

RISK ASSESSMENT Toner Avenue - CAH (Revision: 2)



South Tyneside Council

ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (REVISION 2) – 19/05/2020 (Page 1 of 17)		DATE OF ASSESSMENT 21.05.2020		
ESTABLISHMENT/SCHOOL Toner Avenue		SECTION/TEAM Education		
WHO MIGHT BE HARMED? Employees, pupils, trainees, students and visitors		HOW MANY ARE AFFECTED? 60		
Steps of reopening				
<p>This Risk Assessment sets out the decisions taken and measures put in place to prepare for the phased re-opening of the school and ensure the school continues to</p> <pre> graph LR A[Determine capacity of school building] --> B[Determine Staff available to work on-site] B --> C[Liaise with parents regarding intention to return pupils to school] C --> D[Undertake & review RAs & develop action plan] D --> E[Share re-opening plans with Governing Body and staff] E --> F[Make necessary adaptations to site] F --> G[Complete identified actions] G --> H[Inform parents of re-opening plans & expectations] </pre> <ul style="list-style-type: none"> • DFE Guidance relating to COVID19 • The Health and Safety at Work etc. Act 1974 • Management of Health and Safety at Work Regulations 1999 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • First Aid Regulations 1981 • The Health Protection (Notification) Regulations 2010 • Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' 				
Premises and equipment, water, etc. not maintained to statutory requirements:	Premises and utilities have been health and safety checked and building is compliant <ul style="list-style-type: none"> • Water treatments • Fire alarm testing • Repairs • PAT testing • Fridges and freezers • Boiler/ heating servicing • Internet services 	Tick	All done by caretaker every week including sprinkler tests.	Low

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HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF ' <input type="checkbox"/> ' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<ul style="list-style-type: none"> Any other statutory inspections Insurance covers reopening arrangements Fire Risk Assessment and evacuation procedures reviewed and disseminated to all staff. 			
	<p>A 'BUILDING RA COVID' assessment has been completed for the general running of the building.</p> <p>NB: TWFRS who has confirmed that wedging doors open is not best practice, however due to the COVID-19 crisis wedging classroom doors can be done, but cross corridor doors and doors leading on to a fire escape or stairway must remain in the closed position at all times</p> <p>Any door wedged open must have the wedge removed when the class is vacant even for the shortest period and the school must risk assess this.</p> <p>As for installing barriers in front of doors this is not acceptable under any circumstance, should an area need to be segregated then the use of signage and Fire Exit Door Security Seals should be used which would snap if the door is forced open allowing anyone emergency egress if necessary.</p>	Tick		Low

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Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure	<p>Lead/Head teacher to regularly check the latest government advice for schools and to ensure the advice is shared and followed. See links for latest advice - Actions for education & childcare settings to prepare for wider opening from 1 June 2020.</p> <p>Teachers share key information about hygiene daily. LHT, DHT and HOS to remind children at the start of the day. Resources are 'Catch it, Bin it, Kill it' poster and handwashing video and e-Bug resources to teach pupils about hygiene – information posters are displayed around the school and every classroom.</p> <p>Pupils, students, staff and visitors should wash their hands:</p> <ul style="list-style-type: none"> • before leaving home • on arrival at school • after using the toilet • after breaks and sporting activities • before food preparation • before eating any food, including snacks • before leaving school • Soap and water is more effective than using sanitisers <ul style="list-style-type: none"> • Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges • follow the COVID-19: cleaning of non-healthcare settings guidance • ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments 	<p>Tick</p> <p>Tick</p> <p>Tick</p> <p>Tick</p>	<p>Posters made and up in rooms and shared spaces</p> <p>This information will be shared with parents</p> <p>We will be asking anyone showing signs of being unwell to remain at home</p>	<p>Low</p> <p>(especially considering proposed numbers for June 1st return)</p>

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	<ul style="list-style-type: none">• clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal	Tick	Bubble rota for cleaning	

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Risk of coronavirus infection spreading to children and staff due to inadequate infection control procedure	<ul style="list-style-type: none"> ● ensure that all adults and children: <ul style="list-style-type: none"> ○ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. ○ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing ○ are encouraged not to touch their mouth, eyes and nose ○ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') ● ensure that help is available for children and young people who have trouble cleaning their hands independently ● consider how to encourage young children to learn and practise these habits through games, songs and repetition ● ensure that bins for tissues are emptied throughout the day ● where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units ● prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation ● there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting. ● Capacity of cleaning staff is adequate to enable enhanced cleaning regime. ● Adequate cleaning supplies and facilities around the school are in place. ● Arrangements for longer-term continual supplies are in place. ● Sufficient time is available for the enhanced cleaning regime to take place. <p>There is a dedicated helpline number for education and children's social care related queries for anyone working in early years through to universities, plus parents - 0800 046 8687 – 8am to 6pm (Monday to Friday) or 10am to 4pm (Saturday to Sunday)</p>	<p>Tick</p> <p>Tick</p> <p>Tick</p> <p>Tick</p> <p>Tick</p>	<p>This is the first 'lesson' in each Bubble</p> <p>School closed on Fridays for deep clean Rooms used severely limited for ease of cleaning</p> <p>Will share on Website</p>	<p>Low</p> <p>(especially considering proposed numbers for June 1st return)</p>

