

Bexley Grammar School Risk assessment (v6) for Full Opening during Covid-19

Corporate Health & Safety created this risk assessment on: 02 March 2021 (Review Date 02 March 2022)

Directorate: Children's Services

Department: Education, Partnership, Schools and Colleges

Service: Education (LBB-run schools)

Location: All schools

Bexley Grammar Risk Assessment adopted by Headteacher & SMT and agreed by Headteacher: Stephen Elphick, 08 March 2021

Overall risk rating: 6 (LOW)

Instructions:

1. This applies to all work activities that fall under this particular task.
2. If further controls are necessary, these should be recorded in the 'Additional controls to reduce risk' column and a revised lower score given.
3. Please communicate this risk assessment to all your staff e.g. via email, team meetings etc., evidencing how you do this.
4. Review the risk assessment annually, after an accident/incident or significant changes to the workplace or working processes.

Terminology:

- **Activity**- The type of work being undertaken e.g. use of a piece of electrical equipment or machinery.
- **Hazard**- Something with the potential to cause harm. Harm can be physical, chemical, biological or psychological.
- **Control Measures**- Actions taken to prevent hazard being realised. Control measures can include such areas as training, supervision, safe systems of work, maintenance procedures, physical measures such as guarding and personal protective equipment.
- **Likelihood** – the chances of harm occurring on a scale of 1 to 5 with 1 being highly unlikely and 5 being highly likely
- **Risk Rating**- Multiply the likelihood figure by the severity figure to get the risk rating after the existing control measures have been considered.
- **Severity** – the level of harm/injury caused by the accident or incident, on a scale of 1 to 5 with 1 being no injury and 5 being a fatality.

**Likelihood (L) × Severity (S)
= Risk Rating (RR):**

	L = 1	L = 2	L = 3	L = 4	L = 5
S = 1	1	2	3	4	5
S = 2	2	4	6	8	10
S = 3	3	6	9	12	15
S = 4	4	8	12	16	20
S = 5	5	10	15	20	25

Possible Likelihood

5 Highly likely
4 Likely
3 Possible
2 Unlikely
1 Highly unlikely

Possible Severity

5 Fatality
4 Major injury
3 Hospital treatment
2 First aid required
1 No injury

Rating	Action
15-25 Very High	Work should not be undertaken without reducing risk
10-12 High	As above
8-9 Moderate	Work fine to continue. Additional controls should be considered
4-6 Low	Work fine to continue with existing controls
1-3 Very Low	As above

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				L	S	RR		L	S	RR
<p>General: Risk assessment and consultation with staff and the provision of wellbeing support to staff and pupils</p>	<p>Staff and pupil concerns not taken into account. Staff concerned about return to work and school</p>	<p>Staff and pupils</p>	<p>The country is currently in National Lockdown until 8 March 21 and a road map to ease out of lockdown will begin with school pupils who were remote learning, returning to school from 8 March in a phased return.</p> <p>This risk assessment is for dissemination within schools by the school's own internal school consultation and training methods and control measures in this risk assessment must be adopted by each school.</p> <p>The advice for education settings is summarised in these pages: Coronavirus (COVID-19): Education, universities and childcare. From Monday 8th March, all schools can re-open to all pupils who were remote learning, in a phased manner.</p> <p>Guidance for parents and carers has been updated about pupils attending education settings in the spring term 2021 ahead of 8th March.</p>	1	4	4				

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Risk assessment and consultation with staff and the provision of wellbeing support to staff and pupils (continued)	Risk of Covid-19 transmission	Staff and children	<p>To minimise risk, all elements of the system of control measures in this risk assessment must be put in place and remain in place until the pandemic ceases. School Leaders should ensure that systems are implemented to ensure the control measures are followed and any breaches, including near misses are recorded.</p> <p>As required under health and safety legislation, risk assessments must be subject to consultation with staff and findings published to staff. It is best practice to share the risk assessment also with parents and HSE requires that it is published on our website.</p> <p>A General Covid-19 risk assessment is in place for LBB staff and communicated within each school's own cascade system. Staff informed of plans (for example safety measures, timetable changes, staggered arrival and departure times and consulted for any concerns). The Council consults with the Unions weekly as well as in meetings with the Local Consultative Group (LCG) to ensure a corporate approach to risk controls, which includes community schools. Other schools should ensure that any appropriate additional steps have been undertaken consistent with any procedures in place for their own school.</p>	1	4	4	<p>BGS has adopted and adapted the LBB risk assessment and adopted these control measures to comply with government guidance.</p> <p>The school's insurance (Zurich) will cover Covid-19 related incidents where this risk assessment is met.</p>	1	4	4

