

## Safety, Health and Environment (SHE)

### GCC COVID-19 RISK ASSESSMENT PROCESS FOR REOPENING SCHOOLS (FROM 8 MARCH 2021)



This is an update of the GCC COVID-19 Risk Assessment to support the return of schools and educational settings from 8 March 2021. The aim of the risk assessment is to implement protective measures in government's operational guidance to minimise the risk of transmission COVID-19 in schools. Westbury-on-Severn CE Primary School has adopted this framework, but adapted its content specifically for the school.

## COVID-19 Risk Assessment for reopening Westbury-on-Severn C of E Primary school – March review 2021

### 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. This format does not have to be used but your local risk assessment must be suitable and sufficient.

**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 distancing	Infection Control Measures	Communicate and Review Arrangements
<b>Buildings</b> <ul style="list-style-type: none"> <li>All health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.)</li> <li>Reviewed emergency and evacuation procedures (e.g. fire wardens, escape routes, roll-call, assembly areas, etc.).</li> <li>Ventilation is working optimally; (ventilation system should be continuous whilst people are present in the building.</li> <li>Provision made for children who display COVID-19 symptoms/ become ill during</li> </ul>	<b>Employees</b> <ul style="list-style-type: none"> <li>Employees involved in plans to return to school and listen to any suggestions on preventative measures that can be taken.</li> <li>Personal risk factors considered: age, pregnancy, existing health conditions and ethnicity and where necessary</li> </ul>	<b>Access</b> <ul style="list-style-type: none"> <li>Entry points to school controlled (including deliveries).</li> <li>Building access rules clearly communicated through signage on entrances.</li> <li>School start times staggered so bubbles arrive at different times.</li> <li>Screen to office kept closed to prevent transmission of potential virus germs</li> <li>Shared pens removed from reception.</li> </ul>	Minimising contacts and mixing between people reduces transmission of COVID-19 and the school will consider how to implement this.  <b>'Bubbles'</b> <ul style="list-style-type: none"> <li>Small, consistent groups of pupils split into bubbles.</li> <li>Class groups are kept together in</li> </ul>	<b>Minimise contact with individuals who are unwell:</b> <ul style="list-style-type: none"> <li>Refer to PHE guidance and Action Cards for School Managers.</li> <li>Anyone with COVID-19 symptoms, or who have someone in their household who does, not to attend school.</li> <li>If anyone becomes unwell at school they will be isolated, sent home and provided with information on what to do next.</li> <li>An unwell child awaiting collection, will be isolated in a suitable room with or without adult supervision</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with employees and trades union Safety Reps on risk assessments.</li> <li>Risk assessment published on school intranet and website.</li> <li>Nominated employees tasked to monitoring protection</li> </ul>