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Child/Adult is unwell and it is believed that they have been exposed to COVID-19.	<p>If anyone develops coronavirus (COVID-19) symptoms of coronavirus in an education setting they must be sent home and advised to follow the staying at home guidance.</p> <ul style="list-style-type: none"> • If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. • Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. • If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else. • PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). • In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care • If a member of staff has helped someone who was taken unwell with symptoms of coronavirus, they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. You can find guidance on cleaning in non-healthcare settings. <p>guidance-to-educational-settings-about-covid-19</p>	<input type="checkbox"/>		<p>Low (especially considering proposed numbers for June 1st return and the low level of social interactions)</p>
Risk of coronavirus infection spreading to shielded and	Clinically extremely vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with	<input type="checkbox"/>		<p>Low</p>

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clinically vulnerable adults	<p>serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Read COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable</p> <p>Clinically vulnerable individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the staying-at-home-and-away-from-others have been advised to take extra care in observing social distancing and should work from home where possible.</p> <p>Education and childcare settings should endeavour to support this, for example by asking staff to support remote education, carry out lesson planning or other roles which can be done from home. If clinically vulnerable (but not clinically extremely vulnerable) individuals cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres of other people, settings must carefully assess and discuss with them whether this involves an acceptable level of risk.</p>		<p>Shielding adults (and children) are to stay at home and continue to work / educate within home setting.</p> <p>Clinically vulnerable adults have been made aware of the proposed developments and risks linked to schools reopening. All have been given option to continue to work from home</p>	<p>Low</p> <p>(especially considering proposed numbers for June 1st return and the low level of social interactions)</p>
Risk of coronavirus infection spreading to shielded and clinically vulnerable persons via pupil or staff attending school	<p>If a child, young person or a member of staff lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, they can attend their education or childcare setting.</p> <p>If a child, young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the COVID-19: guidance on shielding and protecting people defined</p>	<input type="checkbox"/>		<p>Low</p>

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	on medical grounds as extremely vulnerable guidance , it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home.				

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<p>Risk of coronavirus infection spreading due to large class sizes and reduced space</p>	<p>Early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. Schools should therefore work through the hierarchy of measures:</p> <ul style="list-style-type: none"> • avoiding contact with anyone with symptoms • frequent hand cleaning and good respiratory hygiene practices • regular cleaning of settings • minimising contact and mixing <p>It is still important to reduce contact between people as much as possible, and we can achieve that and reduce transmission risk by ensuring children, young people and staff where possible, only mix in a small, consistent group and that small group stays away from other people and groups.</p> <p>PHE is clear that if early years settings, schools and colleges do this, and crucially if they are also applying regular hand cleaning, hygiene and cleaning measures and handling potential cases of the virus as per the advice, then the risk of transmission will be lowered.</p> <p>Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so. While in general groups should be kept apart, brief, transitory contact, such as passing in a corridor, is low risk.</p> <p>For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply as set out here, and we recommend using these to group children.</p> <p>Primary schools:</p> <ul style="list-style-type: none"> • Classes should normally be split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). • If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. 	<p><input type="checkbox"/></p>	<p>Our bubbles will have 8 children max, apart from the key workers bubble which has 10</p>	<p>Low (especially considering proposed numbers for June 1st return and the low</p>

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	<ul style="list-style-type: none">• Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15.• Desks should be spaced as far apart as possible.			level of social interactions)

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Risk of coronavirus infection spreading due to large class sizes and reduced space	<p>Secondary schools and colleges, the same principle of halving classes will normally apply:</p> <ul style="list-style-type: none"> It is also sensible to rearrange classrooms and workshops with sitting positions 2 metres apart. Where very small classes might result from halving, it would be acceptable to have more than half in a class, provided the space has been rearranged. Again, support staff may be drawn on in the event there are teacher shortages, working under the direction of other teachers in the setting. Ensure safe entrance and exit routes with appropriate signage in place. <p>Each setting's circumstances will be slightly different. Any setting that cannot achieve these small groups at any point should discuss options with their local authority or trust. This might be because there are not enough classrooms or spaces available in the setting or because they do not have enough available teachers or staff to supervise the groups. Solutions might involve children attending a nearby school. If necessary, settings have the flexibility to focus first on continuing to provide places for priority groups and then, to support children's early learning, settings should prioritise groups of children as follows:</p> <ul style="list-style-type: none"> early years settings - 3 and 4 year olds followed by younger age groups infant schools - nursery (where applicable) and reception primary schools - nursery (where applicable), reception and year 1 	☐	Classrooms to be used are organised appropriately	<p>Low</p> <p>(especially considering proposed numbers for June 1st return and the low level of social interactions)</p>
Risk of coronavirus infection spreading due to large class	Keep cohorts together where possible and ensure:	☐	As much as possible on present numbers our bubbles will be Key workers	<p>Low</p> <p>(especially considering</p>