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Risk assessment and consultation with staff and the provision of wellbeing support to staff and pupils (continued)	Risk of Covid-19 transmission through concerns not being taken into account	Staff and children	<p>School Heads encourage active communication between staff on concerns and ensure staff read all communications and this includes senior leaders and governing bodies. Senior leaders implement working practices promoting a good work-life balance. Staff surveys to be encouraged locally at each school on aspects of working during Covid-19. School Governing Bodies must be involved in overseeing this risk assessment and its implementation.</p> <p>Staff to support pupil wellbeing and direct pupils and their parents to further information and support.</p> <p>Curriculum focus on wellbeing and time allowed in the timetable for pupils to share their concerns.</p> <p>SEND to contact secondary school Inclusion Manager to discuss pupils transitioning who are vulnerable and/or have additional needs.</p>	1	4	4	SCE continues to liaise with staff, union reps, governors and provides regular, clear communication with parents and students.			

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Risk assessment and consultation with staff and the provision of wellbeing support to staff and pupils (continued)	Risk of Covid-19 transmission through concerns not being taken into account	Staff and children	<p><u>Guidance for schools from September 2020:</u> The following 10 control measures must all be met, more details of which are explained below:</p> <ol style="list-style-type: none"> 1) minimise contact with individuals who are required to self-isolate by ensuring that they do not attend school. 2) Ensure face coverings are used in recommended circumstances. 3) Ensure everyone is advised to clean hands thoroughly more often than usual. 4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach. 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents. 6) Consider how to minimise contact across the site and maintain social distancing wherever possible. 7) Always keep occupied spaces well ventilated 8) Ensure individuals wear appropriate personal protective equipment (PPE) where necessary. 9) Promote and engage in asymptomatic testing where available. <p><u>Response to infection</u> 10) Promote and engage with the NHS Test and Trace process.</p>	1	4	4				

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Guidance point 9 Rapid asymptomatic testing of staff and pupils	Risk of Covid-19 transmission during testing Risk of tests not being carried out correctly giving a negative result	Staff and pupils	All secondary pupils are requested to take part in asymptomatic lateral flow rapid testing for Covid-19 before returning to school from 8th March and cooperate with 2 more repeat tests at school followed by a 4th home test and twice a week tests at home thereafter Guidance for secondaries available . Students are kept in year bubbles to minimise contacts and should be kept apart before their first test to prevent those unknowingly carrying COVID 19 from transmitting it to others. This might include bringing pupils in throughout the day/week on a rolling basis. Pupils with symptoms of COVID-19 should not attend school/college and follow UK guidance on self-isolation. The Government has also published information about what rapid lateral flow testing is and why it's being used . Rapid lateral flow tests will be made available to families and childcare support bubbles of all school pupils and staff as schools reopen. More information on tests available to households is available from gov.uk. Rapid test kits can be collected from more than 500 locations, or through workplace testing and local community testing services. PH is advising that those who have had a positive PCR test in the last 90 days do not take a LFD test but if they choose to and it comes back positive, they have to self-isolate for ten days as do their families.	2	4	8	The school mass testing site in the gym has been set up with 6 testing booths and 6 processing stations to cope with 500+ tests in a day. All staff have been trained and have practiced on site. Parents and students over 16 who have given consent will be tested in school before they return to the classroom.	2	4	8

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			<p>No child should be refused entry to school if they or their parents refuse for the test to take place. However the school behaviour expectations still apply to control behaviour that may put others at risk. Pupil testing is staggered by year groups and class where possible to ensure contacts are minimised. First test should take place before pupils return to school fully. Staff are available to talk the secondary school pupils through the process of how to self-test. Staff observe social distancing from the pupils. The majority of pupils will be able to self-test but this should be supervised to ensure it is being done correctly. Some pupils with SEND may have difficulty self-testing physically, mentally or because it causes distress and therefore special schools should work with parents to decide the best way to carry out asymptomatic testing. Guidance is available for specialist settings and SEND testing guidance.</p> <p>Upon returning to school, teaching and non-teaching staff should take twice-weekly tests using a home test kit provided by their school. This includes permanent, temporary and voluntary school staff. Someone who has tested negative may still have the undetected disease and be infectious, so continue to follow good hygiene and social distancing. Anyone who is showing symptoms of coronavirus (COVID-19) who has a negative result from a rapid test will still be required to take a lab-based polymerase chain reaction (PCR) and self-isolate until the result is known.</p>				<p>All staff have been offered twice-weekly testing kits to use before their return to school.</p>			
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Guidance points 1 and 6: Minimise contact with those self-isolating and minimise contact across site and social distancing	Risk of Covid-19 transmission	Staff and children	<p>The return of pupils/staff who are shielding or self-isolating : Those staff and pupils who are clinically extremely vulnerable should not attend school and should remain supported to work/study from home.</p> <p>A person will still be unable to attend if they have had symptoms or a positive test result themselves, they live with someone who has had symptoms or a positive test and are a household contact, or they are a close contact of someone who has Covid-19. New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shield list) was updated on 25 February 2021.</p> <p>The UK Chief Medical Officers issued a statement on schools and childcare reopening which states that there is a low rate of severe disease in children from COVID-19. All pupils, except those who are clinically extremely vulnerable or have been advised specifically by their GP or clinician not to attend school, can continue to attend school. Children who live with someone who is clinically extremely vulnerable and are not vulnerable themselves, can attend school.</p> <p>The government has informed those affected, who will have either an email or letter to confirm the categorisation. Some pupils who remain under the care of a health professional may need to discuss their care before returning to school (usually at their next planned clinical appointment).</p> <p>Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools must continue to be able to immediately</p>	2	4	8	CEV staff have all been contacted and provision made to support them working from home. To be reviewed with new guidance expected on 31 March 2021.	2	4	8

