

**COVID-19: Primary Schools Risk Assessment January 2022**

**SCHOOL NAME:**

**PRINCIPAL:**

**DATE:**

THE BASICS OF RISK ASSESSMENT

Introduction

Risk Assessment is a process that enables you and your staff to undertake activities in a safe manner. The risk assessment process guides you through an evaluation of what could cause injury or illness in your school; assists you in deciding how likely it is that someone could be harmed and how seriously; and finally enable you to take action to eliminate the hazard, or if this isn't possible, control the risk.

The Health and Safety Executive (www.hse.gov.uk) outlines Risk Assessment as a five step process. This excel workbook has been developed by the Education Authority to assist you with this five step process to enable you to design solutions which will permit your school to operate in a safe way, as we continue to live with the Covid-19 pandemic.

1. Identify Hazards
2. Assess the Risks
3. Control the Risks
4. Record your findings
5. Review the Controls

**GENERIC RISK ASSESSMENTS FOR SCHOOLS**

The generic risk assessments for schools contained within this guidance have been developed using the formulas below. It is unlikely that the generic assessments will be totally appropriate for each individual school which may have different circumstances. **They should therefore be modified by each school by applying the criteria below to the generic assessment, making that assessment specific to the school. By adding precautions specific to your school you should be able to reduce the likelihood score.**

For Example

The risk rating in the generic assessments is calculated using the formula:

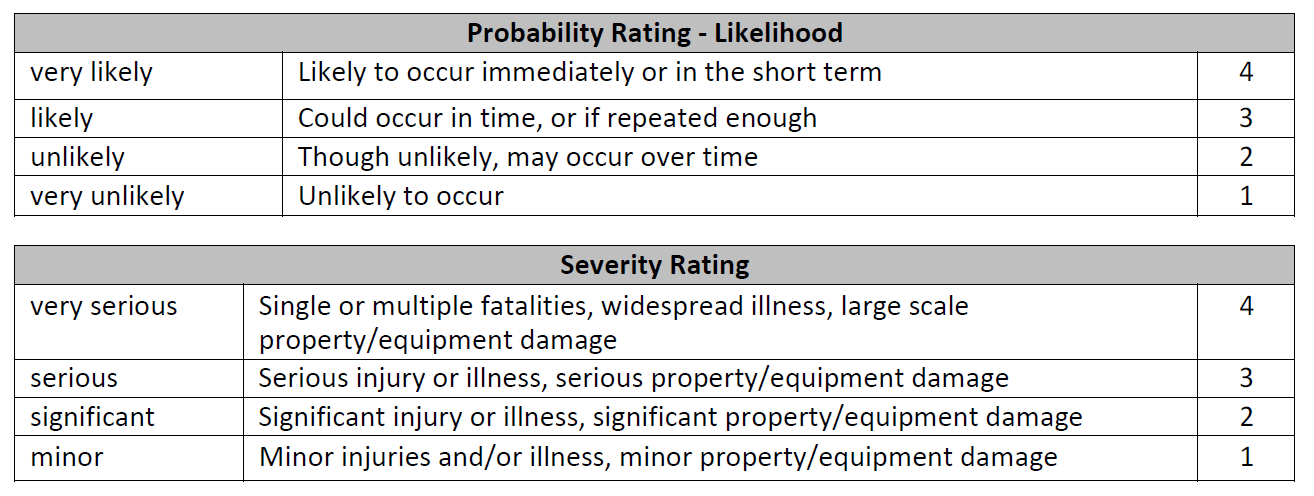
**Likelihood X Severity**

e.g. something ‘unlikely’ to occur in your opinion (2) multiplied by severity rating of ‘significant’ (2) would result in a risk rating of 4 which is ‘Tolerable’ and only requires the control measures to be monitored and reviewed.

This calculation must be made with your school’s existing precautions (control measures) in place. If you do have all, or more, of the existing precautions in the generic assessment operating at your school then the risk factor may be lower.

If however, you have identified a particular hazard covered by a generic risk assessment and you do not have all, or any, of the existing precautions listed in place, then your risk factor will be higher and will require further action on your behalf to reduce the risk. This may involve adopting some, or all, of the ‘existing precautions’ listed and listing them as ‘additional precautions’ which are in effect further measures you need to implement to control the risk. You may also have other control measures in mind that are not listed and which are equally valid in controlling the risk. It is important that a person (or organisation e.g. EA) is identified as the person (body) responsible for the remedial measures. A feasible date for implementation should also be recorded and no action by this date should prompt a reminder to the responsible person (body).

