

Updated Risk Assessment (31/10/20)

Kyle Academy

This risk assessment should be updated in consultation with staff to reflect local mitigation factors required in your establishment. All additional information added should be in red.

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| Description of Task/Activity | Return to work - potential exposure to COVID-19 in SAC Education establishment. Return to Work Guidance and Coronavirus: re-opening schools guide prior | Directorate | People | Assessor(s) | Sample prepared by Risk and Safety and adapted by M Byrne (HT) and L Harper (DHT) |
| | | Service | Education | | |
| | | Reference No | | Last Review Date | 30/10/2020 |

Persons Identified at Risk (Direct and Indirect)

Employees (Teachers, support staff, admin staff), pupils, parents/carers, visitors and maintenance personnel. N.B. New and expectant mothers require a separate risk assessment.

All employees – regardless of sector - are entitled to use their own initiative or apply discretion with regard to additional PPE or further mitigations should they consider this necessary. We are all operating in unprecedented times and employees will not be discouraged from taking sensible precautions. The principles of dynamic risk assessment should be encouraged, i.e identifying risks and appropriate control measures as they arise, where circumstances dictate.

| Severity | | Likelihood | |
|----------|---|------------|-------------------|
| | 1. Minor: Near miss incident or minor injury | | 1. Unlikely |
| | 2. Moderate: Injury / Ill health | | 2. Possible |
| | 3. Major: Serious injury or ill-health | | 3. Likely |
| | 4. Critical: Significant injuries and cases of ill-health | | 4. Very Likely |
| | 5. Catastrophic: Single or multiple fatality | | 5. Almost Certain |

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| | Hazards Identified | Person(s) at Risk | Types of Loss/ Injury/ Ill Health | Current Control Measures |
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| 1 | General contact with others (colleagues, pupils, members of the public) in the school environment in light of Covid-19. | Employees Pupils | Potential to contract Covid19 and suffer associated health effects. | <p>All staff have engaged with following information.</p> <ul style="list-style-type: none"> • South Ayrshire School Phasing Plan School and Operating Guidance – COVID 19 (issued to staff 05/06/20) <p>This document is also informed by</p> <ul style="list-style-type: none"> • <i>South Ayrshire Schools Re-opening Guidance (4th August 2020)</i> • <i>Scottish Government COVID-19 Advice on Preparing for the Start of the New School Term (published 30th July 2020);</i> • <i>Scottish Government COVID-19 Advice on Reopening Early Learning and Childcare Settings (30th July 2020)</i> • <i>HPS COVID-19 Guidance for General Non-Healthcare Settings (10th July 2020)</i> • <i>South Ayrshire Covid-19 Safety Plan for School Cleaning Operations (8th June 2020)</i> • Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools (30 Oct 20) <p>Information on the measures outlined within our school risk assessment and our school recovery plan will be shared with parents/carers and partners.</p> <p>We will invite all pupils in for an induction over the first week of term to go through all safety and hygiene procedures.</p> <p>1.1 Hygiene</p> <p>The following measures have been taken to maintain personal and workplace hygiene</p> <p>1.1.1 Personal Hygiene –</p> <p>All employees and young people have been made aware that good hand and forearm hygiene is essential at all times - thorough and regular washing of hands and forearms for at least 20 seconds with soap and water and/or use of hand sanitising gel/alcohol based wipes. This should always be done before eating and drinking, and after</p> |