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			<p>offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity but this does not need to be recorded in the attendance register. Where children are not able to attend school as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p> <p>Pregnant staff are in the clinically vulnerable group and require a personal risk assessment in line with the Management of Health and Safety at Work Regulations 1999. Guidance for pregnant workers has been issued and it recommends that pregnant staff should only attend a workplace if the risk assessment states it is safe to do so. Women from 28 weeks gestation or with underlying health conditions such as pre-eclampsia, are at greater risk if they catch Covid-19. It should be noted that heart disease (congenital or acquired) during pregnancy, is now classed as clinically extremely vulnerable and will have been notified by Public Health England. Strict social distancing of 2 meters from others and hygiene controls must be applied. Guidance is available from the Royal College of Gynaecologists.</p> <p>If, for any reason, government advice is given for pupils who live in some areas not to attend schools, but their school remains open, children asked not to attend can have temporary absence until restrictions are lifted. Those pupils must be supported to continue to learn at home.</p> <p>Wraparound provision and extra-curricular activity Schools should continue wraparound provision, such as breakfast and after-school clubs. Schools should work closely with any external wraparound providers which their pupils use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day. Where it is not possible, or it is</p>				<p>Pregnant staff have personal risk assessments carried out.</p> <p>Extracurricular activities that are not wraparound provision will not take place until further</p>			
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<p>Guidance points 1 and 6: Minimise contact with those self-isolating and minimise contact across site and social distancing (continued) and</p> <p>Guidance point 7: Ventilation and</p> <p>Guidance point 8: PPE and</p> <p>Guidance point 10: Engage with Test and Trace</p>			<p>impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision. If schools or external providers do this, they should seek to keep children in small, consistent groups with the same children each time, as far as possible.</p> <p><u>Arrangements for those with symptoms</u> Public Health England does not deem it necessary to take the temperature of pupils as this is an unreliable method to identify Covid-19. Staff and children should not attend if they have Symptoms of Covid-19 or are self-isolating due to confirmed cases in their household. Parents must be told to strictly adhere to this. Symptoms include a high temperature, new continuous cough and loss of taste or sense of smell. Note, if a person has a runny nose, is sneezing or feeling unwell, but does not have Covid-19 symptoms, they do not need to take a test. If someone develops symptoms at school they must be isolated in a separate room and sent home immediately to begin self-isolation and get tested within 3 days of symptoms appearing and no later than 5 days from onset of symptoms. The person with symptoms must follow the stay at home guidance and it is the law that people must self-isolate when instructed to do so by NHS Test and Trace. Arrangements must be in place for how and where those with symptoms will be isolated from the rest of the school whilst awaiting the transport/lift home. The isolation room should have good ventilation, a closing door and minimal furnishings to allow for ease of cleaning.</p>		<p>guidance is issued. Most school extracurricular activities would mix bubbles.</p>	
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			<p>If the child needs to go to the toilet there should be a separate toilet if possible, which must be cleaned and disinfected using standard cleaning products. The area where the symptomatic person was sitting must be cleaned with normal household detergents. PPE must be worn by staff caring for the child whilst they await collection if a distance of 2 meters cannot be maintained.</p> <p>Staff who closely help the person with symptoms must wear a face mask, gloves and apron if breaking social distancing but they do not need to self-isolate unless they develop symptoms themselves. Staff who have been in close contact with the unwell person, even if wearing a face mask, do not need to go home to self-isolate unless the symptomatic person tests positive, or they develop symptoms themselves, or if requested to do so by NHS Test and Trace or Public Health. They must wash their hands thoroughly for 20 seconds after contact with the unwell person and follow decontamination cleaning advice for the room.</p>							
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<p>Guidance points 1 and 6: Minimise contact with those self-isolating and minimise contact across site and social distancing (continued) and</p> <p>Guidance point 3: Washing hands and</p> <p>Guidance point 8: PPE and</p> <p>Guidance point 10: Engage with Test and Trace</p>	Risk of Covid-19 transmission	Staff and children	<p><u>Test and Trace</u> Schools should actively engage with the government's Test and Trace system. To support Test and Trace, the school should hold records of visitors or parents who actually enter buildings for pick ups/drop offs, for 21 days. After 21 days, this information should be securely disposed of or deleted. Schools must ensure that staff members, pupils and parents/carers understand that they will need to be ready and willing to book a PCR test if they are displaying symptoms and not attend school and let the school know the result of the test when known, immediately. A test can be booked on the testing and tracing for coronavirus website or by calling NHS 119 for those with no web access. The school should not ask for proof of a negative PCR test or other medical evidence before admitting or welcoming back after a period of self-isolation.</p> <p><u>Actions from test results are explained below.</u> Any action to prevent further infection will be guided by the health protection team who advise who needs to self-isolate from the school. The school must protect the confidentiality of those tested positive. In some cases, a larger number of other children may be asked to self-isolate as a precaution against an outbreak. To support the health protection team, schools must keep a record of pupils and staff in each group, and any close contact that takes place between children and staff in different groups. Schools do not need to record who the pupils sat next to each day. Anyone showing symptoms should request to be tested under the NHS Test and Trace scheme (test guidance)</p>							

