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

The purpose of this template is to help schools 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 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 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 can on their learning, development and well- being. The effectiveness and risk of actions such as opening or closing schools 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 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 pupils 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, pupils (or anyone in their household) develop symptoms of COVID-19, they stay at home, get [tested](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ask-for-a-test-to-check-if-you-have-coronavirus/) and follow guidance on [household isolation](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance);

Ensuring that if staff or pupils are identified as a close contact of someone who has tested positive for COVID-19 by NHS Test and Trace, they stay at home and follow guidance for [people of contacts with confirmed coronavirus](https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person)

* Ensuring that if staff or pupils are at higher risk of illness from COVID-19 because they are clinically vulnerable (i.e. eligible for a flu vaccine) follow guidance on [social distancing](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing);
* Ensuring that if staff or pupils are at higher risk of illness from COVID-19 because they are extremely clinically vulnerable (i.e. shielding), follow guidance on [shielding](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19);
* 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 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)

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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| **Document Changes** | **Date** |
| Original document published | 22nd May 2020 |
| References made to EHCP children with 1-2-1 support.  Hierarchy of controls added for all settings.  Note added about virtual assemblies.  Note added about seeking advice if required around propping of doors.  Note added about cleaning of lunch areas.  Note added on external providers of OT/physiotherapy and hydrotherapy sessions. | 26th May 2020 |
| First page text amended to reflect the updated guidance on those clinically vulnerable and those clinically extremely vulnerable (shielding). | 4th June 2020 |
| Text added about the ‘Test and Trace’ system and what schools should do in the event of a suspected or confirmed case. | 19th June 2020 |
| Text added to clarify that staff members do not need to self-isolate as a precaution if they need to change ‘bubbles’. | 22nd June 2020 |

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| **School:** | | | | **School 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 with signposts to the relevant Government guidance. Schools 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 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 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** |
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| Entering the school | Biological hazard- Covid-19 | Staff, parents and pupils 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*  *• Entry into school should be direct into classrooms where possible*  *• Pupil 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 school, staff and pupils 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 pupils 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*  *• Desks should be spaced as far apart as possible*  *• Pupils and staff are always in the same small groups each day, and different groups are not mixed during the day, or on subsequent days (staff members do not need to self-isolate as a precaution if they need to change ‘bubbles’)*  *• 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.  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.  [Government guidance](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) for Early Years and Reception to be followed.  [Government guidance](https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance) for pupils with special educational needs to be followed.  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)** |
| Social distancing  (KS1 and KS2) | Biological hazard- Covid-19 | Staff, parents and pupils 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*  *• Desks should be spaced as far apart as possible*  *• Pupils and staff are always in the same small groups each day, and different groups are not mixed during the day, or on subsequent days (staff members do not need to self-isolate as a precaution if they need to change ‘bubbles’)*  *• Display social distancing poster at all entrances* | [Government guidance](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools) should be followed. This guidance includes practical ways to maintain social distancing (2 metres) for Primary schools. Classes should normally be split in half, with no more than 15 pupils per small group.  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). |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |
| Social distancing  (High Schools) | Biological hazard- Covid-19 | Staff, parents and pupils 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*  *• Desks should be spaced as far apart as possible*  *• Pupils and staff are always in the same small groups each day, and different groups are not mixed during the day, or on subsequent days* where possible *(staff members do not need to self-isolate as a precaution if they need to change ‘bubbles’)*  *• Display social distancing poster at all entrances* | For secondary schools, the same principle of halving classes will normally apply. It is also sensible to rearrange classrooms and workshops with sitting positions 2 metres apart. recognising for secondary and college settings there will be some subject specialist rotation of staff.  Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to ‘catch up’ support.  In special schools, specialist post-16 only, agree which additional pupils will return irrespective of year groups to achieve a phased return.  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).   [Government guidance](https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-secondary-schools) should be followed. |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |
| Cleaning and Hygiene | Biological hazard- Covid-19 | Staff, parents and pupils 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*  *• 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 pupils 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 which lessons or classroom activities could take place outdoors*  *• Use the timetable and selection of classroom or other learning environment to reduce movement around the school or buildings*  *• Stagger assembly groups (some schools may have virtual assemblies)* | * Refresh the school 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. |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |
| Lunch | Biological hazard- Covid-19 | Staff, parents and pupils 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 at the same time.*  *• Before eating, Pupils 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.*  *• Pupils are encouraged not to touch their mouth, eyes and nose* | * Lunch in the groups pupils 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 will need to make a decision on this and seek advice where needed), to limit use of door handles and aid ventilation. * Dining hall activities (including cleaning of the lunch area) to be managed, ultimately by the school and supported by the catering provider.   [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)** |
| Transport Arrangements | Biological hazard- Covid-19 | Staff, parents and pupils 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 students are encouraged to walk or cycle to their education setting where possible, or use private vehicles* | Schools, parents and students 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 pupils 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. They should also get a [test](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/ask-for-a-test-to-check-if-you-have-coronavirus/) as soon as possible.  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.  Additional actions include:     * Follow guidance on cleaning * Inform Ealing Council (contact Steve Dunham: dunhams@ealing.gov.uk or 07940546263 and Raj Chowdhury; chowdhuryr@ealing.gov.uk or 07568130165 for advice) * Consider informing parents of students in the relevant ‘bubble’ that a student or staff member has developed symptoms of COVID-19 (if was at school during the ‘infectious period’ 48 hours before and whilst symptomatic), but they are not required to self-isolate. * Ensure stock of PPE in case further symptomatic cases on site * Await test results (48-72 hours)   **Confirmed cases:**  If a child, young person or staff member tests positive the school should:     * Contact Public Health England London Coronavirus Response Cell (LCRC) on 0300 303 0450 * Inform Steve Dunham DunhamS@ealing.gov.uk or 07940 546 263) or Raj Chowdhury (ChowdhuryR@ealing.gov.uk or 07568 130165) and the Council’s public health team ([publichealth@ealing.gov.uk](mailto:publichealth@ealing.gov.uk))   Public Health England should work with the school to:   * Undertake a risk assessment * Identify and notify close contacts (e.g. students and staff within the relevant ‘bubble’) of the need to follow guidance for contacts of people with possible or confirmed coronavirus who do not live with the person including isolation for 14 days * Identify any further actions needed |  | **2** | **3** | **(2X3) +3 =**  **9**  **(Low)** |
| Use of PPE | Biological hazard- Covid-19 | Staff, parents and pupils 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* | For staff looking after children with complex special educational needs and providing direct personal care (at a distance of less than 2 metres), the following PPE should be available for use by school staff:   * Disposable gloves; * Disposable apron; * Fluid resistant (type IIR) surgical mask; * Eye protection where there is a risk of splashing of bodily fluids.   PPE should also 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. * 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 Family Information Service can arrange for this PPE to be delivered to schools via the Family Information Service –[children@ealing.gov.uk](mailto:children@ealing.gov.uk) tel. 0208 825 5588  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 pupils 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 have a suitable number of staff on duty*  *• Schools 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/Key%20Roles%20in%20Schools%20during%20the%20Coronavirus%20Pandemic%20v6.0%2026%20May%202020.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 pupils 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* | * Movements of pupils 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 pupils 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)** |