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| | | | <p>coughing, sneezing or going to the toilet. When using alcohol based hand sanitising gel you must let your hands dry fully before touching any surfaces, especially 'conducting' surfaces i.e. metal, due to its flammability properties.</p> <p>All employees and young people are aware to refrain from touching the nose, mouth or eyes and all pupils are frequently reminded of this.</p> <p>We encourage staff and pupils to wash or sanitise hands before and after travelling, on entering and leaving the school building and on entering and leaving classrooms. Hand sanitiser is available at all entrances and in all classrooms.</p> <p>Clear notices are posted in schools to reflect this and Kyle Covid Code has been developed to reinforce consistent message about health and hygiene practices with staff, young people and parents. This has been shared with all pupils in detail at the induction.</p> <p>1.1.2 Workplace Hygiene –</p> <p>We have implemented revised cleaning measures (in addition to those provided by Facilities Management/Facilities Management Services (PPP,DBFM schools) as follows;</p> <p>All classroom and teaching areas will have an anti-bacterial spray bottle and disposable paper towels. Spray bottles will be refilled by cleaning staff on request. Young people will wipe down desks before and after use. Class teachers/support staff will wipe down teacher's desk and other resources (e.g. Promethean panel, keyboard/mouse, telephone etc.) All used wipes/towels to be disposed of in bin.</p> <p>All ICT equipment will be wiped down by young people and staff at the start and end of the lesson using disposable anti-bacterial wipes.</p> <p>We provide cleaning materials in order that frequently touched surfaces can be cleaned regularly throughout the day and all staff are aware that they should be involved in this process, irrespective of role.</p> <p>The frequently touched areas which we clean regularly have been identified as, but not restricted to;</p> |
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| | | | <ul style="list-style-type: none"> • tables, chairs, resources, equipment, doorknobs, light switches, countertops, handles, toilets, taps, sinks and electronics, such as tablets, touch screens, keyboards, telephones and remote controls. • We will wedge doors (except fire doors) open where appropriate to reduce touchpoints. <p>All desk hard surface areas to be cleaned by the employee. This to include, desk, chair arms, keyboard, mouse and any other items regularly touched or handled. Telephones to be sanitised at start and end of the day with appropriate sanitiser.</p> <p>Using appropriate cleaning products and disposable paper towels, hard surfaces should be cleaned on a regular basis.</p> <p>All cleaning will be carried out in accordance with COVID 19- guidance for non-healthcare settings and the Council's Covid-19 cleaning strategy for schools.</p> <p>A cleaning regime for each school has been provided by Facilities Management or Mitie. This will detail the cleaning arrangements for each school.</p> <p>Shared resources should be avoided or kept to a minimum and must be cleaned in between each use. Pupils will bring in their own equipment and take it home after use. They may bring a bag but it should be kept on the floor not on the desk. The information sent to all parents reflects this position.</p> <ul style="list-style-type: none"> • The school will provide a basic set of stationary equipment for each young person. This is to be retained by the young person and not shared. • In the event of a young person not being prepared with their own equipment, teachers will provide the learner with replacement and the learner will retain, where this is reasonable to do so. <p>We have instructed all school employees to keep personal items to a minimum in the workplace. They have been advised not to share personal items, stationery, crockery etc. They should not use shared food preparation or cooking facilities. Use school dinner hall or bring a packed lunch.</p> <p>We have provided hand sanitiser on entering and leaving the building and in other communal or public areas as follows. Signage will be posted to highlight these areas.</p> <ul style="list-style-type: none"> • Hand sanitising station at each entry/exit point • Every classroom/learning space that is being used |
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| | | | <ul style="list-style-type: none"> • Reception desk at the school office • Pupil and staff toilets • Entrance/exit to dining hall <p>Staff are aware that all cleaning materials should be disposed of in a general waste bin which will be emptied daily by a Facilities Management employee or Facilities Management provider (DBFM, PPP). We have communicated with the Facilities Management provider and understand our roles (PPP, DBFM)</p> <p>Bins in teaching areas will be emptied throughout the school day.</p> <p><u>Ventilation</u></p> <p>Ventilation is an important factor in mitigating against the risk of far-field (>2m) aerosol transmission. The importance of far-field aerosol transmission is not yet known, but evidence suggests it is a risk in poorly ventilated spaces.</p> <p>We will ensure appropriate supply of fresh air to assist with minimising the risk of virus infection whilst maintaining appropriate temperatures, with reference to the School Premises Regulations. While minimum requirements vary depending on the specific part of the school estate, for classrooms the regulations stipulate 2 air changes per hour and a temperature of 17oC.</p> <p>The primary effective method of increasing natural ventilation remains the opening of external doors, vents and windows. Wherever it is practical, safe and secure to do so, and appropriate internal temperatures can be maintained in line with statutory obligations, this approach will be adopted. It is recognised that in the autumn and winter, schools are therefore unlikely to be able to keep external doors and windows open as often, or for as long, as in warmer weather periods. We will take the following steps in inclement weather:</p> <ul style="list-style-type: none"> • partially opening doors and windows to provide ventilation while reducing draughts • opening high level windows in preference to low level to reduce draughts • purging spaces by opening windows, vents and external doors (e.g. between classes, during break and lunch, when a room is unused, or at other suitable intervals if a space is occupied for long periods at a time) <p>Temperature</p> <ul style="list-style-type: none"> • providing flexibility in permissible clothing while indoors. • designing seating plans to reflect individual student/staff temperature preferences. |