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sizes and reduced space	<ul style="list-style-type: none"> children and young people are in the same small groups at all times each day, and different groups are not mixed during the day, or on subsequent days the same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days, (secondary and college settings there will be some subject specialist rotation of staff) wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. In schools and colleges, you may want to consider seating students at the same desk each day if they attend on consecutive days 		N,R,Y1 Y6	proposed numbers for June 1st return and the low level of social interactions)
Risk of coronavirus infection spreading due to large class sizes and reduced space	Reduce mixing within education or childcare setting by: <ul style="list-style-type: none"> accessing rooms directly from outside where possible considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols) 	☐	All rooms used can be accessed from outside One way not used but location of classrooms and timetabling mean that this won't be an issue Breaks and lunches staggered as are drop off and pick ups	Low (especially considering proposed numbers for June 1st return and the low level of social interactions)
Risk of coronavirus infection spreading	Use outside space: <ul style="list-style-type: none"> for exercise and breaks 	☐	Done	Low

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due to large class sizes and reduced space	<ul style="list-style-type: none"> for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings <p>For shared rooms:</p> <ul style="list-style-type: none"> use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place, following the COVID-19: cleaning of non-healthcare settings guidance stagger the use of staff rooms and offices to limit occupancy. 		Only the hall- large enough to socially distance the staggered bubbles that would use it as well as an appropriate time to fully clean surfaces between staggered timetable.	
	<p>Reduce the use of shared resources:</p> <ul style="list-style-type: none"> by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently resources which are not easily washable or wipe-able have been removed although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts 	<input type="checkbox"/>	Children to have own equipment, only a water bottle will come in and go home. Done	Low

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Risk of coronavirus infection spreading due to large class sizes and reduced space	<p>Consideration has been given to what activity is more difficult/ not possible to be undertaken with social distancing in place?</p> <p>Each activity should be risk assessed and should not be run unless the risks can be mitigated</p> <ul style="list-style-type: none"> • PE • Practical science lessons • DT/ FT 	Tick	Bubble leaders have guidelines about tasks and activities	Low
Poor Psychological / Staff / Pupil Wellbeing – due to personal, workload, returning to school issues, etc.	<ul style="list-style-type: none"> • Approach to support wellbeing, mental health and resilience in place, including bereavement support • How staff are supported to follow this within their own situations and that of pupils and colleagues is clear. <p>covid-19-guidance-for-the-public-on-mental-health-and-wellbeing</p>	Tick	Resources shared from PSHEC lead, Contact with emotional resilience team 3 ELSAs on staff	Low
Risk of coronavirus infection spreading due to use of transport	<p>Adjust transport arrangements where necessary including:</p> <ul style="list-style-type: none"> • encourage parents and children and young people to walk or cycle to their education setting where possible • make sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel • ensure that transport arrangements cater for any changes to start and finish times • make sure transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus • make sure transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers • take appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting 	<input type="checkbox"/>	Children will be encouraged to walk	Low (especially considering proposed numbers for June 1st return and the low level of social interactions)

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	<p>children and young people with complex needs who need support to access the vehicle or fasten seatbelts LAs or transport providers could consider the following:</p> <ul style="list-style-type: none"> • guidance or training for school transport colleagues • substituting smaller vehicles with larger ones, or running 2 vehicles rather than one, where possible, to reduce the number of passengers per vehicle and increase the amount of space between passengers • cordoning off seats and eliminating face-to-face seating, where vehicle capacity allows, to help passengers spread out • communicating revised travel plans clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times) 			
Risk of coronavirus infection spreading to children and staff at schools	<p>To help ensure that the risk of virus spread for both staff and children is as low as possible you should:</p> <ul style="list-style-type: none"> • Ensure no visitors will be allowed entry into the building unless directed by the Head teacher or Senior Leader and agreed appointment. • tell children, parents, carers or any visitors, such as suppliers, not to visit the education or childcare setting if they are displaying any symptoms of coronavirus (COVID-19) • consider how children arrive at the education or childcare setting and reduce any unnecessary travel on coaches, buses or public transport • ensure class sizes reflect the numbers of teaching staff available and are kept as small as possible • stagger lunch times, break times and the movement of pupils around the school to reduce large groups of children gathering • discourage parents from gathering at school gates • try to follow the social-distancing guidelines 	<input checked="" type="checkbox"/>	<p>Done</p> <p>Bubble leader and bubble assistant (shared)</p>	Low