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Guidance points 1, 6: contact with those self-isolating and minimise contact across site and social distancing (continued) and 10: Engage with Test and Trace	Risk of Covid-19 transmission	Staff and children	and contact LBB's Public Health Response Cell for assistance or if urgent, call 0300 303 0450. There is also a Dfe helpline 0800 0468687 (select Option 1 for positive cases). The advice service will advise the school on what to do about those who have been in close contact with the person who was infectious. Close contact means: (i) anyone who lives in the same household as someone with covid-19 symptoms or who has tested positive (ii) anyone who has had the following types of contact with someone who has tested positive on a LFD or PCR test: - Face to face contact including being coughed on or having face to face conversation within 1 metre - Been within 1 meter or longer without face to face contact - Sexual contacts - Been within 2 metres of someone for more than 15 minutes in one go or added up together over one day - Travelled in the same vehicle or plane Household members of those contacts who are sent home do not need to self-isolate themselves unless the child or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate, develops symptoms themselves within their self-isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection and get a test. If someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19)	2	4	8				

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		<p>starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days. If they are not identified as a close contact of a confirmed case, those with negative test results who had a test because they felt unwell, can return to school when they are recovered from the illness as this was not likely to have been Covid-19.</p> <p>If someone with symptoms tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least from the day of onset of their symptoms and the following 10 full days and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The period of isolation starts from the day when they first became symptomatic and the following 10 full days. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate starting from the day the individual's symptoms started and the next 10 full days. Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p>								
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			<p>The PHE local health protection team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school - as identified by NHS Test and Trace.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p> <p>If schools have two or more confirmed cases within 10 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must call the dedicated advice service, who will escalate the issue to the PHE local health protection team where necessary and advise the school on actions required.</p>							
<p>Guidance point 5: Enhance cleaning and</p> <p>Guidance point 8: PPE</p>	Risk of Covid-19 transmission	Staff and children	<p>Follow the COVID-19: cleaning of non-healthcare settings guidance</p> <p>There must be enhanced cleaning of frequently touched surfaces such as doors, hand rails, toilet handles, chairs etc. Ensure the school has extra cleaning regimes and appropriate cleaning products. Minimum twice daily. Normal detergents and bleach will remove traces of Covid-19 virus but check manufacturers instructions so that furniture is not ruined by the products. Ensure sufficient supplies are kept in locked cleaners cupboards.</p> <p>Ensure sufficient handwashing facilities are available in toilet blocks. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments. Those staff asked to clean must be provided with training to do so and appropriate PPE if not a skin-friendly product.</p>	2	4	8				

