**COVID-19 Generic risk assessment template for schools and childcare settings**

The purpose of this template is to help schools and childcare settings decide which actions to take. They should undertake an appropriate COVID-19 risk assessment, just as for other health and safety related hazards. This risk assessment must be done in consultation with staff and union representatives.

**Guidance for Ealing schools and childcare settings completing risk assessment templates**

Most people who become infected with COVID-19 will experience **mild symptoms, such as fever and cough and are unlikely to become severely unwell**.

Based on the current knowledge of COVID-19 infection and transmission, children are **unlikely** to experience severe illness. Deaths in children due to COVID-19 have been **extremely rare**. Guidance on educational settings developed by the Association of Directors of Public Health and London Councils states that for these reasons, “[children’s settings are currently perceived to be **low risk**.”](https://www.egfl.org.uk/sites/default/files/607697%20LC%20Schools%20PPE.pdf)

The decision to prioritise younger children in opening schools and childcare is based on the evidence suggesting that younger children are less likely to become unwell if infected with COVID-19, and the evidence of the adverse impact that time out of school/childcare can have on their learning, development and well- being. The effectiveness and risk of actions such as opening or closing schools and childcare is therefore balanced against their impact on society, and the holistic health needs of the population.

Evidence suggests that when children are out of school/childcare there are **negative impacts** on their physical and mental health. Children are **less likely** to be physically active, to maintain a healthy weight, and to have positive mental health and wellbeing. Children who are out of school are also **more likely** to be affected by educational and social developmental deficits, and this is likely to have the greatest impact on those who have the least resources or who are most vulnerable.

The following actions for staff and children contribute to reducing the likelihood of COVID-19 transmission, and the severity of the impact:

* [Washing hands](https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/) frequently for at least 20 seconds, using soap and water, or hand sanitiser where soap and water are not immediately available;
* Coughing or sneezing into tissues before binning them;
* Avoiding touching the eyes, nose or face;
* [Cleaning](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings) and disinfecting regularly touched objects and surfaces using regular cleaning products;
* Ensuring that if staff, children (or anyone in their household) develop symptoms of COVID-19, they stay at home and follow guidance on [household isolation](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance);
* Ensuring that if staff or children are at higher risk of illness from COVID-19 because they are clinically vulnerable (i.e. eligible for a flu vaccine) or extremely clinically vulnerable (i.e. shielding), they are supported to stay at home and follow guidance on [social distancing](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing) or [shielding](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) as appropriate;
* Following government advice and guidance on actions for [educational and childcare settings to prepare for wider opening](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020).

If the above advice is followed carefully, any risk of transmission in schools and childcare settings will be greatly reduced.

**Further government guidance** can be found at:

[Coronavirus (COVID-19): implementing protective measures in education and childcare settings](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings)

[Opening schools and educational settings from 1 June to more pupils - guidance to parents and carers](https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june)

[Planning guide for childcare and early years settings](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings)

and on coronavirus information on [Ealing Grid for Learning](https://www.egfl.org.uk/coronavirus)

**This Risk Assessment should be completed in conjunction with the guidance above and with schools Initial Planning Framework**

Further advice can be sought by contacting either [Raj Chowdhury](mailto:Chowdhuryr@ealing.gov.uk)(Corporate Health and Safety) or [Steve Dunham](mailto:DunhamS@ealing.gov.uk) (Children’s Services)

