

Wester Hailes Education Centre

Service	Communities and Families -Education Service	Risk assessment Compiled by: <u>Carol Irvine</u>	Date: <u>22/09/20</u>
Task / Process /Activity	Accessing Educational Establishments	Risk assessment Approved by: <u>David Young</u>	Date: <u>22/09/20</u>
Location	Wester Hailes Education Centre	Review date: By 31/03/21	Ref No: Version5

Latest amendments in red; previous amendments to original in green.

Hazard	Consequence	Persons Affected	Control Measures (existing precautions)	Related Procedure / Assessment
Spread of COVID-19 Infection	Contracting COVID-19 and becoming unwell	All Building Occupants	<p><u>Attendance at Educational Establishments</u></p> <ul style="list-style-type: none"> Household isolation (Stay at home) instruction to all staff and pupils to stay at home if symptomatic or any household member is symptomatic. Shielding - Any employee/child considered to be at extremely high risk of severe illness with COVID-19 instructed to follow shielding measures and remain at home. Children at increased risk should have an individual risk assessment completed to determine if they should attend or not. Anyone displaying symptoms of coronavirus (COVID-19) are sent home immediately - these symptoms include high temperature and/or new and continuous cough and/or a change in sense of smell/taste. Identify an area (2m distancing rules) where individual can remain while waiting to be collected. Testing - Business critical staff and their families can arrange for COVID-19 testing. Close monitoring of visitor and contractor access as this should be restricted whilst the building is occupied <p><u>Travel</u></p> <ul style="list-style-type: none"> Staff should use private vehicles, bikes or walking where possible and not car share unless it is with members of your own household or if the 2m rule can be observed. School transport 2m rule should be implemented where possible (by restricting passengers or using larger vehicles). Staff to consider social distancing when they park their cars and not exit their vehicle if others are close by or park allowing space in-between vehicles. <p><u>Physical distancing requirements</u></p> <p><u>Arrival and Departure</u></p> <ul style="list-style-type: none"> Stagger arrival, break, lunch and departure times of pupils. Consider the available building entrances and exits that can be used to minimise pupil congregation, including non-standard entrances or using staff entrances, fire doors etc. Entry and Exit points from the building should be managed to support social distancing. Parents/carers to avoid coming into the school grounds where possible. Pupils to be 'handed in' to the school via identified entry points. Discourage parents and carers from gathering outside the building. Ensure gates are open to maximise the width of the pupil access and not restricted Visual and clear arrangements to be in place to space out visitors waiting to enter the school to the appropriate 2m physical distancing. Pupils should wash hands or hand sanitise as they come into the building. 	<p>Infection control guidance (Internal)</p> <p>COVID-19 Information and Guidance for Non-Healthcare Settings</p> <p>Coronavirus (COVID-19): Social distancing</p> <p>Coronavirus (COVID-19): Physical Distancing in Education and childcare settings</p> <p>Working Safely during the coronavirus outbreak – HSE guide</p> <p>Coronavirus (covid-19) re-opening schools guide</p> <p>Staff to be mindful.</p> <p>Schedule of times will be issued.</p> <p>At all times please ensure social distancing.</p> <p>Hand sanitisers installed at key points; FM to check sanitiser/soap/towel dispensers maintained and refilled.</p>