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Guidance Points 2: Face coverings and 3: Washing hands and 4: Good respiratory hygiene and 7: Ventilation.	Risk of Covid-19 transmission	Staff, children, visitors and contractors	<p>Ensure that all adults and children frequently wash their hands with soap and water for 20 seconds and dry with paper towels thoroughly.</p> <p>Electric hand dryers may be used but encourage thorough washing of hands before use of dryers and not to leave hands damp.</p> <p>Review the NHS guidance on hand hygiene Clean hands on arrival at the setting, before and after eating, and after sneezing or coughing.</p> <p>Supervise use of hand sanitisers around the risk of ingestion. Ensure that help is available for children and young people who have trouble cleaning their hands independently. Consider use of posters on hand hygiene.</p> <p>Children are encouraged not to touch their mouth, eyes and nose and use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it'). Provide tissues in classrooms and lidded bins. Ensure that bins for tissues are emptied throughout the day.</p> <p>Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units.</p> <p>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. Do not prop doors open on fire escape routes/ corridors.</p> <p>Allow children to wear additional warmer clothing with their uniform if windows are open. Open windows furthest towards the top rather than lower down, to avoid drafts. Fully ventilate empty classrooms before and after use. Heating should still</p>	2	4	8	All staff and students recommended to wear face coverings in corridors and communal areas inside school buildings (14 Sept 2020) and in classrooms where social distancing cannot be maintained (8 March 2021)			

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		<p>be used to keep the classroom at a comfortable temperature.</p> <p>Normal personal hygiene and washing of clothes following a day in an educational or childcare setting is sufficient and it is possible for children to wear school uniforms.</p> <p>The guidance on face coverings has been updated. From 8th March, new advice is for pupils over 12 and all teachers to wear face coverings in schools when moving around corridors and communal areas as well as keeping them on in classrooms too. The exception is for those medically exempt from wearing them, or during physical activities such as sport. This is necessary to strengthen control measures against new variants of Covid-19.</p> <p>Whilst it is not legally enforced for school pupils to wear face coverings, it is highly recommended to prevent the control of infection and must be encouraged.</p> <p>Face visors, or shields, should not be worn in place of a face covering. Also, face coverings are not classed as PPE and are intended to protect others, not the wearer, against the spread of infection.</p> <p>As part of the PHE endorsed system of controls, the operational guidance for schools states that schools must always ensure face coverings are used in recommended circumstances, unless social distancing can be maintained.</p> <p>Pupils wearing face coverings must be told not to touch the front of their face covering when removing it and wash their hands upon arrival at school and before and after touching their face covering.</p> <p>Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully and pupils reminded to put their reusable</p>				<p>Face coverings are recommended to be worn in corridors, communal spaces by students and teachers. They should also be worn in classrooms where 2 metre social distancing cannot maintained. Safe wearing of face coverings must be observed as per the guidance.</p>			
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			<p>face coverings in plastic bags to take home to wash every evening.</p> <p>A separate face covering to the one used on public transport should be used inside school for certain school areas and kept in a separate bag to the other face covering.</p> <p>Where anyone is having difficulty sourcing face coverings or their own has become soiled, schools should have a small supply to meet such demand but no-one should be excluded for not wearing a face covering. Some individuals are exempt from wearing face coverings and government guidance details this.</p>							
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<p>Guidance Point 6. Minimising contact across the site and social distancing</p>	Risk of Covid-19 transmission	Staff and children	<p>Schools must reduce the number of contacts and mixing which occurs whilst at school whilst delivering a broad curriculum. This is done by reducing contact between children and staff via 'bubbles' and socially distancing in primary schools where possible.</p> <p>The ability to socially distance depends on the age of the child, the layout of teaching areas.</p> <p>Teachers may need to move across different groups, so teachers socially distancing themselves from pupils is advised.</p>	2	4	8	<p>Broad curriculum preserved. Year group 'bubbles'.</p> <p>Teacher area in each classroom defined and distanced from students.</p>			

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Guidance Point 6. Minimising contact across the site and social distancing (continued)	Risk of Covid-19 transmission	Staff and children	<p>The layout of teaching staff desks at least 2 metres from the pupils is an important control measure. Where teachers need to move closer to pupils to communicate, they should avoid face to face contact and try to minimize time spent within 1 metre of anyone. Pupils and staff should be told to avoid touching others.</p> <p>Classroom desks should be forward-facing so that children do not face each other (sneezing and coughing tends to project mainly forwards). This may mean removing unnecessary furniture from the room or using a larger room/hall spaces to achieve this.</p> <p>Schools should limit interaction of groups in shared areas such as dining halls and avoid assemblies at present. This can be done by reviewing lunch timings for different groups and extending the lunch period where possible.</p> <p>Groups should move around the site at staggered times and where this is not possible, set up 'keep left' or barriers to keep groups that are passing apart. Consider pinch points in the school that are narrow and whether one-way systems will help reduce risk. The use of staggered start and finish times to and from school is also advised.</p>	2	4	8	<p>Forward facing desks.</p> <p>Staggered breaks and lunch times (extended to 1 hour)</p> <p>Signage to facilitate directional flow and one way systems to avoid pinch points. Staggered start/finish times.</p>			

