

# Education Resources Crosshouse Primary Risk Assessment

<b>Assessment Title</b>	<b>Covid-19 Exposure – Reducing the Risks in Schools</b>	<b>Generic</b> <input checked="" type="checkbox"/> <b>Specific</b> <input type="checkbox"/>	
<b>Scope of Assessment</b>	<b>To ensure a safe and supportive environment for learning and teaching during the coronavirus pandemic</b>	<b>Reference</b>	ER 16/02/21 -4
		<b>N° Affected</b>	various

**Persons:** Employee  Service User  Contractor  Visitor  Young Person  Public  **Frequency:**  Monthly  Weekly  Daily  Hourly  Occasionally

<b>RISK COLOUR CODE/ SCORE</b>	<b>LOW RISK</b> ✓	<b>MEDIUM RISK</b>	<b>HIGH RISK</b>	<b>VERY HIGH RISK</b>
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<b>Aide Memoir</b> ✓ - present and considered, X considered not to be present						Machinery	x	Slip / Trip / Fall	x	Traffic / Driving	✓	Dangerous Substances	x
Hygiene	✓	Workplace	✓	Handling / Lifting	x	Environment	✓	Access Equipment	x	Electricity	x	Moving / Falling Objects	x
Temperature	✓	Fire / Explosion	x	Pressure System	x	Weather	x	DSE / Ergonomics	x	Violence	x	Tools / Work Equipment	x
Work at Height	x	Noise / Vibration	x	Other (s) (note)	✓	Note: Infectious disease							

Hazard/ Concerns	Risk Rating	Control Measures	Residual Risk Rating	Further Action Required
<b>1. Increased risk of exposure to Covid-19 infection as a result of direct or close contact with others</b>	<b>16 Very High</b>	<p><b>Maintaining physical distancing wherever possible should be <u>strongly</u> reinforced.</b></p> <ul style="list-style-type: none"> <li>Maintain two metre physical distancing between adults wherever possible.</li> <li>Maintain two metre physical distancing between adults and learners wherever possible.</li> <li>In ASN provision, discussion on physical distancing measures has taken place with staff involved to ensure an appropriate balance of risk between infection control, and pupils’ needs.</li> <li>Wherever possible, children and young people are kept within the same groups for the duration of the school day with the same teacher and support assistants. Class groups for primary and pods of 8 for nursery.</li> </ul>	<b>4 Low</b>	

- Keep groups apart where possible, reconsider bubbles within classes and within lunch seating arrangements in primary to reduce numbers potentially requiring to self-isolate.
- We operate pods of 8 in our nursery including over lunch. Emergency break out pods are in place in inclement weather.
- Decrease physical interactions generally by looking at staff and pupil movement throughout the school. Movement between classrooms should be minimised wherever possible. Where this cannot be avoided, consider providing cleaning supplies to enable wiping down of their own surfaces on entry and leaving.
- No assemblies or other typically large gatherings.
- Introduce a flexible approach to the physical reconfiguration of teaching and non-teaching areas, taking account of hygiene, staffing, supervision and individual learner and staff needs.
- Seating, desks and other heavy traffic work areas e.g. copier rooms should be safely spaced to promote physical distancing.
- Determine and adhere to safe levels of occupancy in heavy traffic work areas taking account of physical distancing controls.
- A one-way system is in operation.
- Staggered start & finish times for each class as follows:

ELC (Nursery) – enter and exit via nursery garden. Individual start and finish times for each pod.

Room 1 – enter and exit via classroom door. Start 8.45am. Finish 2.45pm.

Room 2 - enter and exit via classroom door. Start 9.10am. Finish 3.10pm

Room 3 - enter and exit via classroom door. Start 9.00am. Finish 3.00pm.

Room 4 - enter via classroom door and exit via door next to bike shed. Start 8.45am. Finish 2.45pm.

Room 5 - enter via classroom door and exit via door next to bike shed. Start 8.45am. Finish 2.45pm.

Room 6 – enter via infant door. Exit via upper school gate. Start 9.00am. Finish 3.00pm.

Room 7 – enter and exit via door next to bike shed. Start 8.45am. Finish 2.45pm.

Room 8 – enter and exit via door next to bike shed. Start 9.00am. Finish 3.00pm.

Room 9 – enter and exit via door next to bike shed. Start 9.10am. Finish 3.10pm.