<p>the day to be isolated. Space identified in addition to the usual medical room.</p> <ul style="list-style-type: none"> <li>• School has sufficient supplies of PPE including cleaning materials and hand washing/sanitising liquids that meet DfE/PHE requirements.</li> <li>• Provision made for suitable and sufficient bins to support pupils and staff to follow the 'catch it, bin it, kill it' approach.</li> <li>• Sufficient provision of tissues in all rooms.</li> <li>• School site split into separate bubbles and zoned so groups of pupils can remain to minimise mixing.</li> <li>• Create a plan of the building to mark out areas where bubbles do not mix (e.g. classrooms) and where mixing is more likely and so where distancing and other measures are required. – Each bubble has a designated area within the school site which is exclusively used by that bubble at the designated times.</li> <li>• Separate facilities provided for meals and refreshments in different zones. All pupils with packed lunches will eat in the classroom. Hot school lunches will be eaten in the hall on separate 'Zoned' tables.</li> <li>• Capacity of rooms and shared areas evaluated.</li> </ul>	<p>individual risk assessments completed.</p> <ul style="list-style-type: none"> <li>• Employees fully briefed about the plans and protective measures identified in the risk assessment. The risk assessment will be shared with all staff, available on the school website and adjusted accordingly.</li> <li>• Regular staff briefings.</li> <li>• Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. People on site via prior arrangement only. Details will be taken from all visitors (track and trace).</li> <li>• Regular communications that those who have coronavirus</li> </ul>	<ul style="list-style-type: none"> <li>• Hand sanitiser provided at all entrances.</li> <li>• Pupils, staff and visitors to remove face coverings at school and wash hands immediately on arrival, unless medically they are required to wear one or the Headteacher advises it.</li> <li>• Covered bins provided on entrances to dispose of temporary face coverings.</li> <li>• Each class to use designated outside space as allocated.</li> <li>• Sealable plastic bags provided for reusable face coverings to take home with them.</li> <li>• Gathering at the school gates prohibited.</li> <li>• Staff on duty outside school to monitor protection measures.</li> <li>• Staff on duty to monitor pupil and parent behaviour before and after school.</li> </ul> <p><b>Visitors</b></p> <ul style="list-style-type: none"> <li>• Wherever possible meetings are kept on a virtual platform (e.g. 1:1 sessions with</li> </ul>	<p>separate 'bubbles' throughout the day and do not mix with other groups.</p> <ul style="list-style-type: none"> <li>• Where pupil numbers are lower, implement key stage bubbles.</li> <li>• Records kept of pupils and staff in each bubble, lesson or close contact group.</li> <li>• Allocated hall slots for PE; PE curriculum replanned so that no two classes are completing the same sporting activities – therefore equipment will not be used by more than one class.</li> </ul> <p><b>Minimise mixing</b></p> <ul style="list-style-type: none"> <li>• Whatever the size of the bubble, they are to be kept apart from other groups</li> </ul>	<p>(depending on age and needs of the child).</p> <ul style="list-style-type: none"> <li>• Staff caring a child awaiting collection to keep a distance of 2 metres.</li> <li>• PPE to be worn by staff caring for the child if 2 metres distance cannot be maintained.</li> <li>• Staff to wash their hands after caring for a child with symptoms.</li> <li>• All areas where a person with symptoms has been to be cleaned after they have left.</li> <li>• Should staff have close hands-on contact they should monitor themselves for symptoms of possible COVID-19 over the following 14 days.</li> </ul> <p><b>Hand washing</b></p> <ul style="list-style-type: none"> <li>• Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning).</li> <li>• Sufficient handwashing facilities are available.</li> <li>• Where there is no sink, hand sanitiser provided in classrooms.</li> <li>• Skin friendly skin cleaning wipes used as an alternative to hand washing or sanitiser.</li> <li>• Pupils to clean their hands when they arrive at school, when they return from breaks, when they change</li> </ul>	<p>measures.</p> <ul style="list-style-type: none"> <li>• Members of staff are on duty at breaks to ensure compliance with rules.</li> <li>• Staff encouraged to report any non-compliance.</li> <li>• The effectiveness of prevention measures will be monitored by school leaders.</li> <li>• 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.</li> </ul>
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<p>Staffroom (4)</p> <p>Reflection Room (2)</p> <p>Pastoral Suite (8)</p> <p>Pupils' Toilet blocks (3)</p> <p>Pupils' individual toilets (1)</p> <ul style="list-style-type: none"> <li>• Congestion at the school gates minimised through introduction of staggered drop off and pick up for all bubbles</li> <li>• Staggered lunches created with more sittings to avoid mixing, allowing time for cleaning, safe capacity etc.</li> <li>• Door signs mounted to identify max number in room / toilets at one time.</li> <li>• COVID-19 posters/ signage displayed.</li> <li>• 'Crunch points' identified (e.g. entrances/ exits/ corridors/ shared space and consider how movement can be staggered).</li> <li>• Each bubble will use their own designated entrance/ / exit.</li> <li>• Doors that can be propped open identified (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding.</li> <li>• Classrooms reorganised for maintaining space between seats and desks.</li> <li>• Desks and seating arranged pupils side by side and facing</li> </ul>	<p>symptoms, or who have someone in their household who does, are not to attend school.</p> <ul style="list-style-type: none"> <li>• Information shared about testing available for those with symptoms.</li> <li>• Where there are appropriate sources of guidance (e.g. CLEAPSS, afPE, CILIP, etc.) Heads teachers should refer to curriculum specific guidance.</li> <li>• Head and teachers to identify shared resources and how to prevent mixed contact (e.g. cleaning between bubbles or rotas for equipment use).</li> <li>• Identify and plan lessons that could take place outdoors.</li> <li>• Online resources considered for how they can be</li> </ul>	<p>professionals, recruitment interviews, parental meetings etc.).</p> <ul style="list-style-type: none"> <li>• Parents/carers and visitors coming onto the site without an appointment is not to be permitted.</li> <li>• Site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</li> <li>• Where possible visits arranged outside of school hours.</li> <li>• A record kept of all visitors to assist NHS Test and Trace, including: <ul style="list-style-type: none"> <li>○ the name;</li> <li>○ a contact phone number;</li> <li>○ date of visit;</li> <li>○ arrival and departure time;</li> <li>○ the name of the assigned staff member.</li> <li>○ All visitors to school to wear face-coverings whilst on school site.</li> </ul> </li> <li>• Supply staff and other temporary or peripatetic staff follow the schools</li> </ul>	<p>where possible.</p> <ul style="list-style-type: none"> <li>• Groups use the same classroom or area of a setting throughout the day.</li> <li>• Mixing between bubbles kept to a minimum during arrival, lunchtime, breaks and departure.</li> <li>• Pupil movements around the school site, either in groups or individuals is controlled to limit contact and mixing.</li> <li>• Groups stay within a specific "zone" of the site to minimise mixing.</li> <li>• The number of pupils in shared spaces (e.g. halls, dining areas and internal and external sports facilities) for</li> </ul>	<p>rooms and before and after eating.</p> <ul style="list-style-type: none"> <li>• Staff help is available for pupils who have trouble cleaning their hands independently (e.g. small children and pupils with complex needs).</li> <li>• Use resources such as "e-bug" to teach effective hand hygiene etc.</li> </ul> <p><b>Respiratory hygiene</b></p> <ul style="list-style-type: none"> <li>• Adults and pupils are encouraged not to touch their mouth, eyes and nose.</li> <li>• Adults and pupils encouraged to use a tissue to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> <li>• Tissues to be provided.</li> <li>• Bins for tissues provided and are emptied throughout the day.</li> <li>• Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school worship.</li> <li>• Measures to be taken when playing instruments or singing in small groups such as in music lessons include: <ul style="list-style-type: none"> <li>○ physical distancing;</li> <li>○ playing outside</li> </ul> </li> </ul>	
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<p>forwards.</p> <ul style="list-style-type: none"> <li>• Reception children can sit, in small groups for a short period of time – in line with EYFS guidance.</li> <li>• Classrooms inspected to remove unnecessary items and furniture to make more space.</li> <li>• Arrangements made with cleaners to put in place an enhanced cleaning schedule that includes frequent cleaning of rooms, shared areas that are used by different groups and frequently touched surfaces.</li> </ul> <p><b>Timetabling and lessons</b></p> <ul style="list-style-type: none"> <li>• Staggered starts adjusting start and finish times to keep groups apart as they arrive and leave school.</li> <li>• Stagger break times and lunch times to avoid mixing and time for cleaning surfaces in the dining hall between groups. Timetabling reorganised so that groups should be kept apart and movement around the school site kept to a minimum to avoid creating busy corridors, entrances and exits.</li> <li>• Preparations made to allow remote learning to take place – DFE funded learning platform through Softegg and Google Classrooms</li> </ul> <p><b>Policies and procedures</b></p>	<p>used to shape remote learning.</p> <ul style="list-style-type: none"> <li>• Remote education planned for pupils, alongside classroom teaching in case of a lockdown or pupils having to isolate.</li> </ul> <p><b>Parents/pupils</b></p> <ul style="list-style-type: none"> <li>• EHCPs reviewed where required.</li> <li>• Educate pupils before they return about the need to stay apart from others and expectations around hygiene.</li> <li>• Communication to parents on the preventative measures being taken.</li> <li>• Clear communication of arrangements for drop off and collection.</li> <li>• Post the risk assessment or details of measures on school website.</li> <li>• Parents and pupils informed about the</li> </ul>	<p>arrangements for managing and minimising risk.</p> <ul style="list-style-type: none"> <li>• Volunteers limited and only used if essential for educational activities.</li> </ul>	<p>lunch and exercise is limited to specific bubbles.</p> <ul style="list-style-type: none"> <li>• Large gatherings such as assemblies or collective worship with more than one group to be avoided.</li> <li>• Multiple groups do not use outdoor equipment simultaneously</li> <li>• Limiting the number of pupils who use the toilet facilities at one time.