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			<p><u>Movement throughout the school</u></p> <ul style="list-style-type: none"> School to consider appropriate signage, mix of corporate standard but also school local signage to give more detailed information (i.e. stairwell is one way, please use the stairway adjacent to the Pupil entrance). Directional arrows on floor/signage to promote any one way system being applied. One way systems are recommended, however may not be feasible or practical, two way traffic in a corridor is acceptable, utilise keep left markings etc. Consider the external movement of pupils to get from areas to area, reducing the number of pupils in corridors. <p><u>Internal signage</u></p> <ul style="list-style-type: none"> Distance markers – 2m physical distancing signage in common areas or at key points Appropriate signage in every area being used, classroom, toilets, dining hall etc in relation to Social Distancing & Hand Washing Cleaning protocol to be displayed in each area for equipment where appropriate. <p><u>Reception</u></p> <ul style="list-style-type: none"> Barrier tape/signs to mark 2m distancing. Minimal cash handling, all payments should be online Only office staff permitted in the office. Sign in sheets - reception staff fill in the sign in sheet on behalf of the visitors. Ensure 2m distancing areas don't encroach on any other doors, walkways, etc. <p><u>Printers</u></p> <ul style="list-style-type: none"> Ensure 2m distancing from all sides of the printer. Put as much photocopying/printing as possible through the School Support Assistant. <p><u>Staffroom / Kitchen facilities</u></p> <ul style="list-style-type: none"> Staff to utilise their own cutlery/crockery etc, not to be stored in a shared cupboard Any staff using the appliances should clean them before and after use. Staff to maintain 2m distancing; staggered breaks will support this. <p><u>Classroom areas</u></p> <ul style="list-style-type: none"> Only remove furniture if absolutely necessary to minimise musculoskeletal injuries. Furniture can be used to assist physical distancing. Maximum numbers of pupils in learning spaces to be in accordance with national guidance with furniture and resources set out to accommodate accordingly Furniture should be adequately located to observe physical distancing, reminding pupils of physical distancing at the start of each day. Ensure sufficient equipment is available for each room/group space. Consider one way systems if practical for pupils to enter, and exit their classroom/learning area Consideration of pupils with additional support needs ie. hearing induction loops etc. <p><u>During the school day</u></p> <ul style="list-style-type: none"> Ensure class or group sizes are kept small enough to allow for physical distancing guidelines. This may require pupils divided into groups and divided into multiple classrooms to ensure necessary distance. The children should be in smaller groups that they will remain in for the day. 	<p>Signage available – staff to contact Business Manager with specific requirements. Guidance to be provided by CEC.</p> <p>Protocol for office circulated to all school staff. Wipes to be provided at reception. Wipes for printer keypad to be provided. School Support Assistant has agreed new system for photocopying to reduce handling of materials.</p> <p>Guidance for staff rooms from CEC circulated to all CLs for staff bases.</p>

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			<ul style="list-style-type: none"> • Discourage sharing of resources (particularly stationary, books or small objects that are difficult to clean between uses) • Stagger outdoor activity, including breaks and manage outdoor activity space to allow for physical distancing to be maintained. • If timetabling, create a staggered movement of classes, in relation to arrival, learning and free time, should be structured so that many children/young people are not gathered at the same time. • Modify physical games to avoid handshakes or physical contact. • Particular arrangements to be considered with children and others who may not be able/fully understand to physical distance • Staffing in the school should be kept to a minimum, in accordance with current lockdown regulations, for the purposes of carrying out tasks that cannot be done from home • Staff to be aware of physical distancing restrictions in their dedicated spaces e.g. workshops, staffrooms, offices and toilets • Consideration may be given to a “no bell” strategy which allows a degree of flexibility on class start/finish times and avoids the intensity of flow which many schools experience. It also provides a calm and managed experience which better prepares staff and pupils for the next session. • Secondary school staff to consider how staff can ensure social distancing in changing areas • First Aid staff to observe physical distancing as far as possible and wear appropriate PPE, per national guidance. <p><u>Meal times/break times</u></p> <ul style="list-style-type: none"> • Stagger lunchtimes, break times and the movement of pupils around the school • Food should not be shared, food should be portioned and there should not be any buffet arrangements. • Lunch (and break times) venues to be considered, maximise use of all spaces, including outside, classrooms etc. • Clean the surfaces between sittings. • Dining room tables should be sufficiently spaced out • Use outdoor spaces if suitable and available, weather permitting • Wet breaks – if weather is wet the shelters in many schools will not be suitable for the number of pupils if they are to maintain 2m physical distancing. Consider alternatives to this. <p><u>Toilets</u></p> <ul style="list-style-type: none"> • Toilet passes only issued to pupils with medical needs. • Cleaning of toilets – regular cleaning. <p><u>Meetings/Assemblies</u></p> <ul style="list-style-type: none"> • Large gatherings of pupils/staff are to be avoided e.g. morning assembly or classes grouped together. • Meetings between staff should be conducted at a good distance from each other, if this is not possible, then through video/telecommunications. • Physical contact such as handshakes and hugs should be avoided. <p><u>Ventilation</u></p> <ul style="list-style-type: none"> • Where applicable, the use of ventilation systems should be confirmed with Property Services • The opening of doors and windows should be encouraged to increase natural ventilation and, also to reduce contact with door handles. 	<p>Cafeteria will be opened for pupil use, with consideration given to other areas as required.</p> <p>SfL/SfP</p> <p>FM</p> <p>There will be no large gatherings of staff.</p> <p>Ventilation systems confirmed with FM Natural vents in classrooms to be used.</p>