Room 10 – enter and exit via dining hall door. Start 8.45am. Finish 2.45pm.

Room 11 - enter and exit via dining hall door. Start 9.00am. Finish 3.00pm.

Room 12 - enter and exit via dining hall door. Start 9.10am. Finish 3.10pm.

Room 13 - enter and exit via upper school gate & door. Start 8.45am. Finish 2.45pm.

Room 14 - enter and exit via upper school gate & door. Start 9.00am. Finish 3.00pm.

Room 15 – enter and exit via upper school gate & door. Start 9.10am. Finish 3.10pm.

- Staggered start and finish times help with the physical distancing between parents/carers.
- Staggered playtimes and lunchtimes for each class.

#### **Playtime**

Rooms 1, 2, 3, 4 & 6 – 10.15am – 10.30am

Rooms 7, 8, 9 & 10 – 10.30am – 10.45am

Rooms 5, 11, 12 & 13 – 10.45am – 11.00am

Rooms 14 & 15 – 11.00am – 11.15am

**Lunch Time**

Rooms 1, 2, 3, 4 & 6 - 11.45am – 12.30pm

Rooms 7, 8, 9 & 10 – 12.00 noon – 12.45pm

Rooms 5, 11, 12 & 13 – 12.15pm – 1.00pm

Rooms 14 & 15 – 12.30pm – 1.15pm

- Children going home for lunch is discouraged.
- Rooms 1,2,3,4,5 access class directly from outside.
- All exits and entrances are used to allow children to access classrooms as quickly as possible. (see above for entry & exit points)
- A timetable of staggered staff breaks is in operation to allow for staggered use of staffroom. A temporary staffroom is in operation to allow for physical distancing.
- Occupancy signage is displayed on the door to each room.
- All staff are encouraged to clean items after each use including cooking equipment, crockery and cutlery.
- Maximise outdoor space throughout the day ensuring those with complex needs or disabilities are not disadvantaged and hygiene arrangements are in place for shared equipment.
- Consider integrated procedures and guidance for pupils leaving and returning to school e.g. lunchtime.
- Consider arrangements for pick up/drop off to ensure physical distancing can be maintained and large gatherings avoided. (as above)
- Encourage parents to consider the most appropriate travel arrangements including, as far as it is safe to do so, walking, cycling and scootering to help reduce unnecessary travel on buses or public transport. (letter issued to parents/carers)

- Ensure that transport providers, including those via SPT, are following all necessary government and industry advice to reduce risk e.g. encouraging compliance of wearing face coverings age 5 and over.
- Any works, repairs or maintenance carried out within the school should adhere to physical distancing and hygiene measures.
- Recognise concerns raised by members of the BAME community including supporting individual requests for additional protections in discussion with staff, pupils and families.
- No additional general protections are required for particular categories of children or staff, such as those with underlying health conditions. However changes in the national protection levels, in individual circumstances and/or in line with any specific clinical advice may require a review of individual risk assessments. Staff should use the South Lanarkshire Council Self-Assessment form to help inform discussion with line managers on these issues.
- Floor markings, signage and posters are displayed throughout the building to keep employees informed on things like maximum room capacity and direction of travel.
- Designate a well ventilated room as an isolation space for anyone showing symptoms of infection. They should be sent home as soon as possible.
- Limit face to face meetings indoors.
- Adult visitors to the school should be strictly limited to those that are necessary to support children and young people or the running of the school. Those providing essential services e.g. psychologists, social work should be able to visit schools with appropriate mitigations, adherence to local controls and in co-operation with the service provider. A register must be kept.
- Adhere to **Education Resources Guidance for Visiting Services and External Agencies Procedure Note - Revised October 2020**
- Staff and pupil movement between schools including peripatetic / supply staff should be kept to a minimum.
- Staff have clear advice on dealing with enquiries from the public.