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Activity	Nature of hazard and potential injuries	Persons at risk	Existing control measures	Current risk rating			Additional controls to reduce risk	Revised risk rating		
				L	S	RR		L	S	RR
Guidance Point 6. Minimising contact across the site and social distancing (continued)	Risk of transmission from shared equipment	Pupils and staff	<p>Limit the amount of shared resources such as books that are taken home and limit exchange of take-home items between children and staff. Limit the bringing of items to school such as lunch boxes, hats, books, stationery and mobile phones.</p> <p>Prevent the sharing of stationery and other equipment by staff and children, where possible. Shared staff materials and surfaces, such as files, photocopier keypads and entry buttons, should be cleaned and disinfected more frequently.</p> <p>Practical lessons can go ahead if equipment can be cleaned thoroughly between each group.</p> <p>Outdoor play equipment should be cleaned more frequently (at least twice a day) and children encouraged to wash their hands after break time and not put their hands to their mouths at play time.</p> <p>Curriculum activities such as music (singing), playing wind instruments and physical activity where breathing expels more air must be planned if indoors. Use larger, well-ventilated rooms. Instruments must be thoroughly cleaned between each group use and limit the size of the group to allow social distancing. Position those playing instruments or singing back to back or side to side and where possible, use microphones so the voice can be lowered to dispel less air. No performances with an audience allowed in Tiers 3 and above. Physical activity should preferably take place outdoors where possible and any equipment cleaned after each class use.</p>	2	4	8	PE and Music have completed additional action plans for their specific areas.			

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Activity	Nature of hazard and potential injuries	Persons at risk	Existing control measures	Current risk rating			Additional controls to reduce risk	Revised risk rating		
				L	S	RR		L	S	RR
Guidance Point 6. Minimising contact across the site and social distancing (continued)	Risk of Covid-19 transmission from visitors and parents	Staff and pupils in contact with visitors and parents	<p>Reception tell visitors and contractors to socially distance and follow good hygiene upon entry to building and use of notices to remind visitors. A record should be kept of all visitors.</p> <p>Visitors and contractors are by appointment only, and only allowed into the building for essential services.</p> <p>Contractor visits planned so they do not overlap with other contractors working in the same area. Also consider if work can be done out of hours when staff and pupils are not in.</p> <p>Revise signing in procedure so that Reception can sign the person in, to avoid the sharing of pens. Consider how visitor passes will be cleaned after each use if they are the variety that hangs around the neck.</p>	2	4	8				
	Use of supply teachers or specialist travelling teachers	Staff and pupils in contact with visiting teachers	Supply teachers, visiting teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Visiting teachers must comply with the site rules for Covid-19 controls and be shown the school risk assessment.	1	4	4				
	Supporting children with medical conditions	Pupils	Schools, , local authorities, health professionals, regional schools commissioners and other services should work together to ensure that children with medical conditions are fully supported, including the use of individual healthcare plans, to receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible,	1	4	4				

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			and educational support will require flexibility. DoE guidance on supporting pupils at school with medical conditions remains in place.						
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Activity	Nature of hazard and potential injuries	Persons at risk	Existing control measures	Current risk rating			Additional controls to reduce risk	Revised risk rating		
				L	S	RR		L	S	RR
Guidance Point 2 & 8: Use of face coverings and PPE	Incorrect use of PPE putting user at risk of catching Covid-19	Staff, children with special needs	<p>The majority of staff in schools will not require PPE unless it is recommended for a particular task such as to assist children with intimate, special or medical care needs. A risk assessment for assisting those pupils should be carried out to identify PPE such as gloves, protective mask, goggles and apron that will be required. The following PPE must be provided for first aiders who cannot socially distance from IPs: Goggles, face mask, apron and gloves.</p> <p>Please note these videos on putting on and taking off PPE and the poster guide.</p> <p>Putting on – https://youtu.be/ozY50PPmsvE</p> <p>Taking off – https://youtu.be/ozY50PPmsvE</p> <p>Face coverings must be worn on public transport, station platforms, in shops, shopping centres libraries.</p>	2	4	8				
Emergency arrangements for First Aid provision and CPR, Fire procedures and Point 8: PPE	Close proximity and incorrect use of PPE putting user at risk of catching Covid-19	Staff and children	<p>School must update its First Aid Needs risk assessment (available on BSN).</p> <p>Two-metre social distancing not applicable to emergency first aid.. First Aiders issued with PPE (goggles, gloves, mask and apron). Avoid mouth to mouth resuscitation, chest compressions only.</p> <p>See guidance video from Resuscitation Council UK https://www.resus.org.uk/media/statements/resuscitation-council-uk-statements-on-covid-19-coronavirus-cpr-and-resuscitation/covid-community/</p>	2	4	8				