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| When the ‘additional precautions’ are implemented and the risk assessment is reviewed then the ‘additional precautions’ become ‘existing precautions’ and the risk factor is recalculated. |



RISK ASSESSMENT MATRIX

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|  | **PROBABILITY/LIKELIHOOD** | | | | |
| **S**  **E**  **V**  **E**  **R**  **I**  **T**  **Y** | **X** | **1** | **2** | **3** | **4** |
| **1** | **1**  **Insignificant/ Trivial** | **2**  **Low/**  **Tolerable** | **3**  **Low/**  **Tolerable** | **4**  **Low/**  **Tolerable** |
| **2** | **2**  **Low/**  **Tolerable** | **4**  **Low/ Tolerable** | **6**  **Medium/ Substantial** | **8**  **Medium/ Substantial** |
| **3** | **3**  **Low/ Tolerable** | **6**  **Medium/ Substantial** | **9**  **Medium/ Substantial** | **12**  **High/ Intolerable** |
| **4** | **4**  **Low/ Tolerable** | **8**  **Medium/ Substantial** | **12**  **Hign/ Intolerable** | **16**  **High/ Intolerable** |

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| **Risk Level Description** | **Numerical Value** |
| High – Intolerable. Immediate action required. Activity should be  stopped until control measures can be implemented to reduce risk | **12 ‐ 16** |
| Medium – Substantial. Activity can proceed, but with caution, ensuring control measures are maintained. Efforts should be made  to control/reduce the risk. | **6 ‐ 9** |
| Low – Tolerable. Activity can proceed. Control measures must be monitored and reviewed as required to ensure they remain suitable  and sufficient. | **2 ‐ 4** |
| Insignificant – Trivial. Monitor activity/task for future changes that would increase the risk | **1** |

DYNAMIC RISK ASSESSMENT

Risk assessment is a dynamic rather than static process. Once you have carried out the paper based risk assessments there remains the need to apply this thinking to everything you and your staff do. Dynamic Risk Assessment is defined as "The continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in the rapidly changing circumstances of an operational incident."

Dynamic risk assessments are frequently carried out by the emergency services and are used when you are faced with a dynamic or fast moving set of circumstances that are not fully covered by your written risk assessments at that time. The process is:

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| **Identify the hazard** |
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| **Eliminate and reduce the risks by changing original actions** |
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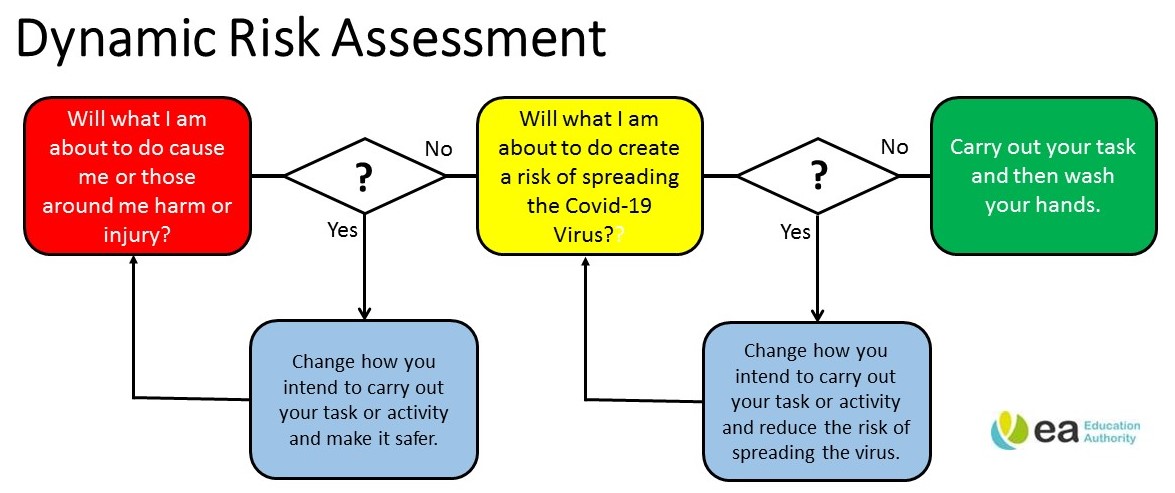
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| **Assess the risk to self and others** |
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| **Monitor and Review Outcome** |
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After the event, it if is foreseeable that the risk will occur again in the future, record the actions taken and add them to the written risk assessments so that others can apply the same response.