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| **School/Childcare setting:** | | | | **School/Childcare setting address:** | | | **Review date:**  (This is a dynamic document and should be reviewed and updated if there are any changes) | | | C:\Users\EmerySu\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VZ3ZBGDO\Ealing_Logo_Colour_CMYK[1].jpg | | | |
| **Assessment date:** | | | | **What/who is being assessed?**  Biological hazard- COVID-19 within educational settings  (This is a generic risk assessment for schools/childcare settings with signposts to the relevant Government guidance. Schools/childcare settings will need to include any specific controls they have in place to this document). | | | | | | | | | |
| **Name of assessor:** | | | |  | | **Responsible person for actions:** | | | | |  | | |
| **Task / Activity Area** | **Hazard** | **Who might be harmed and how?** | **What are your existing controls?**  *SLT’s/Managers/owner’s to write what is being done now and then refer to Recommended controls:*   * *Possible controls for consideration to be adapted or deleted as necessary* | | **Recommended Control Measures**  *SLT’s/Manager’s/owners to move Recommended Controls into Existing Controls once they have been implemented:* | | | **Action by who/when?** | **Likelihood of occurrence after recommendedcontrols added (L)**  **1-Very Unlikely**  **2-Unlikely**  **3- Possible**  **4- Likely**  **5- Very Likely**  **Likelihood = Probability of occurrence based on specific activity being assessed** | | | **Impact (I)**  **1-Negligible**  **2- Minor**  **3- Moderate**  **4- Major**  **5- Extreme**  **Impact = Estimate of harm based on specific activity being assessed** | **Overall Risk**  **(L X I) + I**  **<10 = Low**  **10-19 = Medium**  **20-30 = High** |