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| | | | | <ul style="list-style-type: none"> adjusting indoor heating to compensate for cold air flow from outside (e.g. higher system settings, increased duration) <p>Where centralised or local mechanical ventilation is present, systems should be adjusted to full fresh air. If this is not possible systems should be operated as normal.</p> <ul style="list-style-type: none"> Where ventilation units have filters present enhanced precautions should be taken when changing filters. Additional advice on filters can be located in the REHVA Covid guidance. Ventilation systems should be checked or adjusted to ensure they do not automatically adjust ventilation levels due to differing occupancy levels. Consider starting mechanical ventilation ahead of school day and allow it to continue after classes have finished. <p>Fans</p> <p>Fan heaters, fan assisted heating systems or air conditioning within a single space may assist in maintaining appropriate temperatures, provided there is an adequate supply of fresh air into the space. This approach should only be used where the balance of adequate ventilation and appropriate temperature cannot be achieved otherwise. Filter maintenance should also be carefully undertaken as noted above. Care should be taken to avoid unregulated use of ad hoc devices which may cause increased risk in terms of electrical load, inappropriate installation, cable trip hazard and potential fire or electrocution risk.</p> <p>Wherever it is safe to do so, doors and windows should be kept open to increase natural ventilation (this advice will be reviewed as we head into the winter months). This will also help to reduce contact with door handles. However, internal fire doors should never be held open (unless assessed and provided with appropriate hold open and self-closing mechanisms which respond to the actuation of the fire alarm system).</p> <p>1.2. Physical Distancing</p> <p>A capacity assessment for the initial phase of re-opening has been carried out and takes consideration of the total number of available staff (both teaching and support staff), including estimates on staff absence rates based upon shielding requirements and the impact of successful TTIS (test, trace, isolate, support) practices or ‘Test and Protect’ as it is called in Scotland. Physical distancing in staff spaces (such as staff rooms, toilets etc.) will also form part of the capacity considerations.</p> |
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| | | | | <p>Following SG Advisory Note on Physical Distancing in Schools (July 2020) and SG Coronavirus (COVID-19): Guidance on preparing for the start of the new school term in August 2020 (July 2020), we have adopted practical measures and procedures to ensure physical distancing between adults and between adults and young people. This includes arriving at school, taking food/toilet breaks, when accessing communal areas and when leaving the school environment. These are outlined in paragraphs below;</p> <ul style="list-style-type: none"> • Clear signage to reinforce social distancing protocol • Circulation system and additional entrance and exiting measures displayed to support safe distancing <p>The scientific advice is that physical distancing between young people in secondary schools is not required to ensure safety in schools. The evidence for this is less clear for older pupils, but at present this approach is being advised for secondary schools on the basis of the balance of known risks, the effectiveness of mitigations and the benefits to all young people of being able to attend school.</p> <p>However, to provide additional reassurance to young people, staff and parents/carers, where there are opportunities to further minimise risk these should be actively encouraged. As a precautionary approach we encourage distancing wherever practicable between young people, and particularly in the senior phase.</p> <p>Mitigations include:</p> <ul style="list-style-type: none"> • Encourage young people to maintain distance where possible, particularly indoors – this does not have to be strict distancing of 2m if this is unachievable, but encouraging young people not to crowd together or touch their peers is recommended. • Discourage social physical contact (hand to hand greeting/hugs) • Use all the available space in classrooms, halls, libraries or social spaces to promote distancing where possible. • Seat young people side by side and facing forwards, rather than face to face • Avoid situations that require young people to sit or stand in direct physical contact with others. • Where young people need to move about within the classroom to perform activities (for example to access a shared resource) this should be organised to minimise congregation around the point of access to the shared resource. <p>We will make efforts to keep groups apart from other groups where possible. In particular, we will avoid assemblies and other types of large group gatherings.</p> |
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| | | | <p>We have communicated the following advice/information to employees, parents/carers and young people;</p> <p><u>1.2.1 Travel to School</u></p> <ul style="list-style-type: none"> • We encourage young people and staff to walk or cycle to school and instruct them to adhere to physical distancing at all times. • Young people using school transport to follow guidance from education/ contractor. We have advised employees, parents/carers and young people to utilise their own transport in preference to public transport where walking and cycling are not possible. • If public transport cannot be avoided, the employee should be encouraged to follow current government advice in respect of “face coverings”. • Parents should not use onsite car parking facilities. <p><u>1.2.2 Arrival and departure from school</u></p> <ul style="list-style-type: none"> • We have assessed arrival and departure times and opted to stagger these as follows. • S1 to S2 will arrive at 8.45am and leave at 3.30/2.40pm • S3 will arrive at 8.45am and leave at 3.40/2.50pm • S4/5/6 will arrive at 8.55am and leave at 3.45/2.55pm • Clear guidance has been issued to parents and young people in the communications provided. This is to avoid congregating in the playground areas. • Pupils will enter the building from entrances around the building to avoid congestion and congregating in one area. <p><u>1.2.3 Physical Distancing within the school</u></p> <p>We have assessed the measures necessary to decrease large gatherings and maintain physical distancing where necessary and agreed to the following measures. The advice is to “encourage” distancing for those in secondary schools. There is also a requirement for adults to remain 2m distant from children and young people where possible and from other adults. This information has also been provided in the information pack.</p> <ul style="list-style-type: none"> • Where practicable, minimising the mixing of groups. • Staggered arrival and departure from school. • Staggered start and end of interval and lunch times. |