**Is a dynamic risk assessment needed in all circumstances? - Sometimes it is enough just to apply common sense!**



**Implementing a Risk Assessed Approach to Safe Schools**

**START OF DAY PROCEDURES**

The Start of Day phase requires you to evaluate the risks to your staff, pupils and their parents as they arrive at your school each morning. You will be asked to reflect on how staff will arrive and circulate in the building; how car/bus drop offs will work and how pupils will then enter and circulate in your building. Again at this point in time not all of the information you feel you need may be available and so you will need to use planning assumptions that will be refined as facts clarify.

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| **Completed by:** |  | **Date:** |  | **Review Date**: | Ongoing |

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| INSERT SCHOOL NAME HERE | | | | | |
| Morning Arrival of Staff and Pupils | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| As staff, pupils and delivery drivers arrive to the school building they will spread/contract the virus through the school and into the wider community due to a lack of social distancing measures. | Pupils | 1 | 4 | | 4 |
| Staff | 2 | 4 | | 8 |
| Parents & Community | 2 | 3 | | 6 |
| Delivery Drivers | 2 | 2 | | 4 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Staggered arrival and departure times for pupils and staff to minimise gatherings in any location. |  |  | |  | |
| Communication sent to all parents/carers that should their child appear unwell or display any of the symptoms of Covid-19 as advised by the PHA that they do not attend school.  <https://www.nidirect.gov.uk/articles/coronavirus-covid-19-overview-and-advice> |  |  | |  | |
| Hand-over of children in the morning is structured to maintain social distancing of at least 2 metres. Children are received into school/centre by a member of staff, maintaining social distancing protocols. |  |  | |  | |
| All staff/children to wash their hands before coming to school/centre, before going home, during day and when they get home. |  |  | |  | |
| Hand sanitiser provided at all entrance and exit points, anyone accessing the building must use hand sanitiser. |  |  | |  | |
| It may be necessary to introduce one-way systems for arrival/departure or designate areas or entrances for the arrival of particular groups. If possible access classrooms directly from the external classroom doors. Consideration to be given to the risk of finger entrapment and how this risk can be mitigated. Refer to: <https://www.eani.org.uk/publications/health-safety/guidance-on-finger-entrapment-in-educational-establishments> |  |  | |  | |
| INSERT SCHOOL NAME HERE | | | | | |
| Morning Arrival of Staff and Pupils | | | | | |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Information sent to parents on new arrangements and informing them that they cannot gather at entrance gates or doors, or enter the school building (unless they have a pre-arranged appointment, which should be conducted safely, observing social distancing). |  |  | |  | |
| Inform parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend. |  |  | |  | |
| Particular consideration should be given to the arrangements for parents of children with complex needs or disabilities, who may normally drop their children off within the school building. |  |  | |  | |
| Upon arrival to school, staff should proceed to their designated classroom. |  |  | |  | |
| Upon arrival to school, pupils should proceed to their designated class room. |  |  | |  | |
| The disembarkation of pupils arriving on school buses or via Translink services should be supervised by a member of school staff to ensure that social distancing protocols are maintained. Members of staff fulfilling this role should wear a Hi-Vis vest. |  |  | |  | |
| If possible try to arrange delivery times with companies, when this is not possible all deliveries to be directed to a central point. |  |  | |  | |

**Implementing a Risk Assessed Approach to Safe Schools**

**DURING THE SCHOOL DAY**

**You will need to evaluate the risks to your staff and pupils as they move around your school and participate in classes and other activities during the school day. You will be asked to reflect on how your school day will need to adapt to the current public health agency advice and decide on changes that you are going to implement. Again at this point in time not all of the information you feel you need may be available and so you will need to use planning assumptions that will be refined as facts clarify.**