| **Task / Activity Area** | **Hazard** | **Who might be harmed and how?** | **What are your existing controls?** | **Recommended Control Measures** | **Action by who/when?** | **Likelihood of occurrence after recommended controls (L)** | **Impact (I)** | **Overall Risk**  **(L X I) + I** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Entering the school/childcare provision | Biological hazard- COVID-19 | Staff, parents and children could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and, in rare cases, even death | *• Stagger drop-off and collection times*  *• Parents not to enter school grounds/childcare provision site*  *• Entry into school/childcare provision should be direct into classrooms where possible*  *• Children to be accompanied by only one parent*  *• Visitors by appointment only* | * Minimising 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 or schools. * On entry to the buildingl, staff and children to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. * [Government guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#personal-protective-equipment-ppe-including-face-coverings-and-face-masks) to be followed. * Guidance for school offices can be found [here](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/offices-and-contact-centres). |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |
| Social distancing  (Early Years and Reception)  May also be applicable to Special Schools, and EHCP children with 121 support – where social distancing may be difficult to maintain | Biological hazard- COVID-19 | Staff, parents and children could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death. | *• Avoiding contact with anyone with symptoms*  *• Minimising contact and mixing of groups*   * *Consider how your premises can best be used to keep small groups of children together* * *Consider how room dividers and floor markings can be used to keep groups apart*   *• Children and staff are always in the same small groups each day, and different groups are not mixed during the day, or on subsequent days*  *• Display social distancing poster at all entrances* | [Government guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) should be followed. This guidance includes practical ways to maintain social distancing (2 metres) for the Early Years/Reception setting. The Government acknowledges that social distancing in these settings is more difficult to achieve.  [Planning for early years and childcare settings](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings)  [Ensure you follow guidance for floor space requirements](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings)  The staff to child ratios within [Early Years Foundation Stage](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) (EYFS) continue to apply.  The following hierarchy of controls to be used in all settings:   * Minimising 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. * Cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. * Ensuring good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach. * Cleaning frequently touched surfaces often using standard products, such as detergents and bleach. * Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times). |  | **3** | **3** | **(3X3) +3 =**  **12**  **(Medium)** |
| Cleaning and Hygiene | Biological hazard- COVID-19 | Staff, parents and children could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death. | *• Frequent hand cleaning and good respiratory hygiene practices*  *• Daily cleaning of classrooms and equipment*  *• Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere, including soft furnishings that cannot be cleaned.*  *• Keep spaces well ventilated using natural ventilation (opening windows) or ventilation units*  *• Display hand washing poster at all entrances* | Follow the [COVID-19: cleaning of non-healthcare settings guidance](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)   * Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, etc. more regularly than normal |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |
| School lessons/ activities | Biological hazard- COVID-19 | Staff, parents and children could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death. | *• Consider how you can plan the day to make maximum use of the outdoor space*   * *Consider how outdoor spaces can be partitioned so that individual groups do not mix* * *Consider the use of malleable play to ensure that these resources are not shared between groups. Sandpits should not be used at this time.*   *• Use the timetable and selection of classroom or other learning environment to reduce movement around the school or buildings* | * Refresh the school/learning timetable, decide which lessons or activities will be delivered.   [Government guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#personal-protective-equipment-ppe-including-face-coverings-and-face-masks) to be followed.  [Planning for early years and childcare settings](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings) |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |
| Lunch | Biological hazard- COVID-19 | Staff, parents and children could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death. | *• Stagger lunch times, so that all children are not moving around the school/building at the same time.*  *• Before eating, children to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.*  *• Children are encouraged not to touch their mouth, eyes and nose* | * Lunch in the groups children 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. * Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. * Consider 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. * 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- schools and childcare settings will need to make a decision on this and seek advice where needed), to limit use of door handles and aid ventilation.   [Government guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#personal-protective-equipment-ppe-including-face-coverings-and-face-masks) to be followed.  [Planning for early years and childcare settings](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings) |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |
| Transport Arrangements | Biological hazard- COVID-19 | Staff, parents and children could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death. | *• Staff* *parents and children are encouraged to walk or cycle to their education setting where possible, or use private vehicles* | Schools, parents and children should follow the [Coronavirus (COVID-19): safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers) |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |
| Dealing with suspected and confirmed cases of COVID-19 | Biological hazard- COVID-19 | Staff, parents and children could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death. | • *Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.* | **Suspected cases:** If a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and the [stay at home guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) followed. 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.  There will be a mechanism for communicating with parents & other household members about the need to self-isolate. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus and are encouraged to get tested in this scenario.  **Confirmed cases:** If a child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms. [Government guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#personal-protective-equipment-ppe-including-face-coverings-and-face-masks) to be followed. |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |
| Use of PPE | Biological hazard- COVID-19 | Staff, parents and children could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death. | *• Individual pupil risk assessment and/or behavioural support plan to be reviewed and updated.*  *• Staff related risk assessments to be updated for those that are vulnerable, such as those who are pregnant* | PPE should be provided in the following cases:   * Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs. In these cases PPE should continue to be used as normal. * 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, and a distance of 2 metres cannot be maintained. * External providers of OT/ physiotherapy/ hydrotherapy sessions should provide their own PPE. School staff will be provided with PPE as required.     The following Government [video](https://www.youtube.com/watch?v=-GncQ_ed-9w&feature=youtu.be) shows how PPE should be put on and taken off.  PPE should be disposed of in line with Government guidance on [cleaning in non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings).  [Government guidance on PPE](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-to-work-safely-in-specific-situations-including-where-ppe-may-be-required) to be followed. |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |
| Administering First aid/  Medication | Biological hazard- COVID-19 | Staff, parents and children could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death. | *• Schools and childcare settings have a suitable number of staff on duty*  *• Schools and childcare settings have a first aid risk assessment and medication policy in place* | *•* St John’s Ambulance [advice](https://www.sja.org.uk/get-advice/first-aid-advice/covid-19-advice-for-first-aiders/) followed by first aiders during the COVID-19 pandemic.  *•* Guidance on the number of first aiders required provided [here](https://www.egfl.org.uk/sites/default/files/Main/Key%20Roles%20in%20Schools%20during%20the%20Coronavirus%20Pandemic%20v5.0%2028th%20April%202020%20%28003%29.pdf)  *• Administering first aid and medication risk assessments to be amended by schools*  *•* [*Government PPE guidance*](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-to-work-safely-in-specific-situations-including-where-ppe-may-be-required) *followed.* |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |
| Leaving the school | Biological hazard- COVID-19 | Staff, parents and children could become infected with COVID-19. If so, they are likely to experience mild symptoms such as fever or cough. In severe cases, this could lead to acute respiratory syndrome respiratory symptoms, and in rare cases, even death. | *• Stagger drop-off and collection times*  *• Parents not to enter school grounds/childcare setting*  *• Children to be collected by only one parent* | * Movements of children to be staggered to maximise social distancing as per [Government guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings). * Staff and children to wash their hands with soap and water for at least 20 seconds and hands dried or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |