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| | | | <ul style="list-style-type: none"> Teaching areas reorganised in line with current safe distancing advice and furniture is arranged to maintain physical distancing from teacher. Seating positions reorganised so that pupils are seated side by side and facing forwards. Teaching staff ensure seating plans are prepared and adhered to. Resources that are difficult to clean will be stored away, together with unnecessary classroom clutter. Increased use of outdoor spaces where possible. Movement around school is orderly and a one-way system is in place to avoid congestion; signage and floor markings in place to reinforce current social distancing advice. Toilets – gathering in toilet areas is strongly discouraged and measures have been put in place in our school to prevent this as follows: maximum 4 pupils per toilet block at any one time, one-way system to operate around the central sinks. We endeavor to ensure that numbers of Teaching/support staff in School at any one time is limited to only those required to teach/support the expected occupancy levels on any given day. Appropriate arrangements are made to cater for individual needs on a case by case basis and particularly for children with complex needs where handling and personal care is required, in line with legislative requirements. (Additional space will be required for some children and young people with additional support needs who rely upon the use of equipment, such as hoists, particularly where this provision is provided in a mainstream school setting. Additional precautions are implemented under such circumstances, including individualised risk assessments. Staff have been instructed to adhere to physical distancing during breaks and must ensure that they are taking appropriate precautions to do so; all staff to demonstrate safe social distancing practice. Where possible meetings and training sessions will be conducted through virtual conferencing where possible. Where this is not possible staff will maintain 2m physical distancing when attending meetings or training sessions. <p><u>1.2.4 Visits</u></p> <ul style="list-style-type: none"> Visitors are not permitted to the school unless essential and with prior appointment (e.g. essential building maintenance). Where essential visits are required these will be made outside of school hours where possible. Parents are not permitted to enter the school building without an appointment. New family show rounds will be done virtually or outside of school hours. <p>General Precautions</p> |
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| | | | <p>We have considered and included the following general precautions.</p> <p>We have considered how pupils get into the school to avoid bottlenecks and areas of congestion as follows.</p> <ul style="list-style-type: none"> Multiple entrances to the school to be used with segregated external areas to ensure social distancing <p>We have installed physical barriers/screens in key areas as follows.</p> <ul style="list-style-type: none"> Crush area to delineate different access points to school – these will be clearly signposted <p>We have restricted access to communal areas such as staffroom, staff bases and CPD rooms and installed hand sanitiser and disinfectant spray. We encourage staff to work from home when not teaching.</p> <p>Staff toilets are one in one out and are cleaned on an hourly basis.</p> <p>We manage access to communal areas such as kitchens, meeting rooms, print rooms, staffrooms and toilets as follows.</p> <ul style="list-style-type: none"> Maximum capacity notices clearly displayed Sharing work areas is to be avoided. Where this is not possible, staff will ensure that they are thoroughly cleaned between users. Designated areas where masks should be worn. Photocopiers to be cleaned between use. Do not use shared food preparation or cooking facilities. Food is available from the dinner hall or bring packed lunch. No communal food, i.e. sweets, biscuits etc allowed in classrooms and staff bases. <p>We have established a 'one-way' system and external circulation for movement within our school and shared this with staff and pupils.</p> <ul style="list-style-type: none"> Signage clearly indicates entry and exit points for accessing different departments in the school Signage clearly indicates routes to pupils and this will be shared in induction PowerPoint Pupils will enter and leave learning spaces by same route Maps shared with all staff and young people to reinforce system No bells will operate to facilitate soft changeovers and decrease congestion. |
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| | | | | <p>We have displayed notices/posters advising of measures in place e.g. hygiene (personal and workplace), hand sanitising stations, safe working, physical distancing and access to communal areas.</p> <p>We have displayed notices/posters advising of measures in place e.g. hygiene (personal and workplace), hand sanitising stations, safe working, physical distancing and access to communal areas.</p> <p>We have restricted the use of lifts unless essential. We will continue to follow our existing lift access arrangements, managed through Pupil Support Dept to include,</p> <ul style="list-style-type: none"> • If the young person is not judged able to deal with mechanism of lift use on their own, staff will accompany them wearing PPE. <p>We have considered staggered work days/weeks, start/finish and lunch times and agreed an approach.</p> <p>Our PE changing facilities are organised to increase physical distancing. All pupils have an allocated changing space which is numbered and allows for contact tracing. Pupils participate in PE in 'bubbles' which have limited numbers.</p> <p>We have agreed a revision to our First Aid arrangements to allow for physical distancing and updated our First Aid Policy to reflect this. Measures include:</p> <ul style="list-style-type: none"> • A dedicated COVID-19 medical room has been formed next to the school reception (there is also a general medical room) • Appropriate PPE will be provided to ensure safe practice for staff and pupils <p>We maintain registration procedures and have made other revisions for Fire Safety – our evacuation plan and assembly point arrangements have been reviewed to reflect this. Information and instruction on any revisions to fire safety arrangements have been made to all school staff and pupils.</p> <p>1.2.6 Attendance</p> |