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| INSERT SCHOOL NAME HERE | | | | | |
| Circulating in the School Building | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| The Covid-19 virus will spread through the school and into the wider community due to a lack of social distancing measures. | Pupils | 1 | 4 | | 4 |
| Staff | 2 | 4 | | 8 |
| Parents & Community | 2 | 3 | | 6 |
| Delivery Drivers & Visitors to School | 2 | 2 | | 4 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Reorganise classrooms and other learning environments maintaining social distancing space where possible, (strict social distancing requirements between all pupils will be relaxed but will remain in place between adults (at least 2m)). Adults are expected to maintain at least 2m from pupils also, but it is accepted that this is not always possible. Remove any unnecessary equipment at this time and seek appropriate storage for this equipment. Displays, unnecessary cupboards and soft furnishings. This is designed to enable successful and effective cleaning of all surfaces. | *Please add any additional precautions you believe are required to mitigate the risk further here.* | *If additional precautions are required, please identify who is responsible for implementing them.* | | *If additional precautions are required, please identify by when. e.g. date or ASAP.* | |
| In circumstances in which it may not be possible or appropriate for social distancing to be applied to some very young children who require additional support needs, e.g. where close contact with staff is necessary to their wellbeing. In such circumstances, bespoke approaches should be determined by individual or group risk assessments, with full regard to the best interests of children, young people and staff. Staff may choose to wear face coverings in these circumstances. |  |  | |  | |
| Pupils and staff use hand sanitiser on entry to the classroom. |  |  | |  | |
| The majority of staff in education 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:  • where an individual child, young person or other learner becomes ill with coronavirus (COVID-19) symptoms and only then if a distance of at least 2 metres cannot be maintained  • where a child, young person or learner already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used  Source: <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> |  |  | |  | |
| Teachers to be issued with their own hand sanitiser, staff encouraged to protect their skin by applying emollient cream regularly. |  |  | |  | |
| All classrooms provided with basic cleaning kit and stored in appropriate safe location. Material Safety Data Sheets and COSHH assessments should be made available to staff who would not ordinarily use cleaning substances. |  |  | |  | |
| Pupils are organised into small groups of consistent membership known as bubbles/pods/clusters. The class group will not interact with other groups within the school. Bubbles should be kept as consistent as possible and where possible staff should not move across multiple bubbles as a matter of routine. |  |  | |  | |
| The number of teachers (and other staff) that mix with a class is restricted to as few as possible. Where possible this will be one teacher and classroom assistant for the whole and subsequent days. |  |  | |  | |
| Pupils have their own allocated desk which they will use throughout the school day; desks to be cleaned down at the end of the school day, using designated cleaning substances which are proven to be effective against the spread of Covid-19. |  |  | |  | |
| Pupils have allocated resources such as pens that are assigned to them. |  |  | |  | |
| Resources for the day are placed on each desk prior to the arrival of pupils into class. |  |  | |  | |
| Use the timetable and selection of classroom or other learning environment to reduce movement around the school or building. |  |  | |  | |
| Pupils should not bring items, such as toys, from home into school. A lunch box/bag which is named and which can be cleaned every day, a water bottle clearly named which can be cleaned every day and a coat are permitted. If possible avoid the use of multiple school bags or rucksacks. |  |  | |  | |
| Medication e.g. inhalers should be brought into school on the first day back, these should be kept in school from that point in a sealed bag. |  |  | |  | |
| Where possible, all spaces should be well ventilated using natural ventilation (opening windows). |  |  | |  | |
| Ensure CO2 monitors, where fitted, are monitored regularly throughout the day. Prolonged readings in the red is an indication that the room needs to be ventilated by opening windows or by mechanical ventilation. |  |  | |  | |
| Consider the use of outdoor learning facilities, if these are to be used, parents must be advised to apply sun cream to their children before arrival at school and provide sun hats. In winter a warm coat, hat, scarf and gloves are advised to be worn. |  |  | |  | |
| If teachers collect individual pupil’s work for marking, this should be marked within the classroom, they should apply good hand washing procedures or use hand sanitiser at regular intervals and should be discouraged from touching their face after handling pupil’s books. The use of gloves is not recommended as the misuse or removal of gloves incorrectly, could inadvertently cause contamination. Consider the use of other forms of feedback techniques such as verbal feedback, whole class feedback, self-assessment or comments written onto post-it notes etc. |  |  | |  | |
| Deliveries to be handed over at main entrance door/office or left outside the door. Staff taking in deliveries to wash hands immediately after handling anything that has come in to school. Contractors to be admitted on site by appointment only – contractors not to be in areas where children or staff are. One member of staff to sign contractors in and out show them to the work area with social distancing to be maintained at all times. Contractors to use hand sanitiser on entry. |  |  | |  | |
| *Further consideration and guidance to be given to structured play and to practical subjects in Primary Schools.* |  |  | |  | |