		<ul style="list-style-type: none"> <li>• Provide all necessary support to those requiring it to follow these measures e.g. for those with visual impairment or limited mobility.</li> <li>▪ All employees should be aware of, and adhere to, Transport Scotland’s latest <b>Advice on How to Travel Safely</b> including car sharing. Car sharing should be avoided wherever possible. <a href="https://www.transport.gov.scot/coronavirus-covid-19/transport-transition-plan/advice-on-how-to-travel-safely/#section-63888">https://www.transport.gov.scot/coronavirus-covid-19/transport-transition-plan/advice-on-how-to-travel-safely/#section-63888</a></li> </ul>		
<b>Additional Local Concerns</b> To be completed by assessor		<ul style="list-style-type: none"> <li>• Time required to put on PPE when child is distressed.</li> <li>• Regular communication with parents/carers to emphasise 2m physical distancing in the playground at drop off &amp; pick up.</li> </ul>		
<b>2. Increased risk of exposure to Covid-19 infection as a result of poor personal hygiene</b>	12 High	<ul style="list-style-type: none"> <li>• Ensure that all staff, pupils and visitors are aware of the high importance of frequent and thorough handwashing / sanitising. Schools should identify opportunities to reinforce the importance of hygiene measures throughout the school day.</li> <li>• Ensure that signage is applied appropriately, including in toilets.</li> <li>• Ensure that all staff and pupils sanitise/wash their hands frequently with soap and water for 20 seconds and dry thoroughly.</li> <li>• Ensure that sufficient handwashing / sanitising facilities are available for those entering and exiting, including for visitors.</li> <li>• Ensure that all staff and pupils clean their hands on arrival at the setting, before and after eating, after sneezing or coughing, when changing classrooms, when entering/leaving the building, before/after eating and after using the toilet.</li> <li>• Ensure that all staff and pupils use a tissue or elbow to cough or sneeze and use lidded bins for tissue waste, cleaning hands afterwards and ensure bins are emptied regularly so as not to excessively fill up .</li> <li>• Ensure that help is available for staff and pupils who may require assistance in accessing hygiene facilities.</li> <li>• Anti-viral spray and paper towels provided for regular personal use at computer keyboards, photocopiers, telephones and other equipment.</li> </ul>	4 Low	

- Ensure that all staff and pupils are encouraged not to touch their face including mouth, eyes and nose.
- Ensure that help is available for children and young people who have trouble cleaning their hands independently e.g. adult assistance or use of sanitiser rather than soap and water if easier.
- Consider how to encourage young children to learn and practise these habits through games (no outward singing).
- No sharing of food and drinks including milk.
- Water dispensers can be used with care and those doing so should sanitise their hands before and after use. To reduce usage, staff and pupils should bring their own filled bottle each day which can be topped up during the day if required. Direct access by primary aged children should be avoided, unless age appropriate. Supervision may be necessary.

#### **Personal Protective Equipment (PPE)**

- Ensure sufficient staff have access to, and are aware of, procedures for ordering replacement PPE in a regular and timely manner.
- The majority of staff in education settings will not require PPE beyond what they would normally need when supporting children and young people in their care. PPE will be provided in the following specific circumstances:
- Work with children and young people whose care routinely already involves the use of PPE due to their intimate care needs.
- Where a child, young person or other learner becomes unwell with symptoms of coronavirus and needs direct personal care or there is risk of splashing from a cough, spit or vomit. (The child, young person or staff member feeling unwell should also wear their face covering or a mask if possible).
- Any other task that would routinely involve PPE e.g. providing first aid.

- First aids kits and the area where they are stored should ensure supplies to deal with covid symptoms – masks, gloves, aprons and visors.
- Aerosol Generating Procedures (AGP) – in a small number of complex medical cases staff may be involved in procedures with an increased risk of transmission through aerosols e.g. tracheostomy care.

**Face Coverings (should not be confused with PPE masks)**

- Face Coverings can be worn by anyone wishing to do so in any part of the school.
- Unless exempt, face coverings should be worn by adults wherever they cannot keep 2m distance from other adults and/or children and young people. Transparent face coverings should be considered where required.
- Early Learning and Childcare staff do not need to wear face coverings when interacting with nursery children.