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 16 of 17)				DATE OF ASSESSMENT 21.05.2020	
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low	
	Social distancing within education and childcare settings with very young children will be harder to maintain. Staff should implement the above measures as far as they are able, whilst ensuring children are kept safe and well cared for within their settings.				
Lack of first aid provision due to staff shortages	Risk assess the current provision – the staff and pupils medical conditions need to be taken into consideration, e.g. diabetes, allergies and the use of epi-pens, how far you are away from an A&E, etc. Where applicable you will need to ensure least one person who has a full paediatric first aid (PFA) certificate to be on the premises. You may be able to link up with other schools near to you to share first aid provision. https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications	<input type="checkbox"/>	All staff are first aid trained as well having recently received epi-pen and asthma CPD, therefore there will be sufficient first aid provision. Several staff are paediatric trained so there will be adequate provision.	Low	
Risk of coronavirus infection spreading to children and staff due to lack of PPE	The majority of staff in education settings will not require PPE beyond what they would normally need for their work , even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including: <ul style="list-style-type: none"> • children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way • if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. 	<input type="checkbox"/>	Staff survey showed staff would feel more comfortable if it was available, supplies bought	Low	

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 17 of 17)
DATE OF ASSESSMENT
 21.05.2020

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<ul style="list-style-type: none"> If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting and staff cannot maintain a 2m distance and there is a risk of them being splashed with spit/saliva then there may be a case for PPE given we are now in sustained community transmission. A surgical mask should be worn and a risk assessment made over eye protection (it's possible that this would be needed if pupil spitting). If any direct contact/care provided then disposable aprons and gloves should also be used... a face visor may be the better option. Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE. Where this is not possible, and there is unmet urgent need for PPE in order to operate safely, they may approach their nearest local resilience forum or contact Philip Dixon PPE.Supplies@southtyneside.gov.uk for any PPE – explain your reasoning from your RA. 			
Risk of coronavirus infection spreading to children and staff due to poor communication	Consider the following steps: <ul style="list-style-type: none"> tell children, young people, 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 attend tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) also think about engaging parents and children in education resources such as e-bug and PHE schools resources 	☐	Done	Low (especially considering proposed numbers for June 1st return and the low level of social interactions)

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 18 of 17)

DATE OF ASSESSMENT
21.05.2020

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	☐ if in place ☐ if not	IF '☐' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
	<ul style="list-style-type: none"> • explain - changes to timetable, social distancing arrangements, staggered start times, expectations when in school and at home to pupils and staff • ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the Coronavirus (COVID-19): safer travel guidance for passengers • talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful • communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers • discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this 			
<p>Are there any other foreseeable hazards associated with this activity? YES / NO</p>	<p><u>List any additional control measures</u></p> <p><u>See additional previous RA for further details and any other scenarios.</u></p> <p><u>Also See School Opening plan</u></p>	Tick		

Reference Documents:

Further information can be found at:

[Actions for education & childcare settings to prepare for wider opening from 1 June 2020](#)

[e-Bug](#)

[COVID-19: cleaning of non-healthcare settings guidance](#)

[symptoms of coronavirus](#)

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ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice (Page 19 of 17)				DATE OF ASSESSMENT 21.05.2020	
HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF ' <input type="checkbox"/> ' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low	
staying at home guidance guidance-to-educational-settings-about-covid-19 COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable staying-at-home-and-away-from-others Early Years Foundation Stage covid-19-guidance-for-the-public-on-mental-health-and-wellbeing Coronavirus (COVID-19): safer travel guidance for passengers social-distancing guidelines https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications PPE COVID-19: guidance for households with possible coronavirus infection) PHE schools resources					
ASSESSED BY (Print name) MICHAEL ARTHUR ANTHONY SCOTT			SIGNED		DATE 21.05.20
LINE MANAGER			SIGNED		REVIEW DATE

The risk assessment templates are intended as a starting point to consider the steps you may need to take to control the risks. It is unlikely that they will be appropriate for each individual school and they should therefore be adapted for your own specific circumstances. The manager/Head must develop them taking into account individual requirements and using any specific manufactures guidelines/instructions.

ACTIVITY: Coronavirus (COVID-19) Spread and Government Advice **(Page 20 of 17)****DATE OF ASSESSMENT**
21.05.2020

HAZARDS (including inadequate / lack of arrangements)	EXISTING CONTROL MEASURES	<input type="checkbox"/> if in place <input type="checkbox"/> if not	IF 'X' STATE THE ACTION TO BE TAKEN WITH TIMESCALES OR INDICATE ANY ADDITIONAL CONTROL MEASURES	RESIDUAL RISK RATING High, Medium, Low
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