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| INSERT SCHOOL NAME HERE | | | | | |
| Suspected or Confirmed Case of Covid-19 in School | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| Suspected or confirmed case in staff member or pupil or staff with a family connected to the learning hub. No symptoms of Covid-19 displayed within the school or later that day. | Pupils | 1 | 4 | | 4 |
| Staff | 2 | 4 | | 8 |
| Parents & Community | 2 | 3 | | 6 |
| Delivery Drivers & visitors to School | 2 | 2 | | 4 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Follow PHA guidance and consult PHA website for most up to date guidance. | *Please add any additional precautions you believe are required to mitigate the risk further here.* | *If additional precautions are required, please identify who is responsible for implementing them.* | | *If additional precautions are required, please identify by when. e.g. date or ASAP.* | |
| Normal system of work in relation to cleaning should be maintained with particular attention to high contact areas, toilets, door handles, telephones, grab rails. |  |  | |  | |
| From Friday 10th September 2021, when the PHA Contact Tracing Service (CTS) contacts a confirmed COVID-19 case associated with a school (either a pupil or staff member), they will ask for their support (or that of their parent or guardian) in identifying their close contacts.  Those identified as close contacts by this process will be contacted by the PHA CTS by phone or text, advised they have been identified as a close contact and directed to advice on self-isolation and testing <https://www.nidirect.gov.uk/articles/coronavirus-covid-19-self-isolating>  . Parents will be encouraged to inform the school of their child’s positive test or identification as a close contact as part of routine absence reporting. |  |  | |  | |
| Voluntary LFD testing is available for school staff Staff are strongly encouraged to avail of routine testing. |  |  | |  | |

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| INSERT SCHOOL NAME HERE | | | | | |
| Teaching Staff Shortages due to Covid-19 | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| A shortage of teaching staff and/or a reduction in leadership capacity due to Covid-19. Concurrent issues further reducing leadership capacity. | Pupils | 2 | 4 | | 8 |
| Staff | 2 | 4 | | 8 |
| Parents & Community | 2 | 4 | | 8 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Use NISTR register to employ substitute teachers. | *Please add any additional precautions you believe are required to mitigate the risk further here.* | *If additional precautions are required, please identify who is responsible for implementing them.* | | *If additional precautions are required, please identify by when. e.g. date or ASAP.* | |
| Text alert service to parents to notify them of any exceptional closures due to insufficient staff cover. |  |  | |  | |
| Notify DE and school managing authority in the event that an exceptional closure may be necessary. |  |  | |  | |
| Face to face meetings within school exceeding 15 participants require a risk assessment (currently gatherings of less than 15 do not require risk assessment) and must comply fully with current health advice on social distancing and ventilation. Where possible use digital platforms to conduct any meetings, such as Conference calls, Zoom, Microsoft Teams etc. |  |  | |  | |

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| INSERT SCHOOL NAME HERE | | | | | |
| Support Staff Shortages due to Covid-19 | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| Shortage of support service staff such as  • Building Supervisor/Cleaning  • Admin Staff  • Learning Support  Resulting in non-delivery of essential services | Pupils | 2 | 4 | | 8 |
| Staff | 2 | 4 | | 8 |
| Parents & Community | 2 | 4 | | 8 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Contact EA for cover arrangements. | *Please add any additional precautions you believe are required to mitigate the risk further here.* | *If additional precautions are required, please identify who is responsible for implementing them.* | | *If additional precautions are required, please identify by when. e.g. date or ASAP.* | |
| Classroom Assistants to provide temporary cover for admin. |  |  | |  | |
| Reassign support staff to core health & safety functions within the school. |  |  | |  | |
| Text alert service to parents to notify them of any exceptional closures due to insufficient staff cover. |  |  | |  | |