</li> <li>• Allow pupils to have access to toilets at all times during the day to prevent queues developing at social times.</li> <li>• The same teacher(s) and other staff are assigned to each bubble and, as far as possible, these</li> </ul>	<ul style="list-style-type: none"> <li>○ wherever possible;</li> <li>○ limiting group sizes to no more than 15;</li> <li>○ positioning pupils back-to-back or side-to-side;</li> <li>○ avoiding sharing of instruments;</li> <li>○ ensuring good ventilation.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>• Ventilation systems working optimally.</li> <li>• Heating used as necessary to ensure comfort levels are maintained when the building is occupied.</li> <li>• Keep windows open a little (not wide open) to provide some natural background ventilation and open internal doors to increase air flow.</li> <li>• Open windows fully when rooms are unoccupied for longer periods to purge the air (e.g. lunch times and before and after school).</li> <li>• Action taken to prevent occupants being exposed to draughts. For example, partially open high-level windows as oppose to low-level windows, close external doors and arrange the furniture if appropriate and possible.</li> <li>• Occupants encouraged to wear additional, suitable</li> </ul>	
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<ul style="list-style-type: none"> <li>Updated policies reflect changes brought about by COVID-19, including: <ul style="list-style-type: none"> <li>Safeguarding/child protection</li> <li>Behaviour</li> <li>Curriculum</li> <li>NQTs</li> <li>Special educational needs</li> <li>Visitors to school</li> </ul> </li> <li>Website compliant with regards to the publishing of policies.</li> <li>Visitors' protocol established so that parents, contractors, professionals working with individual children are clear about the infection control measures that you have in place. Further detail will be taken for possible track and trace information e.g. mobile phone number and the contact in school.</li> <li>Governing boards and school leaders have regard to staff (including the headteacher) work-life balance and wellbeing. Information shared about the extra mental health support for pupils and teachers is available.</li> </ul> <p><b>Response to any infection</b></p> <ul style="list-style-type: none"> <li>Leadership understands the NHS Test and Trace process and how to contact their local Public Health England health protection team.</li> <li>Staff members and parents/</li> </ul>	<p>process that has been agreed for drop off and collection.</p> <ul style="list-style-type: none"> <li>Parents have a point of contact for reassurance as to the plans put in place. Contact the school office for further information/supp ort.</li> <li>Equipment pupils bring into school each day is limited to essentials such as lunch boxes, water bottles, hats, coats and books.</li> <li>Bags should only be brought to school where absolutely necessary.</li> <li>Parents informed, where possible, only one parent to accompany child to school.</li> <li>Parents and pupils encouraged to walk or cycle where possible.</li> <li>Staggered drop-off and collection times</li> </ul>		<p>stay the same.</p> <ul style="list-style-type: none"> <li>Staff that move between classes and year groups, to keep their distance from pupils and other staff.</li> <li>All pupils with packed lunches will eat in the classroom or designated outdoor space. Hot school lunches will be eaten in the hall on separate 'Zoned' tables.</li> </ul> <p><b>Distancing</b></p> <ul style="list-style-type: none"> <li>Staff keep 2 metres from other adults as much as possible.</li> <li>Where possible staff to maintain distance from their pupils, staying at the front of the class.</li> <li>Staff avoid close face to face contact and minimise time spent</li> </ul>	<p>indoor clothing. (If they have to wear coats, scarves and other outdoor clothing the room would be considered too cold and the above steps must be considered).</p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</li> <li>Measures to be taken when playing instruments or singing in small groups such as in music lessons include: <ul style="list-style-type: none"> <li>physical distancing;</li> <li>limiting group sizes;</li> <li>positioning pupils back-to-back or side-to-side;</li> <li>avoiding sharing of instruments;</li> <li>ensuring good ventilation.</li> </ul> </li> <li>No performances with an audience.</li> </ul> <p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>Sanitising spray and paper towels to be provided in classrooms for use by members of staff.</li> <li>Thorough cleaning of rooms at the end of the day.</li> <li>Shared materials and</li> </ul>	
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<p>carers informed that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> <li>○ book a test if they are displaying symptoms;</li> <li>○ inform the school immediately of the results of a test;</li> <li>○ provide details of anyone they have been in close contact with;</li> <li>○ self-isolate if necessary.</li> <li>○ School will be provided with some tests to give out if deemed necessary.</li> </ul>	<p>planned and communicated to parents.</p> <ul style="list-style-type: none"> <li>• Made clear to parents that they cannot gather at entrance gates or doors.</li> <li>• Parents informed to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings).</li> <li>• Communications to parents (and young people) includes advice on transport.