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| | | | | <ul style="list-style-type: none"> • Staff and young people should only attend school if they are symptom free, have completed the required isolation period or achieved a negative test result. • The national guidance continues to be that staff should continue to work from home where possible. Given the nature of the schools it is expected that all staff, including those who were previously in the shielding and higher risk (clinically vulnerable) categories, will work in school unless a risk assessment indicates otherwise. Individual risk assessments will be undertaken on request where the member of staff or parent, feels that the general school risk assessment does not support their or their child's return. • We follow national advice to protect people with the highest clinical risk as outlined in Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools (30 Oct 20) • Only parents who are symptom free and or have completed the required isolation periods will be permitted to drop off or collect their child. (Information on attendance and any alternative arrangements have been provided in the communications with parents/carers). <p>1.2.7. Personal Protective Equipment</p> <p>The Personal Protective requirements for our specific Service are detailed in the Operational Guidance for schools and will be informed by risk assessments for individuals, specific departments or activities.</p> <p>The following PPE is routinely used in the school environment and arrangements are in place for cleaning before and after each use where it is shared e.g. eye protection in science and technical</p> <p>We do not use shared PPE that cannot be cleaned e.g. heavy duty gloves in technical.</p> <p>Risk assessments will be undertaken to determine any PPE required (e.g. personal care, attending to a young/unwell pupil)</p> <ul style="list-style-type: none"> • If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their school 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. If a dynamic risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn |
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| | | | | <p>Our teams are instructed in how to utilise all PPE provided and how to access replacement PPE.</p> <p>Our teams are aware of reporting procedures should they have concerns over any PPE issued.</p> <p>1.2.8 General</p> <p>Face Coverings</p> <p>Face coverings should be worn by adults wherever they cannot keep 2m distance with other adults and/or children and young people, and also in the following circumstances (except where an adult or child/young person is exempt from wearing a covering):</p> <ul style="list-style-type: none"> • at all times when adults and young people in secondary schools are moving around the school in corridors, office and admin areas, canteens (except when dining) and other confined communal areas, (including toilets); and • in line with the current arrangements for public transport, where adults and children and young people aged 5 and over are travelling on dedicated school transport (see School Transport section). <p>Face coverings should be worn by parents and other visitors to the school site (whether entering the building or otherwise), including parents at drop-off and pick-up.</p> <p>Classroom assistants and those supporting children with Additional Support Needs, who routinely have to work within two metres of pupils, should wear face coverings as a general rule. However, this should be balanced with the wellbeing and needs of the child, recognising that face coverings may limit communication and could cause distress to some children. It is advised that these adults should be very alert to symptoms and should not go to work if they have even mild symptoms.</p> |
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| | | | | <p>For schools in locals areas at Protection Level 2, and /or in specific local contexts on the basis of risk assessments and other local factors, consideration should be given to all staff and pupils wearing a face covering in classrooms during lessons in the senior phase</p> <p>For schools in locals areas at Protection Level 3 above the default use of face coverings should be further expanded. In particular, all staff and pupils should wear a face covering in classrooms during lessons in the senior phase.</p> <p>We have shared the following advice about safe use of face covering with staff, young people and parents.</p> <ul style="list-style-type: none"> • Face coverings should not be shared with others. • Before putting on or removing the face covering, hands should be cleaned by washing with soap and water or hand sanitiser. • Make sure the face covering is the right size to cover the nose, mouth and chin. Children should be taught how to wear the face covering properly, including not touching the front and not pulling it under the chin or into their mouth. • When temporarily storing a face covering (e.g. during classes), it should be placed in a washable, sealed bag or container. Avoid placing it on surfaces, due to the possibility of contamination. • Re-usable face coverings should be washed after each day of use in school at 60 degrees centigrade or in boiling water. • Disposable face coverings must be disposed of safely and hygienically. Children and young people should be encouraged not to litter and to place their face coverings in the general waste bin. They are not considered to be clinical waste in the same way that used PPE may be. <p>We will regularly reinforce the messaging to adults and young people about these instructions, with a clear expectation that face coverings are worn in the relevant areas except for those who are exempt.</p> |