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Activity	Nature of hazard and potential injuries	Persons at risk	Existing control measures	Current risk rating			Additional controls to reduce risk	Revised risk rating		
				L	S	RR		L	S	RR
Emergency arrangements for First Aid provision and CPR, Fire procedures (continued)	Close proximity and incorrect use of PPE putting user at risk of catching Covid-19	Staff and children	All emergency personnel must practice good sanitation measures afterwards including washing hands. There is guidance for first responders. Minimum number of first aiders on site daily in line with the first aid risk assessment and continual review based on occupancy and tasks. Must socially distance in groups at any assembly points during fire evacuation.	2	4	8				
Use of public transport or use of school coaches/ Mini busses (including Point 7: Ventilation)	Risk of Covid-19 transmission	Children, accompanying staff and 3 rd party drivers of transport	Encourage staff and the parents with their children to walk or cycle to school where possible and encourage staggered start times to take account of peak travel and limits on number of passengers allowed on public transport. Reduce any unnecessary travel on public transport where possible. Applying the Coronavirus (COVID-19): safer travel guidance for passengers Ensure that transport arrangements cater for any changes to start and finish times. Ensure transport provided by the school or third parties is Covid-safe and keep groups of passengers in their usual bubbles. Socially distance within vehicles where possible and ask children to wash hands before boarding and when disembarking. Ventilate the vehicle with fresh air. Children over the age of 11 could wear face coverings. Avoid unnecessary school trips.	2	4	8				

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Activity	Nature of hazard and potential injuries	Persons at risk	Existing control measures	Current risk rating			Additional controls to reduce risk	Revised risk rating		
				L	S	RR		L	S	RR
Use of public transport or use of school coaches/ Minibuses (continued) and Point 8: PPE	Risk of Covid-19 transmission	Children, accompanying staff and third party drivers of transport	<p>Schools should consult the health and safety guidance on educational visits when considering visits and make sure that the appropriate risk assessment and insurance arrangements are in place. At present, educational trips are not advised.</p> <p>When transporting children with complex needs who need support to access the vehicle or fasten seatbelts, PPE may be required.</p> <p>Assessment of the availability of school transport, including transport for pupils with special needs is required.</p>	2	4	8				
Behaviour policy and attendance expectation. Anxiety about return to school.	Risk of Covid-19 transmission	Staff and children	<p>Behaviour policies must be updated to include the importance of not breaking the rules on Covid-19 controls and communicated to parents. Examples are deliberately breaking respiratory hygiene by sneezing across the room, making deliberate contact with other pupils or not following one-way systems. Parents must be told the importance of the behaviour policy to discuss it with their children.</p> <p>All children are expected to return to school unless a medical professional has advised against this or if national or geographical lock downs or bubble group isolations occur, in which case please continue to support home working. For those children who are self-isolating or vulnerable, access to remote education should be arranged as soon as possible. For pupils with SEND, schools should work with the parents to put in place reasonable adjustments, including remote education where needed.</p>	1	4	4				

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Behaviour policy and attendance expectation. Anxiety about return to school (continued)	Risk of Covid-19 transmission	Staff and children	Schools must discuss concerns of any staff or pupils who are anxious about the return to school (for example if previously shielded or for a range of factors, is comparatively more at risk from the effects of infection). The risk assessment should be discussed and reassurances given that risk is as low as reasonably practicable. Support can be sought from the Head Teacher and the Education Team at London Borough of Bexley if in any doubt. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.	1	4	4				
Communication to parents	Risk of concerns from parents not being received. Risk of parents not receiving vital health and safety information to control risk of Covid-19 transmission	Children and staff	Refer to Government publication on what parents and carers need to know Tell children, 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) Tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should accompany the child.	1	4	4				

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Activity	Nature of hazard and potential injuries	Persons at risk	Existing control measures	Current risk rating			Additional controls to reduce risk	Revised risk rating		
				L	S	RR		L	S	RR
Communication to parents (continued)	Risk of concerns from parents not being received. Risk of parents not receiving vital health and safety information to control risk of Covid-19 transmission	Children and staff	<p>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).</p> <p>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).</p> <p>Ensure parents and older children who may travel alone are aware of recommendations on transport to and from education or childcare settings (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers</p> <p>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including whether training is needed.</p> <p>Any parents who need to attend the school during the day to administer medication to their child, must be isolated from the other children and consider use of a separate room to administer. Any arrangements would need to be agreed beforehand.</p> <p>Encourage surveys to parents to collect in any concerns. Set up an email address which is monitored for parent concerns and consultation.</p>	1	4	4				