Face coverings should also be worn in the following circumstances:-

- At all times when adults in early years settings, adults in primary schools, and adults and young people in secondary schools are moving around in corridors, office and admin areas, canteens (except when dining) and other confined communal areas, (including staff rooms and toilets)
- By parents and other visitors to all school sites (whether entering the building or otherwise), including parents at drop-off and pick-up.
- In line with the current arrangements for public transport, where adults and children and young people aged five and over are travelling on dedicated school transport.
- School Support Assistants and those supporting children with Additional Support Needs, who may routinely have to work within two metres of primary, secondary or ASN school pupils, should wear face coverings as a general rule. However, the use of opaque face coverings should be



		<p>balanced with the wellbeing and needs of the child, recognising that face coverings may limit communication and could cause distress to some children – appropriate use of transparent face coverings may help in these circumstances.</p> <ul style="list-style-type: none"> <li>• Staff, children and young people should receive clear guidance on how to put on, remove, store and dispose of face coverings.</li> <li>• Consider regular messaging to staff, parents and learners about face coverings, including guidance or practical demonstrations to support efficacy of wearing. Consider any equity concerns and have a contingency supply.</li> <li>• Pupils must be reminded to comply with wider societal rules in the wearing of face covering and of group sizes when entering shops.</li> </ul>		
<p><b>Additional Local Concerns</b> To be completed by assessor</p>				
<p><b>3. Increased risk of exposure to Covid-19 infection as a result of poor environmental hygiene</b></p>	<p>12 High</p>	<ul style="list-style-type: none"> <li>• Weekly routine of electrostatic spraying in all areas.</li> <li>• An enhanced cleaning regime will be in place including an increased focus (at least twice daily (SLC undertaking 3 times)) on high intensity touchpoints such as door furniture (push plates, handles), wall furniture (light switches, sockets) and sanitary ware to ensure those spaces are sanitised more regularly using product which is active against bacteria and viruses.</li> <li>• Ensure more frequent cleaning of rooms/areas that must be used by different groups including staffrooms(Since August 20 this has involved increased cleaning levels and a move from visual to sanitised cleans. Also includes increased cleaning within nursery and ASN settings).</li> <li>• Introduce a clear desk policy and remove unnecessary items from classrooms and work areas to ensure all areas are more easily cleaned.</li> <li>• Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). Children and young people should be encouraged not to bring toys from home or share personal belongings.</li> </ul>	<p>4 Low</p>	

- Ensure where possible that movement of individuals between work stations is minimised and where work stations are shared there is cleaning between use.
- Staff should use their own crockery/cutlery in staff areas and ensure these are cleaned using detergent and dried thoroughly before being stored for re-use.
- Limit the use of shared resources, including those usually taken home. Keep bags off desks and worktops. Any shared materials and surfaces should be cleaned more frequently.
- Schools can consider additional mitigation from surface contamination of jotters, textbooks and library books by 2 methods, evaluate the most appropriate:-
  - quarantining these for 72 hours, or
  - via careful hand washing/sanitisation before and after use.
- Anti-viral spray and paper towels will be provided for regular use of shared equipment such as computer keyboards, photocopiers and telephones. Avoid the sharing of telephones or radio devices.
- Consider additional cleaning arrangements for specialist equipment e.g. in practical subjects or ASN provision e.g. SSERC guidance or Enozo spray in ASN and Early Years settings.
- Lidded bins for tissues are emptied throughout the day so as not to excessively fill up, and there are adequate disposal facilities for cleaning staff.
- Consider regular meetings with cleaning staff to confirm cleaning regimes, adjust as necessary to take account of high traffic or problem areas and ensure that levels of supplies are maintained.
- If a pupil, member of staff or visitor has been confirmed as being tested positive for COVID-19 Facilities Services will ensure that enhanced cleaning within the area is provided where appropriate.

### Ventilation

Seek to increase ventilation levels by actively opening windows and doors where practical and safe to do so. (Heating systems have been increased in both temperature and length of running time to assist with maintaining room temperatures).

- Arriving in your classroom leave the door open (will also reduce contact with door handles). Ensure no obstructions by opening blinds/curtains and removing any items blocking vents.
- When pupils arrive open windows to their fullest as allowed by the restrictor. Top windows should be open where possible.
- If the room is cold and feels well ventilated some windows can be closed. However, those windows which have the least impact, relative to causing draughts, should remain open to at least the minimum amount.
- At lunchtime, breaks and in between classes windows should be opened fully for 5-10 mins.
- Lower temperatures and likely windy conditions in the winter months will increase the natural ventilation through openings. This means that partially opening windows and doors can still provide adequate ventilation at the same time as maintaining room temperatures.
- Consider flexibility in permissible clothing while indoors and the benefits of re-designing seating plans to reflect individual pupil or staff temperature preferences.
- At the end of the day, remember to close all windows for security reasons.
- Internal fire doors should not be held open unless they have a hold open and self-closing mechanism which responds to a fire alarm activation.
- Not all classrooms have opening windows and the flow of air in mechanical systems are designed to take account of normal occupancy capacities and have been set to run longer, however as with other classrooms consider leaving doors open to further enhance air flow.