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| | | | <p>Our staff are aware of the following general precautions;</p> <p><u>Out with School Environment</u></p> <p>To self- isolate for 10 days if they develop symptoms of Covid-19 and refer to NHS inform website to arrange access to testing, remaining at home until the result of the test is available. Advice will be given by NHS contact tracers based on the result.</p> <p>To self-isolate for 14 days if they live or have been in close contact with someone who has tested positive for Coronavirus. If they develop symptoms within the 14 days, they need to stay at home for 7 days from the day their symptoms began. They should do this even if it takes them over the 14-day isolation period.</p> <p>To self-isolate if they have been informed by an NHS contact tracer that they have been in close contact with someone who has tested positive.</p> <p><u>Within School Environment</u></p> <p>The actions to be taken if someone becomes unwell with symptoms of COVID-19 while in the school environment are outlined as follows and can be found in the document COVID -19- Guidance for non health care settings.</p> <p>Symptomatic Individuals</p> <ul style="list-style-type: none"> • If a child begins displaying a continuous cough or a high temperature, they will be sent home to isolate as per the guidelines. • A child awaiting collection will be moved, if possible and appropriate, to a room where they can be isolated behind a closed door. If it is not possible to isolate them, they should be moved to an area which is at least 2 metres away from other people. A window should be opened for ventilation where possible. • If the child needs to go to the toilet while waiting to be collected, the toilet will be cleaned and disinfected using standard cleaning products before being used by anyone else. • The area where the child is waiting to be collected will be thoroughly cleaned. |
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| | | | <ul style="list-style-type: none"> If a child or member of staff becomes ill with symptoms of COVID-19 they will be tested (if over 5yrs old) . They will only be allowed back to school after a negative test result or appropriate isolation has finished. <p>If clinical advice is needed, the staff, parent or guardian should go online to NHS 111 (or call 111 if they don't have internet access)</p> <p>We will ensure that all employees and parents are advised in the information pack that if anyone (staff or pupil) over the age of 5 has any of the symptoms of Covid-19 (a new continuous cough, temperature or loss or change of taste or smell, is advised to immediately visit NHS inform or call 0800 028 2816 to arrange testing</p> <p>1.2.9. Communication / Information / Instruction</p> <ul style="list-style-type: none"> All staff members receive appropriate instruction and information on infection control and have read and understood the guidance relating to COVID-19 and the risk assessments within which they will be operating. Staff training records will be kept and maintained. Parents receive regular clear communication regarding the role they play in safe operating procedures and all measures being taken to ensure the safety of their young people and themselves. No communal food, i.e. sweets, biscuits etc allowed in classrooms and staff bases. Regular checkpoint meetings to discuss what is going well, concerns, suggestions, risk assessment. Meetings to be minuted. Pro-active monitoring will take place to ensure that all the school controls and social distancing measures are being adhered to by staff and pupils. Any breaches will be reported to management for investigation. Appointment of "safety marshal" roles on site to monitor and enforce compliance on a day to day basis. <p>For Information Only</p> <p>Our teams are aware that the Scottish Government has published guidance on the use of textile face coverings by members of the public for situations where physical distancing is not possible. South Ayrshire Council endorses this approach and strongly recommends that all Council Employees follow the guidance and wear face coverings in specific circumstances (i.e. for short periods of time in crowded public situations, enclosed public spaces including public transport). This precautionary guidance should not be seen as an alternative to the PPE guidance for work activities described above. The requirement for face coverings within the school will be determined by the risk assessment process.</p> |
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| | | | | <p>The face coverings advice is also not intended as an infection prevention and control measure for the workplace or a means of substituting the health and safety mitigations in this risk assessment. Face coverings should be considered as a non-mandatory enhancement to agreed physical and procedural adjustments for COVID-19 and useful under circumstances where proximity to others is considered a risk.</p> <p>Physical distancing, personal and workplace hygiene, remain scientifically proven to be the most important and effective measures to prevent the spread of coronavirus.</p> |
| 2 | Mental health which may be affected by COVID-19/social or workplace isolation. | Employees Pupils | | <p>2.1 Measures for staff wellbeing</p> <p>We have considered the effects of the current national situation and personal circumstances of our employees. If required we have completed the Mental Health and Wellbeing Risk Assessment and will seek further advice from colleagues in HR, Risk and Safety or Occupational Health as it is needed.</p> <p>We are aware that we have access to:</p> <ul style="list-style-type: none"> • The resources on the Healthy Working Lives page on the CORE for current advice on maintaining and supporting employee health and wellbeing. • The sample Mental Health and Wellbeing risk assessment Health and Safety COVID-19 page on the CORE. • The HR Stress Management Guidance under policies and procedures and consider undertaking stress risk assessment for those affected. Risk, Safety & Resilience - Forms (Health and Safety) • The Return to Work Guidance document produced by Risk and Safety Team. • Wellbeing champions established within the school and information available for coping techniques. • Wellbeing checks to be incorporated at regular meetings. <p>2.2 Measures for the wellbeing of young people</p> <ul style="list-style-type: none"> • Young people taking time to settle after prolonged break and the change in routine will be supported by staff. All measures should be taken to minimise contact between the parent and other young people and staff members. • Young people are supported in developmentally appropriate ways to understand the steps they can take to keep themselves safe including regular hand washing and sneezing into a tissue. |

