

COVID-19 Risk Assessment

What are the hazards?	Who might be harmed?	Controls	What further action do you need to consider to control the risks?	Who needs to carry out the action?
Getting or spreading coronavirus by not washing hands or not washing them adequately	Teachers Students School staff and teachers	<ul style="list-style-type: none"> - Provide water, soap and drying facilities at wash stations - Provide information on how to wash hands properly and display posters - Based on the number of workers and the number of people who come into your workplace decide: <ul style="list-style-type: none"> ➢ how many wash stations are needed ➢ where wash stations need to be located You may already have enough facilities - Provide hand sanitiser for the occasions when people can't wash their hands 	<ul style="list-style-type: none"> - Put in place monitoring and supervision to make sure people are following controls - Put signs up to remind people to wash their hands - Provide information to your teachers and students about when and where they need to wash their hands - Identify if and where additional hand washing facilities may be needed - If people can't wash hands, provide information about how and when to use hand sanitiser - Identify how you are going to replenish hand washing/sanitising facilities - Make sure people are checking their skin for dryness and cracking and tell them to report to you if there is a problem. 	Teachers Students School staff and teachers

Getting or spreading coronavirus in common use high traffic areas such as canteens, corridors, rest rooms, toilet facilities, entry/exit points to facilities, lifts, and other communal areas	Teachers Students School staff and teachers	<p>Identify:</p> <ul style="list-style-type: none"> ➢ areas where people will congregate, eg canteens, reception, meeting rooms, kitchens etc ➢ areas where there are pinch points meaning people can't meet the social distancing rules, eg narrow corridors, doorways, customer service points, storage areas ➢ areas and equipment where people will touch the same surfaces ➢ areas and surfaces that are frequently touched but are difficult to clean communal areas where air movement may be less than in other work areas 	<ul style="list-style-type: none"> - Put in place monitoring and supervision to make sure people are following controls put in place, eg following hygiene procedures, washing hands, following one-way systems - Near-miss reporting may also help identify where controls cannot be followed, or people are not doing what they should. - CM tutors to report to school staff, or headteacher where appropriate. CM teachers also to report via daily staff feedback form, and share with the team. 	School staff and teachers
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		<p>Agree the combination of controls you will put in place to reduce the risks. This can include but is not limited to:</p> <ul style="list-style-type: none">➤ ▪limiting the number of people in rooms so that social distancing rules can be met➤ ▪reorganise facilities in communal areas such as spacing out tables in meeting rooms etc so social distancing rules can be met➤ ▪increase the use of online meeting facilities, even for people working in the same building, to reduce the number of people moving around➤ ▪put in place one-way systems in corridors or regularly used pedestrian traffic routes to manage the flow of people moving around workplaces and to allow social distancing rules to be met➤ ▪leave non-fire doors open to reduce the amount of contact with doors and also potentially improve workplace ventilation➤ ▪provide lockers for people to keep personal belongings in so that they aren't left in the open➤ ▪keep surfaces in communal areas clear for people to sit and eat at to make cleaning easier➤ ▪provide washing facilities and hand sanitiser at accessible places near to where people will have contact with high traffic communal areas, eg sanitiser/washing facilities at the entrance/exit to canteens➤ ▪put signs up to remind people to wash and sanitise hands and not touch their faces➤ ▪put in place cleaning	
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		regimes to make sure high traffic communal areas are kept clean – consider frequency, level of cleaning and who should be doing it		
Getting or spreading coronavirus through workers living together and/or travelling to work together	Teachers	<ul style="list-style-type: none">– Identify groups of workers who live together and group them into a work cohort– Identify groups of workers who travel to work together and group them into a work cohort	<p>Discuss with teachers who live and/or travel to work together to agree how to prevent the risks of spreading coronavirus.</p> <p>CM staff to ensure appropriate ventilation and disinfection, when sharing accommodation.</p> <p>Accommodation should be shared only if staff is within the same household, or part of a support bubble.</p>	Teachers School staff and teachers