		<ul style="list-style-type: none"> <li>Any specific issues should be reported in the normal way to allow a member of the technical team to carry out an assessment of any action required.</li> </ul>		
<b>Additional Local Concerns</b> To be completed by assessor				
<b>4. Increased risk of exposure to Covid-19 infection as a result of poor communication</b>	12 High	<ul style="list-style-type: none"> <li>All staff have been briefed on new working arrangements and understand the role they have to play.</li> <li>All staff have the opportunity to discuss new working arrangements on an ongoing basis and are aware of how to report concerns. Designate a member of staff as 'Covid Officer'.</li> <li>All staff are aware of, and have access to, the full range of Corporate guidance on managing risks associated with Covid-19 including Education Resources Safe System of Work – Covid-19.</li> <li>Staff understand Covid-19 infection symptoms and what to look out for and should be supported to follow up to date Health Protection advice.</li> <li>Zero tolerance of symptoms should be in place and staff will follow strict compliance with current Government guidance in relation to Test and Protect and restrictions on movement/self-isolation.</li> <li>All staff and learners must know that they must inform a member of staff or responsible person if they feel unwell with symptoms of Covid-19.</li> <li>All visitors including parents, contractors and suppliers are advised not to enter the premise unless previously agreed by the school management team. Where agreed, they are made aware of local protocols for entering the premises and safe use of facilities such as toilets, and must sign the register.</li> <li>The school provides regular, timely and clear communication about the approach they are taking to recovery.</li> <li>All pupils and parents are aware of the arrangements and controls within the school and their responsibility in taking these forward.</li> </ul>	4 Low	

- Consider parental surveys/communications to encourage walking, cycling, scootering, park and stride and remind parents of responsible parking, drop off and pick up.
- The school has arrangements for good quality dialogue with pupils about the measures and any changes.
- The school will ensure its approach co-ordinates with national and local guidance to help promote a coherent feel to provision of services and will designate a member of staff as Covid Officer to help take this forward.
- Senior leaders have systems in place to receive, review, retain and share all relevant information issued locally and nationally including Information Updates, Newsletters and Procedure Notes.
- Senior leaders understand the agreed process for managing a suspected case of Covid-19 infection.

#### **Test and Protect**

- The effective application of Test and Protect in the school environment will be an important means of preventing any spread of the virus and will be led by the local Health Protection Team. School leaders should understand the process for managing a confirmed case(s) of Covid-19 infection and how to engage with their local Health Protection Team (HPT) via SLC Education Resources. Adhere to 'Heads of Establishment Support Guide for Managing Positive Cases of Covid-19 in Schools and Educational Settings'.
- The processes for case management are communicated to and understood by staff, including the roles of Public Health and SLC.

#### **Support for those who have underlying health conditions**

- Clinically vulnerable staff (including those who have underlying health conditions, but who would not be on the shielding list) can continue to

		<p>work in schools, subject to a dynamic risk assessment confirming it is safe to do so.</p> <ul style="list-style-type: none"> <li>Keep the risk of exposure as low as is practically possible to pregnant women, particularly in the third trimester Normal pregnancy risk assessments should also be undertaken, and appropriate attention paid to mental health and wellbeing.</li> </ul>		
<b>Additional Local Concerns</b> To be completed by assessor				
<b>5. Increased risk of exposure to Covid-19 infection risks through practical activities</b>	12 High	<ul style="list-style-type: none"> <li>Review existing risk assessments and safe systems of work for practical subject areas taking account of the controls above and <b>Education Scotland National Improvement Hub – Practical Activities Guidance.</b></li> </ul>	4 Low	
<b>Additional Local Concerns</b> To be completed by assessor				
<b>6. Additional Risk Areas</b>	12 High	<ul style="list-style-type: none"> <li>Review all risk assessment controls in the context of the current protection level for the establishment /local area (see section below) and the associated enhanced measures.</li> <li>Consider Personal Risk Assessments for those employees deemed clinically vulnerable by NHS.</li> <li>Review existing Fire Evacuation Plans including PEEPs.</li> <li>Review existing Health Care Plans, risk assessments and Behaviour Assessment and Support Plans (BASPSs) for children with more complex needs taking account of the controls above. Also, consider whether the at-home self-test programme will be appropriate for individual senior phase pupils (taking into account the potential of support for parents or guardians).</li> <li>Ensure that staff are fully aware of the wellbeing supports available to them including those via South Lanarkshire Council’s Employee Assistance</li> </ul>	4 Low	