</li> </ul> <p><b>Others</b></p> <ul style="list-style-type: none"> <li>• Communication with contractors and suppliers that will need to prepare to support plans for full opening (e.g. cleaning, catering, food supplies, hygiene suppliers).</li> <li>• Assurances that caterers comply with the guidance for</li> </ul>		<p>within 1 metre of anyone.</p> <ul style="list-style-type: none"> <li>• Supply teachers, peripatetic teachers and/or other temporary staff to minimise contact and maintain as much distance as possible from other staff.</li> <li>• The occupancy of staff rooms and offices limited.</li> <li>• Use of staff rooms to be minimised.</li> <li>• Staff in shared spaces (e.g. office) to avoid working facing each other.</li> <li>• A gentle 'no touching' approach is used for young children to understand the need to maintain distance.</li> <li>• Older children are encouraged to keep their distance within bubbles.</li> </ul>	<p>surfaces to be cleaned frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, handrails, etc.).</p> <ul style="list-style-type: none"> <li>• Resources that are shared between bubbles (e.g. sports, art and science equipment) to be cleaned frequently and meticulously and always between bubbles.</li> <li>• Outdoor equipment appropriately cleaned frequently.</li> <li>• Toilets to be cleaned regularly.</li> <li>• 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.</li> <li>• If PE equipment needs to be used by different bubbles, it will be cleaned after use and put away.</li> </ul> <p><b>PPE</b></p> <p>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,</p>	
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	<p>food businesses on COVID-19.</p> <ul style="list-style-type: none"> <li>• Discussion with caterers to agree arrangements for lunches (e.g. seating capacity, holding hot food, cleaning between sittings, distancing and minimising contacts).</li> <li>• Limit visitors by exception (e.g. for priority contractors, emergencies etc.).</li> </ul>		<p><b>Minimising contact</b></p> <ul style="list-style-type: none"> <li>• Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied.</li> <li>• Taking books and other shared resources home is limited, and unnecessary sharing is avoided.</li> <li>• Staff and pupils have their own individual and very frequently used equipment, such as pencils and pens supplied by the school.</li> </ul> <p><b>PE and School Sport</b></p> <ul style="list-style-type: none"> <li>• Pupils kept in same consistent bubbles where possible during PE and sport.</li> <li>• Sports equipment</li> </ul>	<p>including:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul> <p><b>PPE for protection against COVID-19 will include:</b></p> <ul style="list-style-type: none"> <li>• fluid-resistant surgical face masks (Type IIR);</li> <li>• disposable gloves;</li> <li>• disposable plastic aprons;</li> <li>• eye protection (for example a face visor or goggles).</li> </ul> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• Check if qualifications run out. Consider enrolling more staff on training.</li> <li>• Employees providing first aid to pupils will not be expected to maintain 2 metres distance. The following measures will be adopted:</li> <li>• washing hands or using hand sanitiser, before and</li> </ul>	
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			<p>thoroughly cleaned between each use.</p> <ul style="list-style-type: none"> <li>• Contact sports avoided until guidance changes.</li> <li>• Outdoor sports prioritised where possible.</li> <li>• Large indoor spaces used where it is not.</li> <li>• Distance between pupils from mixed bubbles is maximised.</li> <li>• Sporting activities delivered by external coaches, clubs and organisations will only go ahead if they can satisfy the above requirements.</li> <li>• Staff fully aware of COVID-19 guidance issued by the relevant sports governing bodies for team sports and the</li> </ul>	<p>after treating injured person;</p> <ul style="list-style-type: none"> <li>• wear gloves or cover hands when dealing with open wounds;</li> <li>• if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives;</li> <li>• if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest.</li> <li>• dispose of all waste safely.</li> </ul> <p><b>Face coverings</b></p> <ul style="list-style-type: none"> <li>• Face coverings to be worn by staff or visitors (unless exempt), outside classrooms and when moving around the premises.</li> <li>• Staff and visitors will be expected to provide their own face covering.</li> <li>• A supply of face coverings will be available for anybody that does not have one due to having forgotten it or it has become soiled or unsafe.</li> <li>• Cleaning of hands before and after removing or putting on face covering.</li> <li>• Face coverings placed in sealable plastic bags between use.</li> </ul>	
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			<p>required actions for each sport.</p> <ul style="list-style-type: none"> <li>• Competition between different schools not to take place until wider grassroots sport for under 18s is permitted.</li> <li>• Adequate ventilation through opening windows and doors or using air conditioning systems.</li> </ul> <p><b>Educational Visits and journeys</b></p> <ul style="list-style-type: none"> <li>• No educational visits to take place at this stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Face visors or shields only used after assessing the specific situation in addition to a face covering and not to be worn as an alternative to face coverings.</li> </ul>	
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## Westbury-on-Severn CE Primary School