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| INSERT SCHOOL NAME HERE | | | | | |
| Pupil Contact Activities | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| That contact activities (including contact with resources/tools) will act as an infection route. | Pupils | 1 | 2 | | 2 |
| Staff | 2 | 1 | | 2 |
| Parents & Community | 1 | 1 | | 1 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Daily disinfecting equipment which pupils are in regular contact with. | *Please add any additional precautions you believe are required to mitigate the risk further here.* | *If additional precautions are required, please identify who is responsible for implementing them.* | | *If additional precautions are required, please identify by when. e.g. date or ASAP.* | |
| Each child to be assigned their own desk and equipment which they use. Work-stations should be allocated consistently to the same staff and children rather than having spaces that are shared. Make sure that each workstation is wiped down and disinfected before the next person uses it. |  |  | |  | |
| There should be routine cleaning and disinfection of frequently touched objects and surfaces. Desk surfaces, chairs, doors, light switches, banisters, sinks and toilets will be cleaned more regularly. |  |  | |  | |
| Cleaning of the staff areas should be considered as part of the overall cleaning strategy. Staff should use their own cup/cutlery and ensure these are cleaned straight after use. |  |  | |  | |

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| INSERT SCHOOL NAME HERE | | | | | |
| Risk of Fire and Building Evacuation Procedures | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| The risk of fire remains, however, there is a need to ensure that evacuation and assembly procedures comply with current PHA guidance as far as possible. | Pupils | 3 | 1 | | 3 |
| Staff | 3 | 1 | | 3 |
| Parents & Community | 1 | 1 | | 1 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Advice on what to do if you discover a fire has not changed. Staff and pupils should always exit the building by the nearest available exit. The use of one way systems which may have been created to avoid interaction between classes during Covid-19 do not apply in the event of a fire. | *Please add any additional precautions you believe are required to mitigate the risk further here.* | *If additional precautions are required, please identify who is responsible for implementing them.* | | *If additional precautions are required, please identify by when. e.g. date or ASAP.* | |
| Routine weekly testing of the fire alarm system within the school building should continue as normal. Any faults to be logged to EA Maintenance. |  |  | |  | |
| Fire escape routes need to be reviewed and kept clear at all times. |  |  | |  | |
| Daily cleaning of bins, to avoid build-up of combustibles. |  |  | |  | |
| Staff who are not familiar with the building should be made aware, on their first day of attendance, of actions to be taken in the event of a fire, emergency escapes routes and the position of the assembly point. |  |  | |  | |
| Register kept of all persons present in the building. |  |  | |  | |
| Fire Extinguishers must not be used to prop open doors, they must remain in situ. |  |  | |  | |
| Evacuation arrangements for children with complex needs or disabilities should be reviewed in light of any changes. |  |  | |  | |
| Hand sanitiser dispensers should not be placed above or close to any potential sources of ignition. E.g. radiators, light switches, electrical sockets. |  |  | |  | |
| Stocks of highly flammable hand sanitiser (those containing alcohol) should be stored in a flame resistant cupboard with a capacity of no more than 50 litres. Larger schools, who require holdings of hand sanitiser greater than 50 litres, should contact their EA Fire Safety Officer for advice on safe storage. Where possible schools should hold stock of no more than 50 litres at any one time. Any significant spillage of hand sanitiser should be dealt with immediately by removing all sources of ignition, ventilating the area and diluting the spill with water. |  |  | |  | |
| Empty hand sanitiser containers should be disposed of by rinsing the container with large quantities of cold water. Empty containers can then be recycled or disposed of in general waste. |  |  | |  | |
| Carry out a fire drill. Remembering to maintain social distancing whilst vacating the building and at assembly points, you may need to spread out the assembly points to maintain social distancing. |  |  | |  | |