		<p>Scheme. Consider in-school support mechanisms for staff to talk, share concerns, apply wellbeing approaches.</p> <ul style="list-style-type: none"> <li>• Consider new guidance on supporting the mental health and wellbeing of children and young people.</li> <li>• Education Scotland have provided complementary information on Mental health &amp; wellbeing : supports for practitioners, parents, carers &amp; young people.</li> <li>• Property inspection arrangements will continue including required checks such as water quality, utilities, lifting equipment and fire controls.</li> </ul>		
<p><b>Additional Local Concerns</b> To be completed by assessor</p>				
<p><b>7. Enhanced and targeted protection:</b> <b>(a) At home asymptomatic testing</b></p> <p><b>(b) Levels 3 and 4 and ‘Lockdown’</b> <b>**Requirement to be aware of when Lanarkshire may be operating at these levels)</b></p> <p>In addition to the controls areas outlined above, these enhanced protective measures should also be applied for schools within a local area that has been designated as Protection Level 3 or 4.</p> <p>These measures have been designed to enhance protections in areas where evidence suggests there may be higher potential risks as prevalence increases, including for those people who are at the highest clinical risk.</p>		<p><b><u>At-Home Asymptomatic Testing</u></b></p> <p>Being phased in from Feb 2021 for all staff in schools/EY settings and senior phase pupils. Although voluntary all are encouraged to participate in this scheme in order to support infection control measures where people may be asymptomatic and in attendance.</p> <p>Headteachers / HoC should review NHS/SLC guidance on At Home Lateral Flow Testing arrangements and complete the <b>SLC Safe Use of At Home Lateral Testing generic risk assessment</b>. Controls will include:</p> <ul style="list-style-type: none"> <li>• Ensure all staff and relevant pupils are aware of the scheme and asked to participate.</li> <li>• Ensure consent form signed and instructions on testing and recording of results provided.</li> <li>• Ensure safe storage of kits and record the distribution of kits in accordance with guidance and with adherence to physical distancing.</li> </ul> <p><b>Protection Level 3 – Enhanced protective measures</b></p>		