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			<ul style="list-style-type: none"> A ventilated space should be available for pupils/staff who become symptomatic to wait in until they can be collected or safely get home. <p>Hygiene</p> <ul style="list-style-type: none"> For all occupants, handwashing should be encouraged before and after any activity, such as meal times, break times and sporting activities Regular reminders and signage should be applied to build awareness and maintain personal hygiene standards throughout the day. Encourage and instruct all individuals to wash their hands with soap and water for 20 seconds frequently Supervise those with additional needs if required. Ensure adequate and appropriate facilities are available, e.g. that pupils can reach hand soap etc. Encourage pupils not to touch their face, use a tissue or elbow to cough or sneeze, and use bins for tissue waste. Where handwashing facilities are not immediately accessible then consider provision of alcohol based hand rub, e.g. at entry points to the school, dining halls etc. Remove touchable surfaces that are more easily contaminated e.g. soft furnishings. Remove shared fabric resources such as lab coats or organise washing regimes that meet national guidance after each use. <p>Staff should</p> <ul style="list-style-type: none"> Refrain from wearing ties etc. Staff should ensure their work areas are tidy, no personal items to be left in areas, resources are in cupboards or on shelves to allow surfaces to be clear to allow for effective cleaning. <p>Environmental cleaning/decontamination</p> <ul style="list-style-type: none"> Ensure enhanced cleaning with increased frequency for used contact surfaces – tables, desks, door handles, toilets etc. should be cleaned at least once daily. Ensure toilets have sufficient soap, hand driers are working and paper towels are stocked and available. Regular onsite monitoring of stock and cleaning procedures. Escalate any concerns if required to school or Facilities Management managers. Frequent site inspections by Facilities Management staff to observe practice and discuss the programme with school managers. <p>Review Fire Risk Assessment</p> <ul style="list-style-type: none"> Review how pupils and staff line up/congregate to maintain 2m physical distancing. Review staff member roles: pupils will line up by current subject class NOT form class, and current class teacher will call the register. Review existing requirements for pupils or staff with additional requirements/disabilities to ensure a safe plan is in place. Timing of fire drills to be considered to capture most/all pupils, if pupils attend on a rota the fire drill will need scheduled for different days. If the layout of facilities is changed, and/or circulation routes or entry/exit points are altered, consideration should be given to evacuation procedures (e.g. in the event of a fire or other incident). <p>Risk Assessment for individual staff/pupils</p> <ul style="list-style-type: none"> Consider any pupil or staff members additional requirements, can these still be met or adaptations required. 	<p>Designated medical room for COVID19 use.</p> <p>Regular handwashing advised.</p> <p>Sanitiser stations placed in corridors.</p> <p>Science room may be nominated as additional hand washing facility due to number of sinks.</p> <p>Staff to be mindful. Prepare all classrooms to be used as a generic teaching space. Spaces to be reviewed and cleared.</p> <p>FM has a cleaning regime in place.</p> <p>Monthly electrostatic cleaning has been arranged.</p> <p>Unsafe cleaning of desks and equipment between each class.</p> <p>If evacuated assemble with 2m physical distancing.</p> <p>Any member of staff who feels they require any needs met please contact Business Manager.</p>