Getting or spreading coronavirus by not cleaning surfaces, equipment and workstations	Teachers Students School staff and teachers	<ul style="list-style-type: none"> - Identify surfaces that are frequently touched and by many people (often common areas), eg handrails, door handles, vehicle door handles (inside and outside), shared equipment etc and specify the frequency and level of cleaning and by whom - Train people how to put on and remove personal protective equipment (PPE) that is used for normal work hazards and how to keep it clean - Reduce the need for people to move around your site as far as possible. This will reduce the potential spread of any contamination through touched surfaces - Avoid sharing work equipment by allocating it on personal issue or put cleaning regimes in place to clean between each user - Identify where you can reduce the contact of people with surfaces, eg by leaving open doors that are not fire doors, providing contactless payment, using electronic documents rather than paperwork - Identify other areas that will need cleaning to prevent the spread of coronavirus, eg canteens, rest areas, welfare facilities, vehicles and specify 	<ul style="list-style-type: none"> - Put in place monitoring and supervision to make sure people are following controls, ie are implementing the cleaning regimes implemented - Provide information telling people who needs to clean and when - Provide instruction and training to people who need to clean. Include information on: <ul style="list-style-type: none"> ➢ the products they need to use ➢ precautions they need to follow ➢ the areas they need to clean - Identify how you are going to replenish cleaning products <ul style="list-style-type: none"> ➢ CM to keep workshop resources in separate suitcases, ensuring that all parts are disinfected in-between sessions and in-between travels. ➢ CM teachers who work in pairs will try to split their classes in parts, and avoid cross-contacts as much as possible. 	Teachers School staff and teachers
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		<p>the frequency and level of cleaning and who will do it</p> <ul style="list-style-type: none"> - Identify what cleaning products are needed (eg surface wipes, detergents and water etc) and where they should be used - Keep surfaces clear to make it easier to clean and reduce the likelihood of contaminating objects - Provide more bins and empty them more often - Provide areas for people to store personal belongings and keep personal items out of work areas - clean things like reusable boxes regularly 	
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Contracting or spreading the virus by not social distancing	<p>Teachers</p> <p>Students</p> <p>School staff and teachers</p>	<ul style="list-style-type: none"> - Identify places where, under normal circumstances, workers would not be able to maintain social distancing rules - Identify how you can keep people apart in line with social distancing rules in the first instance. This may include: <ul style="list-style-type: none"> ➤ using marker tape on the floor ➤ one-way systems ➤ holding meetings virtually rather than face- to-face ➤ staggering start/end times ➤ limiting the number of people on site at one time ➤ having allocated time slots for customers ➤ rearrange work areas and tasks to allow people to meet social distancing rules ➤ using empty spaces in the building for additional rest break areas where safe to do so - Identify where it isn't possible to meet social distancing rules and identify other physical measures to separate people. This can include: 	<ul style="list-style-type: none"> - Put in place arrangements to monitor and supervise to make sure social distancing rules are followed - Provide information, instruction and training to people to understand what they need to do - Provide signage and ways to communicate to non-employees what they need to do to maintain social distancing 	<p>Teachers</p> <p>Students</p> <p>School staff and teachers</p>
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		<ul style="list-style-type: none"> ➤ ▪physical screens and splash barriers – if they are used in vehicles they must be safe, not impair visibility and will probably need approval from the vehicle manufacturer to ensure they don't compromise safety ➤ ▪place markers on the floor (eg in lifts) to indicate where people should stand and the direction they should face ➤ ▪reducing the numbers of people using lifts <ul style="list-style-type: none"> - If it isn't possible to meet social distancing rules and physical measures can't be used then put in place other measures to protect people. This can include: ➤ ▪enhanced cleaning regimes ➤ ▪increase in hand washing ➤ ▪limiting the amount of time people spend on the task ➤ ▪placing workers back-to-back or side-by-side rather than face-to-face when working ➤ ▪'cohorting' work teams so they consistently work together ➤ ▪improving ventilation - Display signs to remind people to socially distance 	
Poor workplace ventilation leading to risks of coronavirus spreading	<p>Teachers</p> <p>Students</p> <p>School staff and teachers</p>	<ul style="list-style-type: none"> - Identify if you need additional ventilation to increase air flow in all or parts of your workplace - Fresh air is the preferred way of ventilating your workplace so opening windows and doors (that are not fire doors) can help - If you need additional ventilation provide it, eg mechanical ventilation, desk fans, air movers etc 	<ul style="list-style-type: none"> - Ensure the best ventilation of the room, by opening doors, windows and ensuring appropriate circulation. - Ensure enough ventilation time in-between sessions, allowing the air to change. - When all of the above are unfeasible, use face coverings and/or screens.

Increased risk of infection and complications for vulnerable workers	<p>Teachers</p> <p>Students</p> <p>School staff and teachers</p>	<p>- Identify who in your work force fall into one of the following categories:</p> <ul style="list-style-type: none"> ➤ Clinically extremely vulnerable ➤ People self-isolating ➤ People with symptoms of coronavirus <p>- Discuss with employees what their personal risks are and identify what you need to do in each case</p> <p>- Identify how and where someone in one of these categories will work in line with current government guidance</p> <p>- If they are coming into work identify how you will protect them through social distancing and hygiene procedures</p>	<p>- Put systems in place so people know when to notify you that they fall into one of these categories, eg they start chemotherapy or are pregnant, as well as those with pre-existing conditions, especially respiratory and cardiac conditions.</p> <p>- If vulnerabilities are declared, CM will provide an individualised risk assessment and, where not feasible, offer to arrange the sessions remotely, thus eliminating the risk.</p>	<p>Teachers</p> <p>School staff and teachers</p>
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