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Activity	Nature of hazard and potential injuries	Persons at risk	Existing control measures	Current risk rating			Additional controls to reduce risk	Revised risk rating		
				L	S	RR		L	S	RR
Incident reporting procedures and Guidance Point 1: Minimise contact with self-isolation and 10: Engage with Test and Trace	Risk of Covid-19 transmission during incidents where social distancing is not met by accident or deliberately	Staff and children	Any incidents at the school where it is found that staff have become infected through contact with work colleagues, children or members of the public during the course of undertaking their job, must be reported to HSE as a RIDDOR. The Corporate Health and Safety team can assist with RIDDOR-reporting and applying criteria on what is considered a work-related infection. Any member of staff who thinks they may have been exposed to Covid-19 and is not themselves displaying any symptoms, should undertake a test and trace test within 3 days as per for government guidance and await the results before returning to school. School informs parents of any contact-related incidents between children or between children and staff and parents asked to monitor their child for symptoms. School head asks staff to monitor their own health for symptoms.	2	4	8				
Skin checks	Risk of dry or cracked skin from repeated handwashing/application of gels	Staff and children	Staff and children encouraged to check skin for dryness or cracking and report it. Staff encouraged to use moisturisers frequently after hand washing.	1	4	4				
Guidance Point 5: Enhanced Cleaning and 7: Ventilation	Risk of legionella in water systems, tanks and ventilation systems causing serious ill health or death Lifts not meeting LOLER requirements resulting in a serious injury or death Risk of poor site welfare	Staff, children, visitors and contractors	Ensure any contractors visiting the school are Covid-19 Secure and you may ask for a copy of their Covid-19 risk assessment. Establish supplies with cleaning and catering contractors and the enhance cleaning regime which may include additional hours.	1	4	4				

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provision affecting staff and children's wellbeing									
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				L	S	RR		L	S	RR
Guidance Point 5: Enhanced Cleaning and 7: Ventilation	Risk of legionella in water systems, tanks and ventilation systems causing serious ill health or death Lifts not meeting LOLER requirements resulting in a serious injury or death Risk of poor site welfare provision affecting staff and children's wellbeing	Staff, children, visitors and contractors	All ventilation systems to remain energised in normal operating mode. Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off. Where possible, occupied room windows should be open. Follow Chartered Institution of Building Services Engineers advice for ventilation systems and air conditioning to minimise spread of Covid-19 in indoor environments: https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown If school unsure, advice should be sought from your Heating, Ventilation and Air Conditioning (HVAC) Advisor. The HSE also has helpful advice on air conditioning and ventilation systems . If the staff member responsible for managing premises becomes unwell, cover arrangements should be put in place immediately. More detailed information on maintenance arrangements can be found in good estate management for schools , in the section on maintenance checks and testing .	1	4	4				

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Out-of-school activities and wraparound childcare	Risk of Covid-19 transmission with group activities	Pupils, staff and 3rd parties	<p>Out-of-school activities (including wraparound care) may continue to operate as stated above.</p> <p>Out-of-school activities may continue to operate for the purposes of respite care. Out-of-school activities that are primarily used by home educating parents as part of their arrangements for their child to receive a suitable full-time education (which could include, for example, tuition centres, supplementary schools, or private tutors) may also continue to operate for the duration of local government restrictions.</p> <p>The protective measures for holiday clubs and after-school clubs and other out-of-school clubs for children during the coronavirus (COVID-19) outbreak guidance gives more details. Children and young people from different schools can attend the same out-of-school setting, but providers, where possible, are encouraged to work with the schools that they attend to ensure they are, as far as possible, kept in the same consistent groups or bubbles that they are in throughout the school day.</p> <p>You should also discourage attendance from children who live outside the geographical restrictions area (when Tiers apply). Ideally, children who attend your setting should live within walking or cycling distance.</p> <p>All other out of school activities, not being primarily used by parents for these purposes, should close for face-to-face provision for the duration of the government restrictions.</p> <p>No after school clubs run by 3rd parties i.e. not run by the teachers of the schools themselves as part of the normal education process, should run during periods of national restrictions and high alert or very high alert restrictions.</p>	1	4	4				

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Notes:

Follow the general principles of prevention for health and safety:

Can the risk be avoided or removed?

If not, what precautions can be taken to reduce the risk, so far as is reasonably practicable? Evaluate that risk in a risk assessment.

Can the risk be combated at source? i.e. can safer equipment be purchased?

Has the work been adapted to the individual? (work design and its potential effect on health)

Has advantage been made of technical safety improvements?

Can the dangerous be replaced by a less dangerous method or equipment, without creating any fresh hazards?

Is there an overall coherent prevention policy on technology, organisation of work, conditions, relationships and other work environmental factors?

Has priority been given to collective protection measures to all staff over individual measures?

Has adequate information, instruction and training been given? Is there supervision?