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			<ul style="list-style-type: none"> Wheelchair handles and trays wiped each time they are used and certainly every time someone else handles wheelchair. <p>Communication</p> <ul style="list-style-type: none"> Increased and regular communication with staff, trade unions, parents and pupil will be required for all aspects of returning to school, consider mechanisms to support this. Provide clear channels of communication through which staff, trade unions, pupils and parents/carers can raise concerns about the implementation of safety measures in individual settings should be made clear. <p>Covid-19 Symptoms/Reporting</p> <ul style="list-style-type: none"> Ensure a clear mechanism is in place for staff reporting concerns of pupils/staff demonstrating symptoms. A ventilated space should be available for pupils/staff who become symptomatic to wait in until they can be collected or safely get home. <p>Personal Protective Equipment</p> <p>PPE and Risk assessments</p> <p>(extract from the Scottish Government publication Covid-19 Physical Distancing in Education and Childcare Settings)</p> <p>“The use of individual and organisational risk assessments at a local level must be used to inform PPE. Risk assessments should include droplet and contact infection risks. The use of PPE by staff within education and childcare settings must be based on a clear assessment of risk and need for an individual child or young person. Such as personal care where staff come into contact with blood and body fluids. Schools and local authorities already have set risk assessment processes for the use of PPE. Following any risk assessment (individual or organisational), where the need for PPE has been identified it should be readily available and provided.</p> <p>Where the use of PPE is risk assessed as being required, all staff should be trained in how to put on and take off PPE (as required by Health and Safety Regulations) and to ensure staff limit the spread of COVID-19.</p> <p>Risk assessments should already exist for children and young people with more complex needs, including those with emotional and behavioural needs. These risk assessments will require to be updated as a matter of priority in light of changes to provision such as environment and staffing, whilst also remaining mindful of the additional distress young people may be experiencing due to COVID-19. If risk assessments are not in place, then they must be undertaken swiftly in accordance with this guidance and local risk assessment guidance.</p> <p>HPS non-healthcare settings guidance makes clear that staff should continue to use PPE in line with current health and safety policies and risk assessments. Staff should only wear PPE when it is appropriate to the task they are undertaking. The exception is where, following an individual or organisational risk assessment it is found that a higher level of contamination, such as respiratory secretions, may be present or the risk assessment identifies that there is an identified need for PPE then it should be readily available and provided in line with Health and Safety guidance.</p> <p>All staff, including children and young people, must inform a member of staff or responsible person if they begin to feel unwell. If the affected person has symptoms they should go home as soon as possible and self-</p>	<p>Email will be the main line of communication. Staff should check email on a regular basis.</p> <p>Staff to alert Line Manager. Procedure circulated to all staff. Designated medical room for COVID19 use.</p>