<p>It is important to note that these measures are in addition to, not instead of, the protective measures set out above.</p>		<ul style="list-style-type: none"> <li>• All staff and pupils should wear a face covering in classrooms during lessons in the senior phase.</li> <li>• Parents should discuss with their GP or clinician whether children with the highest clinical risk should still attend.</li> <li>• The majority of workplaces can be made safe for staff. To ensure this remains the case individualised risk assessments for school staff members with the highest clinical risk must be in place and updated appropriately. Staff should speak with their manager to ensure all appropriate protections are in place.</li> <li>• Decisions on appropriate protections should be informed by individual risk assessments, and may include protective measures in the workplace, mitigations such as working remotely (e.g. at home or in different settings) or carrying out different tasks within their usual workplace. If protections cannot be put in place, staff can discuss whether they need a fit note with their GP or clinician.</li> </ul> <p><b>Protection Level 4 - Enhanced and targeted protective measures</b></p> <ul style="list-style-type: none"> <li>• The current advice is that children on the shielding list should not attend in person. However, there will be further consideration of how individualised risk assessments can be used to maximise school attendance, and remove barriers to access to regulated childcare services, for children who continue to shield during Level 4 restrictions. It is expected that these should be informed by the secondary care (hospital) clinical team caring for the child or young person.</li> <li>• The majority of workplaces can be made safe for staff. To ensure this remains the case individualised risk assessments for school staff members with the highest clinical risk must be in place and updated appropriately. Staff should speak with their manager to ensure all appropriate protections are in place.</li> <li>• To provide additional assurance, the Chief Medical Officer will issue a letter which is similar to a fit note. This letter can be used in the few cases where,</li> </ul>		
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		<p>following updating of risk assessments and discussions on concerns with their employer or an occupational health adviser, it is not possible to make a workplace safe for staff. Being in receipt of one of these letters does not automatically mean that staff should not attend work if appropriate protections are in place.</p> <ul style="list-style-type: none"> <li>• Decisions on appropriate protections should be informed by individual risk assessments, and may include protective measures in the workplace, mitigations such as working remotely (e.g. at home or in different settings), or carrying out different tasks within their usual workplace.</li> <li>• Schools should be prepared to engage with enhanced testing responses to COVID-19 outbreaks in schools, where recommended by the Incident Management Team.</li> <li>• Physical education within school settings should only take place out of doors. Schools should consider what types of activity and clothing may be most appropriate in view of weather conditions. While physical education should continue to be considered a priority, if weather is extremely bad then schools may use their judgement as to whether it is safe for children to be outside.</li> <li>• Pausing of the provision of non-essential activities or clubs outside the usual school timetable.</li> </ul> <p><b>Lockdown</b> Attendance in schools should be restricted to:</p> <ul style="list-style-type: none"> <li>• Vulnerable children and children of key workers only.</li> <li>• Only staff who, in the judgement of the local authority and schools, are required to attend in person to give effect to revised school reopening arrangements and support remote learning should do so.</li> <li>• Take advantage of the space in primary and secondary schools, e.g. during the period where open only for keyworker/vulnerable children, to create 2 metre spacing between pupils where possible.</li> </ul>		
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|  |  | <ul style="list-style-type: none"><li>• All staff and pupils attending schools during lockdown should continue to implement and strictly observe the mitigations set out within this risk assessment.</li><li>• A register of children and rota of staff in daily attendance must be maintained to aid in contact tracing should a positive case arise.</li><li>• Schools may, if absolutely necessary, re-group vulnerable pupils and children of key workers (i.e. move them into different groups to those they were in prior to lockdown). This should be kept to the minimum necessary to ensure effective, safe learning and teaching arrangements are in place. It should be done in a way which meets children's needs and enables them to engage in learning and teaching which is age and stage appropriate. Upon a full return to school, children and young people may return to their original groupings.</li><li>• All staff, student teachers and pupils should continue to be vigilant for coronavirus symptoms.</li><li>• Staff at the highest clinical risk (individuals on the shielding list) should work from home, and if they cannot do so, they should not work.</li><li>• Children and young people at the highest clinical risk (individuals on the shielding list) should not attend school in person.</li></ul> |  |  |
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Supplementary recording sheet used? Yes  No  Number of sheets used: \_\_\_\_\_

**Specific Additional Guidance/Notes:**

- Ed Res Covid\_19 Pupils Returning Safe System of Work
- Current public health approach on clinical vulnerabilities
- Government direction and guidance on required action available from [www.gov.scot/coronavirus-covid-19/](http://www.gov.scot/coronavirus-covid-19/)


Further Actions/Recommendations	Timescales	Responsible Person
<b>Standard Actions</b>		
Provision of Information, Instruction and Training		
Passing on the details to others within SLC, partners or contractors		
Preparation of Safety System of Work		
Commissioning other specialist risk assessments (please list relevant ones)	1)	
	2)	
	3)	

**Risk Matrix.**  
Use the matrix below to give a general evaluation of risk, based on the **most likely** outcome.

<b>Almost Certain</b> (90% - 100%)	5	10	15	20	25
<b>Likely, only to be expected</b> (65 - 88%)	4	8	12	16	20
<b>Probable, not surprising</b> (40 - 64%)	3	6	9	12	15
<b>Unlikely</b> (10 - 39%)	2	4	6	8	10
<b>Rare</b> (0 - 9%)	1	2	3	4	5 **
Likelihood					
Consequence	<b>Insignificant</b> (scratch, minor cut/bruise)	<b>Minor</b> (Lacerations/sprain strains, mild health effects)	<b>Moderate</b> (Minor bone break, temporary minor illness/eye injury)	<b>Major</b> (break of major bone, loss of digit, minor illness, electric shock loss of limb/eye serious illness)	<b>Catastrophic</b> (Fatality)



\*\* If a fatality is being considered as the principal potential outcome, discussion should take place with the H&S team

<b>Risk Assessor(s):</b>		<b>Manager Name: Isabelle Murray</b>		<b>Date: 19.2.21</b>
<b>Reviewer:</b>		<b>Establishment: Crosshouse Primary</b>		
<b>Signature(s)</b>	<b>Date:</b>	<b>Signed:</b> 		

**Notes:**