# Lateral Flow Device (LFD) Testing Risk Assessment and Log ( Home Self-Test)

Assessment Date	26.01.2021	Lead Assessor	David Crunkhurn	Contract		Assessment Number	Version 1.1
<b>Activity / Task</b>							
<b>Description of task / process / environment being assessed</b>	Westbury-on-Severn CE Primary School						
<b>Activities Involved</b>	Testing primary schools and nurseries staff					<b>Location</b>	Home Self-Testing
<b>Who Might be affected</b>	Employee ✓	Client ✓	Contractor ✓	Visitor ✓	Service User ✓		

Hazard Identification and evaluation								
No	Category	Hazards	Associated risks	Current Control/ Mitigation Measures	Risk Evaluation (post measures)			Additional control needed?
					Probability	Severity	Risk	Action No
1	LFD KITS SUPPLY and DISTRIBUTION	Stock Shortages (LFD kits)	Staff unable to engage in LFD testing	<ul style="list-style-type: none"> <li>Inform DHSC if the supply of tests is insufficient or inconsistent with the consignment order.</li> </ul>	1	3	3	N

2		Unavailable storage between 2-30 degrees C (LFD kits)	LFD testing will be void and equipment redundant.	<ul style="list-style-type: none"> <li>Storage, which complies to the temperature requirements for tests, will be purchased, so that the tests are not compromised before distribution to staff</li> </ul>	1	1	3	N
3		LFD distribution management and tracking (LFD kits)	Incomplete records for NHS Test and Trace purposes	<ul style="list-style-type: none"> <li>Log created to record distribution.</li> <li>Staff to sign to indicate they have received the kits and instructions for use.</li> </ul>	1	3	3	N
4		Safe distribution of kits (LFD kits)	Cross-contamination and potential spread of COVID-19	<ul style="list-style-type: none"> <li>Specific location for distribution set up.</li> <li>Staff informed about how to collect the tests and sign for them safely</li> <li>Enough space for social distancing will be allowed when giving out tests.</li> </ul>	1	4	4	N
5		Timely re-distribution of kits before staff run out of them (LFD kits)	Break in continuous testing and reporting	<ul style="list-style-type: none"> <li>Covid Co-ordinator will contact DHSC on Week two of the testing programme to order more tests as needed and in accordance with the guidance for doing so.</li> </ul>	1	5	5	N
6		RESULTS REPORTING and RECORDING	Reporting of only positive results (LFD test reporting)	Incorrect data presented for school site and DFE/DHSC	<ul style="list-style-type: none"> <li>Staff to indicate through Google Forms that they have uploaded their result to NHS Test and Trace.</li> <li>Staff to indicate to school via Google Form that they have informed NHS Test and Trace of any result they have received – Negative, Void, Positive.</li> <li>School's Covid CO-ordinator will monitor and log staff details of any result they have received after conducting a LFD Test.</li> </ul>	1	5	5
7	Poor result reporting compliance to schools (LFD test reporting)		Incomplete or inaccurate records held by the school, which could frustrate the NHS test and trace	<ul style="list-style-type: none"> <li>Staff to indicate to school via Google Form that they have informed NHS Test and Trace of any result they have received – Negative, Void, Positive.</li> <li>Void, double void and positive results are communicated to the school once the test is completed.</li> </ul>	1	5	5	N