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			<p>isolate. There should be clear guidance for staff to follow implementing the measures outlined in the non-healthcare settings guidance.</p> <p>Use of PPE in schools</p> <p>PPE is only required where a member of pupils and staff have been symptomatic on site. If for example cleaning/double bagging of waste etc is required PPE should be worn as per government Covid-19 guidance. Where someone is symptomatic those that have been in the area should use gloves, wear an apron and mask. All PPE should be double bagged after use and the area should be cleaned (Milton surface cleaning).</p> <p>If someone is suspected of being symptomatic then arrangements need to be made for them to be sent home to self-isolate asap.</p> <p>https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19</p> <p>PPE will be ordered centrally and delivered to schools. This is to ensure costs and supply are managed. School staff should not order PPE independently.</p> <p>Items available are detailed below. Please note that supply of items fluctuates in line with national supply and demand.</p> <ul style="list-style-type: none"> • Masks • Gloves • Aprons • Spill kits • Sanitiser (bottles and dispenser refills) <p>Face Coverings</p> <p>Face coverings have become more commonplace in society and staff and pupils may wish to use face coverings. Any individual who wish to use them should ensure they are hygienic, stored safely and under no circumstances shared with anyone else.</p> <p>See update 31/08/20 below.</p> <p>PAT testing</p> <p>The annual PAT testing requirements for our school are in April. As sub contractors have not been available we should be aware of the following</p> <ul style="list-style-type: none"> • Please unplug any electrical device and check wiring • Do not use any electrical device where wiring is frayed or looks unsafe. <p>Update to Risk Assessment following H&S meeting 19/08/20:</p> <ul style="list-style-type: none"> • Additional bins have been provided for all classrooms. Boxes of tissues and “Catch it and bin it” posters distributed. • Staff movement should be minimal within the building. Use phone or email whenever possible. • Adults should still be following social distancing rules. 2M rules apply whenever possible especially in places where you have a break or lunch. • Sharing of classroom resources is discouraged, especially for difficult to clean items. Textbooks and booklets that are used with more than one set 	<p>PAT testing scheduled asap</p>

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			<p>of students need to be left for 72 hours before being reused by other students or cleaned in between. This applies to any items students use in classes e.g. glue sticks, colouring pencils, scissors, rulers. For items used by a single student, e.g. a numbered textbook stored in class that only they use, there is no issue around its use.</p> <ul style="list-style-type: none"> • Currently no paper homework materials should be leaving the building with students. <p>Update to Risk Assessment following H&S meeting 25/08/20:</p> <ul style="list-style-type: none"> • New advice on the use of face coverings for students age 12 and over in certain areas of the school. • Electrostatic fogging of the building took place on Saturday and will be repeated monthly. • Additional supplies of Unisafe + spray, paper towels and tissues can be obtained by emailing Carol Irvine, not via WES-SSO. CEC are no longer providing us with a running top up, we have to order what we need as a centre weekly. Order to delivery will have at least a three day turnaround so please don't leave it until you have none left to request more! • Students can use their own hand sanitiser in class if they wish to rather than use that provided. • Portfolio work in NQ Art and Design and Manufacture can travel back and forward with students as long as the suggested cleaning regime is in place. These materials should not be shared with other students under any circumstances. <p>Partner Agencies – effective 31/08/20</p> <ul style="list-style-type: none"> • Partner agencies will discuss access to the school with the relevant DHT and will adhere to school Covid guidance and protocols at all times. <p>Face coverings – Effective 31/08/20 From: Guidance on preparing for the start of the new school term in August 2020 (update 25/08/20 – effective 31/08/20)</p> <p>In light of the latest scientific evidence and the <u>advice of the World Health Organisation</u> (published on 21/08/20) and based on feedback from stakeholders on the early experiences of school reopening, school reopening guidance in relation to face coverings has been updated.</p> <p>Face coverings should not be confused with PPE. Use of face coverings in the circumstances set out in this guidance should be seen as just one mitigation within a package of measures. The other mitigation measures in this guidance, including physical distancing for adults, environmental cleaning, personal hand and respiratory hygiene, grouping of young people and maintaining distancing between young people in secondary schools where possible, remain vitally important.</p> <p>Anyone (whether child, young person or adult) wishing to wear a face covering in school should be permitted to do so.</p> <p>Some individuals are exempt from wearing face coverings. Further information on exemptions can be found in wider Scottish Government guidance.</p> <p>Face coverings should not generally be required in classrooms or other learning and teaching environments.</p>	