Health and Safety Risk Assessment Form

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|---|---|--|--|--|
| | | | | <ul style="list-style-type: none"> Young people are supported to understand the changes and challenges they may be encountering as a result of COVID-19 and staff need to ensure they are aware of young people's attachments and their need for emotional support at this time. |
| 3 | | | | <p>3.1 Consultation - We have consulted with Trade Unions Representatives and/ or employee groups in the development of these mitigations. Catering and FM Management teams have been appropriately involved in the development of risk assessments.</p> <p>3.2 Signatory - We can confirm that we have displayed the poster relating the Risk Assessment of our workspace as outlined here . It is signed by a Chief Officer, Service Lead or Duty Holder.</p> |
| Risk Rating Number (RRN) with existing Control Measures: | | | | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px; text-align: center;">3</div> <div>x</div> <div style="border: 1px solid black; padding: 2px 10px; text-align: center;">1</div> <div>=</div> <div style="border: 1px solid black; padding: 2px 10px; text-align: center;">3</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Severity Likelihood Risk Rating </div> |
| <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> HIGH: <input type="checkbox"/> High = 12 to 25 </div> <div style="text-align: center;"> MEDIUM: <input type="checkbox"/> Med = 4 to 10 </div> <div style="text-align: center;"> LOW: <input checked="" type="checkbox"/> Low = 1 to 3 </div> </div> | | | | |
| Additional Recommended Control Measures | | | Action By | Planned Completion Date |
| 1 | Continue to review risk assessments and ensure current Scottish Government and NHS Inform guidance is strictly followed as it is updated. | | M Byrne Head Teacher | August 2020 |
| 2 | Department Risk Assessments outline additional mitigating actions/control measures to be taken that are over and above those set out above. | | Curriculum PTs | August 2020 |
| 3 | Monitor compliance with the risk assessment control measures and take appropriate action to resolve any issues | | M Byrne L Harper | Ongoing Review after 3 weeks |
| 4 | It is vitally important that you share the results of your risk assessment with your teams. It is essential that all employees are fully aware of the risk mitigations in place to manage their health and safety and are able to implement all control measures effectively. | | M Byrne | 2 Nov 2020 |
| Risk Rating Number (RRN) after implementation of additional Control Measures: | | | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px; text-align: center;">3</div> <div>x</div> <div style="border: 1px solid black; padding: 2px 10px; text-align: center;">1</div> <div>=</div> <div style="border: 1px solid black; padding: 2px 10px; text-align: center;">3</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Severity Likelihood Risk Rating </div> | |
| <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> HIGH: <input type="checkbox"/> High = 12 to 25 </div> <div style="text-align: center;"> MEDIUM: <input type="checkbox"/> Med = 4 to 10 </div> <div style="text-align: center;"> LOW: <input checked="" type="checkbox"/> Low = 1 to 3 </div> </div> | | | | |