			procedures	<ul style="list-style-type: none"> <li>A negative test is assumed by 9am on Monday and Friday</li> <li>Staff must report their result online as per the instructions as soon as the test is completed either online or by telephone as per the instructions in the home test kit.</li> </ul>				
8		Reporting of incidents to school to help school identify emerging issues and escalate to DfE/DHSC (LFD test reporting)		<ul style="list-style-type: none"> <li>Covid Coordinator to be responsible for incident reporting on a school wide issue:</li> </ul> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid gray; padding: 5px; width: 45%;"> <p style="text-align: center;"><b>Schools</b></p> <p><b>Incidents</b></p> <p>In the case of an issue, it is most likely that this will be experienced by an individual at home. However, if <b>there seems to be repeated or similar issues</b> (e.g. multiple repeat void tests, unclear results, leaking/damaged tubes etc.), these should be recorded by the school and reported to the DfE Helpline, who will escalate to DHSC for investigation. Please record the time, date and details reported.</p> <p>DHSC/MHRA may require the school to provide more information if further investigation is required.</p> <p><b>Learning and improving</b></p> <p>To ensure testing is running well, we will be in contact with schools from time to time to find out how testing is going and learn any lessons. Guidance will be updated to reflect this.</p> </div> <div style="border: 1px solid gray; padding: 5px; width: 45%;"> <p style="text-align: center;"><b>Individuals</b></p> <p><b>Clinical issue</b></p> <p>If there is a clinical incident which led or has potential to harm, participants are advised to report it on <a href="https://coronavirusyellowcard.mhra.gov.uk">https://coronavirusyellowcard.mhra.gov.uk</a>. <b>This is not for seeking immediate medical care. Medical care should be sought through the usual route of contacting 111 or 999.</b></p> <p><b>Non-clinical issue</b></p> <p>For incidents occurring at home, participants are advised to report any issues (something damaged, or missing or difficult to use in the kit, unable to log result etc.) to 119 in England, Wales, Northern Ireland and 0300 303 2713 for Scotland</p> <p><b>Inform school</b></p> <p>Participants should inform school about ongoing test-related problems, so that they can check if this is a wider issue across other users.</p> </div> </div>	1	5	5	N
9		Incident escalation protocols and feedback loop (LFD test reporting)	Without this, inaccurate test results or void results could be commonplace.	<ul style="list-style-type: none"> <li>Staff to feedback any concerns or problems they have experienced when taking the LFD tests to the Covid Co-ordinator, who will feed this back directly to DHSC &amp; DFE</li> </ul>	1	5	5	N
10	BUSINESS CONTINUITY	Managing business continuity with increase in number of cases and staff self-isolating (Asymptomatic)	School is unprepared to implement contingency plan if staff are unable to attend school site.	<ul style="list-style-type: none"> <li>School contingency plan to be put in operation, along with emergency plan.</li> <li>Work with NHS Test and Trace to seek out and inform close contacts informing them to self-isolate</li> <li>Bubbles or setting to be closed if staffing becomes reduced significantly enough so as to pose a health and</li> </ul>	3	4	12	N

