport.  **Others**   Communication with contractors and suppliers that will need to prepare to support plans for opening (e.g. cleaning, catering, food  supplies, hygiene suppliers).   Communication with others (e.g. extended school provision, lettings, regular visitors, etc.)   Limit visitors by exception (e.g. for priority contractors, emergencies, prospective parents, Glos EY team, outside agencies etc.). | **Access**   Entry points to playgroup controlled (including deliveries).   Building access rules clearly communicated through signage on entrances.   Playgroup start times staggered so arrive at different times to school children.   Floor markings outside school to indicate distancing rules (if queuing during peak times). See school..   Hand sanitiser provided at all entrances.   Staff, parents and visitors to remove face coverings at playgroup and wash hands immediately on arrival.   Gathering at the playgroup gates prohibited.   Staff on duty outside playgroup to monitor protection measures.  **Visitors**  Wherever possible keep meetings on a virtual platform (e.g. 1:1 sessions with professionals, recruitment interviews, parental meetings etc.).  Prospective parents are welcome to look round the setting on a Thursday when playgroup is closed at prearranged times. Social distancing will be adhered to and masks worn.   When playgroup opens fully to more numbers, virtual tours will be provided.   Parents/carers and visitors coming onto the site without an appointment is not to be permitted.   Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.   Where possible visits arranged outside of playgroup hours.   A record kept of all visitors, using the Track and Trace app and QR code in visitors folder. | **Minimising contacts and mixing between people reduces transmission of COVID-19 and the playgroup will consider how to implement this.**  **‘Bubbles’**   Removal of bubbles in early years setting from 20 July,  Whatever the size of the bubble, where possible remain consistent  groups where possible.  This allows a less restrictive approach to mixing, and operating within strict space and ratio requirements, within settings than schools.   Keep a record of children and staff in each bubble or close contact group.  **Minimise mixing**   Removal of bubbles in early years setting from 20 July,  Whatever the size of the bubble, where possible remain consistent  groups where possible.  This allows a less restrictive approach to mixing, and operating within strict space and ratio requirements, within settings than schools.   Groups use the same areas of a setting throughout the day.  Where possible, children should only attend one setting. A ‘system of control’ to be in place, in case of a suspected case for that child.   If needed to minimise mixing bubbles can be split into keyworker bubble groups during arrival, lunchtime, breaks.   child movements around the playgroup site, either in groups or individuals is controlled to limit contact and mixing (toilets)  Separate spaces for each group clearly indicated for snack and lunch times, if numbers increase.   Limiting the number of pupils who use the toilet facilities at one time.   Allow pupils to have access to toilets at all times during the day to prevent queues developing at social times.   The same practitioner and other staff are assigned to each keyworker bubble and, as far as possible, these stay the same.  **Distancing**   Staff to keep 2 metres from other adults as much as possible.   Staff to avoid close face to face contact and minimise time spent within 1 metre of anyone.   Use a simple 'no touching' approach for young children to understand the need to maintain distance. Social story given to parents about hugging.  **Minimising contact**   Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied.   Taking communication books home limited, although unnecessary sharing avoided.   Practitioners to have their own individual and very frequently used equipment, such as pencils and pens  **Educational Visits and journeys**   Risk assessments of visits and journeys to be undertaken by visit leaders. | **Minimise contact with individuals who are unwell:**   Refer to PHE guidance and Action Cards for Early Years settings for Managers.   Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend playgroup.   If anyone becomes unwell at playgroup they will be isolated, sent home and provided with information on what to do next.   An unwell child awaiting collection, will be isolated in a suitable room with or without adult supervision (depending on age and needs of the child).   Staff caring a child awaiting collection to keep a distance of 2 metres.   PPE to be worn by staff caring for the child if 2 metres distance cannot be maintained.   Staff to wash their hands after caring for a child with symptoms.   All areas where a person with symptoms has been to be cleaned after they have left.   Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 10 days.  **Hand washing**   Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning).   Sufficient handwashing facilities are available.   Where there is no sink, hand sanitiser provided in classrooms.   Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser.   Pupils to clean their hands when they arrive at playgroup, when they return from outside and before and after eating and before they gp home.   Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small children and pupils with complex needs).   Use resources such as “e-bug” to teach effective hand hygiene etc. (send out to parents to share with children)  **Respiratory hygiene**   Adults and pupils are encouraged not to touch their mouth, eyes and nose.   Adults and pupils encouraged to use a tissue to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)   Tissues to be provided.   Bins for tissues provided and are emptied throughout the day.   Singing should not take place in larger groups.  Measures to be taken when singing in small groups include:  o physical distancing;  o playing outside wherever possible;  o limiting group to no more than 15;  o positioning pupils back-to-back or side-to-side;  o avoiding sharing of instruments; (cleaned with anti-bac wipe straight after)  o ensuring good ventilation.  **Cleaning**   Sanitising spray and paper towels to be provided in the playgroup building for use by members of staff.   Thorough cleaning of rooms at the end of the day.   Shared materials and surfaces to be cleaned frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.).   Resources that are shared between children to be cleaned frequently and meticulously and always at the end of the day   Outdoor equipment  appropriately cleaned frequently.   Toilets to be cleaned regularly after every use.   Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces.  **PPE**  The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:   where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained   where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.  **First Aid**   Check if qualifications run out. Consider enrolling staff on training.   Employees providing first aid to pupils will not be expected to maintain 2 metres distance. The following measures will be adopted:   washing hands or using hand sanitiser, before and after treating injured person;   wear gloves or cover hands when dealing with open wounds;   if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives;   if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest.   dispose of all waste safely. | Consultation with employees on risk assessments.   Risk assessment published on playgroup website.   Nominated employees tasked to monitoring protection measures.   Staff encouraged to report any non compliance.   The effectiveness of prevention measures will be monitored by the playgroup manager.   This risk assessment will be reviewed if the risk level changes (e.g. following local/national lockdown or cases or an outbreak) and in light of updated guidance.  (see tier system) |
| * https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools * https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak * <https://www.gov.uk/government/publications/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> * <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures> * COVID-19 early outbreak management early years settings | | | | | |