Health and Safety Risk Assessment Form

| | | | |
|---|-------------------------------------|---|-----------------------|
| Name of Assessor(s) (PRINT) | Mary Byrne Lorna Harper | Assessment Date | 04/08/2020 |
| Assessor(s) Signature(s) | | Review Date | As situation develops |
| Designation | Head Teacher Depute Head Teacher | Assessment Reviewed by | |
| Name of Manager /Person Responsible for ensuring above is implemented (PRINT) | Mary Byrne | Scottish Government - <ul style="list-style-type: none"> • Re-opening schools guide • Coronavirus in scotland • Physical distancing in education and childcare settings • Test and Protect – advice for employers • Strategic framework for re-opening schools, early learning and childcare provision Health Protection Scotland - <ul style="list-style-type: none"> • Guidance-for-non-healthcare-settings.pdf CoSLA <ul style="list-style-type: none"> • Information for councils Health and Safety Executive <ul style="list-style-type: none"> • Latest information and advice NHS guidance <ul style="list-style-type: none"> • NHS Inform | |
| Signature | | | |
| Designation | Head Teacher | | |

HEALTH AND SAFETY RISK ASSESSMENT GUIDANCE

| | |
|-----------------|--|
| Hazard | Hazard is an event or situation, which has the potential to cause harm (loss, damage, injury, ill-health, psychological harm, industrial disease or death) |
| Risk | Risk is the chance, or likelihood , that the harm will occur from a particular hazard |
| Examples | <ul style="list-style-type: none"> (i) Faulty wiring is a hazard, which could result in the risk of electrocution or fire. (ii) Verbal or Physical Abuse is a hazard, which could result in the risk of injury and / or psychological damage (iii) Exposure to hazardous substances is a hazard, which could result in risk or ill-health or industrial disease |

We require to estimate how likely a risk is to materialise and how severe the consequences might be, in order to **prioritise** the necessary preventative action.

QUANTIFICATION OF RISK

Estimation of Severity - The severity column should be used to estimate the severity of impact, should the risk arise.

Estimate of Likelihood - The likelihood column should be used to estimate the chance of the risk occurring.

| Severity | | Likelihood | |
|----------|--------------|------------|----------------|
| 1 | Minor | 1 | Unlikely |
| 2 | Moderate | 2 | Possible |
| 3 | Major | 3 | Likely |
| 4 | Critical | 4 | Very Likely |
| 5 | Catastrophic | 5 | Almost Certain |

When selecting the “**severity**”, we need to consider how the risk would impact in terms of level of loss, injury or ill-health. We need to consider what is most probable, rather than what is possible.

When selecting the “**likelihood**”, we need to consider the exposure frequency, e.g. dealing with an aggressive customer, as a ‘one off’ is less likely to have an impact than being exposed to aggressive customers on a daily basis.

Risk Rating = Severity x Likelihood

The Risk Rating Matrix outlined below is a tool with which the risk rating can be classified, and is accepted as a means of analysing South Ayrshire Council Health and Safety Risk and whether this is considered to be **HIGH**, **MEDIUM** or **LOW**. Risks rated at **4** or above require to be addressed, in order that they can be reduced to the lowest level reasonably practicable. Those below **4** should be continually monitored, (and addressed where resources permit).

Health and Safety Risk Assessment Form

Risk Rating Matrix

| | | | | |
|---|----|----|----|----|
| 5 | 10 | 15 | 20 | 25 |
| 4 | 8 | 12 | 16 | 20 |
| 3 | 6 | 9 | 12 | 15 |
| 2 | 4 | 6 | 8 | 10 |
| 1 | 2 | 3 | 4 | 5 |

| | | |
|---------------|---------|--|
| High | 12 - 25 | Immediate risk reduction required. |
| Medium | 4 - 10 | Risk reduction measures required. |
| Low | 1 - 3 | Address where resources permit and continue to monitor regularly, as risks can increase over time. |