		testing impact)		safety risk to other staff or pupils in school.				
11	COVID and OUTBREAK RESPONSE	Managing public health response with increase in number of cases and staff self-isolating (Asymptomatic testing impact)	Potential for school community	<ul style="list-style-type: none"> <li>School contingency plan to be put in operation, along with emergency plan.</li> <li>Work with NHS Test and Trace to seek out and inform close contacts informing them to self-isolate</li> <li>Bubbles or setting to be closed if staffing becomes reduced significantly enough so as to pose a health and safety risk to other staff or pupils in school.</li> </ul>	3	4	12	N
12	COMMS and ENGAGEMENT	Stakeholder management (communication and engagement)  (Asymptomatic testing impact)	Staff unaware of how to conduct LFD test accurately resulting in inaccurate test result or injury to self.	<ul style="list-style-type: none"> <li>Information booklet given to staff including: <ul style="list-style-type: none"> <li>- what rapid testing is, about using the how to guide and the video content available</li> <li>- the requirement for them to report their test results.</li> <li>- the process and who to contact if they have an incident while testing at home.</li> </ul> </li> <li>Covid Co-ordinator (CC): David Crunkhurn (Headteacher)</li> <li>Covid Registration Assistant (CRA): David Crunkhurn (Headteacher)</li> <li>Staff will need to sign for their test kits and the lot number will be recorded against their name. Staff will collect their first set of tests and instructions on Tuesday 26<sup>th</sup> January from the school hall. First test to be conducted Thursday 28<sup>th</sup> January at home.</li> </ul>	1	5	5	N
13								

Control Improvements					
Action No	Recommended additional control measures	Responsibility	Target Date	Date completed	
1	This risk assessment is monitored and updated regularly as part of the school and programme	School	12.02.21	05.02.21	

	governance process.	Testing Programme Manager/ Coordinator		(Reviewed after first week of testing)
2	Communication to all relevant staff, as necessary	School Testing Programme Manager/ Coordinator	21.01.21	21.01.21

**Additional Notes**

**Personal Protective Equipment to be used (Insert ✓)**

																				
Air Fed Helmet	Face Visor	Goggles	Safety Glasses	Ear Defender	Safety Boots	Safety Shoes	Head Protection	Hair Net/Chef Hat	Overall	Hi-Viz	Apron/Tabard	White /Chef Coat/	Half Respirator	Respirator	Dust Mask	Fume/Vapour Mask	Harness/Lanyards	Rubber Gloves	Hand Protection	
	✓																			✓

Other:	Hand sanitizer
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**Risk Evaluation**

		Consequence of event occurring (Severity)				
		Negligible	Minor	Moderate	Major	Critical
Likelihood of event occurring (Probability)	Almost Certain	Tolerable 5	Substantial 10	Intolerable 15	Intolerable 20	Intolerable 25
	Likely	Tolerable 4	Substantial 8	Intolerable 12	Intolerable 16	Intolerable 20
	Possible	Trivial 3	Tolerable 6	Substantial 9	Intolerable 12	Intolerable 15
	Unlikely	Trivial 2	Tolerable 4	Tolerable 6	Substantial 8	Substantial 10
	Rare	Trivial 1	Trivial 2	Trivial 3	Tolerable 4	Tolerable 5

**Severity**

- Negligible
- Minor
- Moderate
- Major
- Critical

**Risk control strategies**

**Declaration** - If the above control measures are implemented the risks posed by the task / process / environment assessed will be controlled to be as low as is reasonably practicable.

Persons involved in assessment	David Crunkhurn – Headteacher, Covid Co-ordinator, Covid Registration Assistant	
Signature of Lead Assessor	D. Crunkhurn	Date 02.03.2021

**Reviews** – this assessment should be reviewed at intervals no greater than 12 months or when there are changes in operational procedure, personnel, the work environment or following an incident

Review date	Comments	Reviewed by	Signature	Review date	Comments	Reviewed by	Signature

Health and Safety Risk Assessment Sign off Sheet	Assessment Number	
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