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			<p>However, face coverings should be worn by adults where they cannot keep 2m distance and are interacting face-to-face for a sustained period (about 15 minutes or more) with other adults and/or children and young people.</p> <p>Face coverings should also be worn 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"> • where adults and young people in secondary schools (including special schools and independent and grant aided schools) are moving about the school in corridors and confined communal areas (including toilets) where physical distancing is particularly difficult to maintain; 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. <p>This approach reflects precautionary judgements based on the latest scientific advice and the experience of school reopening to date. It is limited to the specific environments identified above for the following reasons:</p> <ul style="list-style-type: none"> • These are areas where mixing between different (age) groups is more likely, increasing the potential for transmission of the virus; • Experience and feedback has demonstrated that crowding and close contact in these areas is more likely, and that voices may be raised resulting in greater potential for creation of aerosols; • The scope for effective ventilation is often less; • There are less compelling counter-balancing arguments regarding the potential impact of face coverings on educational outcomes in these areas of the school estate; and • For school transport, the adoption of an approach to face coverings applying to children and young people aged 5 and over will be consistent with the current approach on public transport. <p>Face coverings may also play a particularly important role when prevalence rises, and their use may be increased in specific local contexts on the basis of risk assessments and local factors, including as follows:</p> <ul style="list-style-type: none"> • Local Incident Management Teams may recommend a further strengthening of the use of face coverings in other areas of the school (e.g. classrooms) when dealing with local outbreaks (see Outbreak Management). • Individual local authorities and secondary schools (including special schools and independent and grant aided schools) may wish, following the relevant local authority processes and appropriate risk assessment and consultation with school communities, to consider strengthening the use of face coverings in other areas of the school (e.g. classrooms) to address specific local circumstances (e.g. particular concerns or anxieties around distancing or confidence building in the context of local or wider outbreaks). <p>An example of this local "stepping up" of measures may be the use of face coverings in secondary school classrooms where any form of distancing is impossible, in circumstances where increased community transmission is being seen.</p> <p>In making any such local decisions on the stepping up of use of face coverings, it will remain vitally important to consider the potential impact on children and young people, including via the appropriate use of Equality Impact Assessments. The impact of wearing a face</p>	

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			<p>covering for learners with additional support needs, including any level of hearing loss, should be carefully considered, as communication for many of these learners (including hearing impaired young people) relies in part on being able to see someone's face clearly. This is also important for children and young people who are acquiring English and who rely on visual cues to enable them to be included in learning. Individuals who may not be able to handle and wear face coverings as directed (e.g. young learners, or those with additional support needs or disabilities) should not wear them as it may inadvertently increase the risk of transmission. In classes where any such impacts are anticipated and no alternative mitigations are reasonable, schools may wish to consider the use of see-through face coverings which are increasingly available. Some children and young people may need additional support/reassurance about the reasons for adults wearing face coverings.</p> <p>It is vital that clear instructions are provided to staff and children and young people on how to put on, remove, store and dispose of face coverings in all of the circumstances above, to avoid inadvertently increasing the risks of transmission. The key points are as follows:</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>Further advice on face coverings is available on https://www.gov.scot/publications/coronavirus-covid-19-phase-3-staying-safe-and-protecting-others/pages/face-coverings/</p> <p>There should be regular messaging from schools to adults and children and young people about these instructions. These risks must be considered when deciding locally whether to step up measures.</p> <p>Local authorities and schools should consider carefully how to address any equity concerns arising from the use of face coverings, including in respect of the impacts on certain groups of pupils and the costs of providing face coverings for staff and children and young people. It is reasonable to assume that most staff and young people will now have access to re-usable face coverings due to their increasing use in wider society, and the Scottish Government has made available a video on how to make a simple face covering (https://www.youtube.com/watch?v=5RctqmSo2tU). However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled/unsafe, schools should take steps to have a contingency supply available to meet such needs.</p>	

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			<p>No-one should be excluded from education on the grounds that they are not wearing a face covering. See the section on Supporting the Wellbeing of Children and Young People for guidance addressing concerns regarding adherence to school policy or procedure.</p> <p>Any additional costs of implementing this updated guidance (for example in respect of contingent provision of face coverings, or additional cleaning costs) will be considered via the arrangements for funding of Education Recovery that have been agreed between the Scottish Government and COSLA.</p>	