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| INSERT SCHOOL NAME HERE | | | | | |
| **Provision of First Aid & Intimate Care** | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| Infection could be spread between adults and children during the provision of play, first aid & intimate care (including medication) as social distancing is not possible. | Pupils | 1 | 3 | | 3 |
| Staff | 2 | 4 | | 8 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Designated members of staff are trained in First Aid at Work or Emergency First Aid. Reference should be made to Health and Safety Manual for Principals and Governors the recommended guidance on number of first aiders required within your school. <https://www.eani.org.uk/school-management/health-safety/manual-for-principals-and-governors> In 'supervised learning' a specific first aid risk assessment should be carried out. Consideration should be given if staff or pupils have any individual health conditions which may necessitate the presence of a trained first aider within the school. If this is not required it may be appropriate to use appointed persons. See first aid guidance at the link above for the definition of an appointed person. | *Please add any additional precautions you believe are required to mitigate the risk further here.* | *If additional precautions are required, please identify who is responsible for implementing them.* | | *If additional precautions are required, please identify by when. e.g. date or ASAP.* | |
| Where it is not possible to maintain a 2 metre or more distance away from an individual, whilst administering first aid, disposable gloves, face mask and a disposable plastic apron are recommended. Disposable gloves should be worn if physical contact is likely to be made with potentially contaminated areas or items. Additional information on the administration of CPR during Covid-19 is available on the EA Website <https://www.eani.org.uk/education-restart> under the Health and Safety FAQ's. |  |  | |  | |
| The use of a fluid repellent surgical face mask is recommended and additional use of disposable eye protection (such as face visor or goggles) should be risk assessed when there is an anticipated risk of contamination with splashes, droplets of blood or body fluids. |  |  | |  | |
| When using a fluid repellent surgical face mask, you should mould the metal strap of the mask over the bridge of the nose and make sure the mask fits snugly under the chin, around or across any facial hair if present. |  |  | |  | |
| Clean your hands thoroughly with soap and water or hand sanitiser before putting on and after taking off PPE. In all circumstances where some form of PPE is used, the safe removal of the PPE is a critical consideration to avoid self-contamination. |  |  | |  | |
| If outdoor fixed playground equipment is to be used pupils should sanitise their hands before and after use. |  |  | |  | |
| Staggering of break and lunch times so limited number of children are in the playground at any one time to reduce the need for first aid. |  |  | |  | |
| Follow all normal protocols for first aid and intimate care and consider enhancements to provide extra protection for staff and pupils. |  |  | |  | |
| PPE appropriate to the need should be worn by adults providing first aid and intimate care to children or to other adults. Additional training will be necessary for Aerosol Generating Procedures (AGP's) for pupils who require these procedures. |  |  | |  | |
| Consider the PPE needs and provide packs for adults assisting children with medication and intimate care. (This may include aprons, visors and masks in addition to the gloves normally worn). |  |  | |  | |
| Follow all normal protocols for first aid and intimate care and consider enhancements to provide extra protection for staff and pupils. |  |  | |  | |
| PPE appropriate to the need should be worn by adults providing first aid and intimate care to children or to other adults. |  |  | |  | |

**Implementing a Risk Assessed Approach to Safe Schools**

**END OF DAY PROCEDURES**

**The End of Day phase requires you to evaluate the risks to your staff, pupils and their parents as they leave your school each afternoon. You will be asked to reflect on how pupils will circulate and leave your building and how bus lines/car pick-ups will work. You will also need to review how staff will circulate and leave the building. Again at this point in time not all of the information you feel you need may be available and so you will need to use planning assumptions that will be refined as facts clarify.**

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| --- | --- | --- | --- | --- | --- |
| INSERT SCHOOL NAME HERE | | | | | |
| Afternoon Departure of Staff and Pupils | | | | | |
| **Identified Hazard** | **To Whom** | **Severity** | **Likelihood** | | **Risk** |
| As staff and pupils leave from the school building they will spread/contract the virus through the school and into the wider community due to a lack of social distancing measures. | Pupils | 1 | 4 | | 4 |
| Staff | 2 | 4 | | 8 |
| Parents & Community | 2 | 3 | | 6 |
| **Existing Precautions** | **Additional Precautions** | **Who** | | **When** | |
| Staggered arrival and departure times for pupils and staff to minimise gatherings in any location. | *Please add any additional precautions you believe are required to mitigate the risk further here.* | *If additional precautions are required, please identify who is responsible for implementing them.* | | *If additional precautions are required, please identify by when. e.g. date or ASAP.* | |
| Hand-over of children in the afternoon is structured to maintain social distancing of at least 2 metres between adults. Children are received by parent/carer from a member of staff, maintaining social distancing protocols. Schools may need to designate areas where pupils can wait for transport home, e.g. supervised in a classroom. |  |  | |  | |
| Staggered departure times for staff to minimise gatherings in any location. E.g. Staffroom, office areas, foyer. |  |  | |  | |