

Downright Special

## COVID – 19 HEALTH AND SAFETY RISK ASSESSMENT FORM

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<b>Event name</b>	<b>Visiting settings and schools</b>	<b>Date</b>	<b>ongoing</b>	<b>Time</b>	<b>ongoing</b>
<b>Location</b>	<b>Various</b>	<b>Event organiser</b>	<b>Downright Special</b>	<b>Event safety controller</b>	<b>Gillian Bowlas</b>

<b>Hazard</b>	<b>Persons at Risk</b>	<b>Existing control measures</b>	<b>Extra implemented control measures</b>	<b>Who needs to carry out action?</b>	<b>Action to be done by when?</b>
Spreading of Coronavirus by asymptomatic staff and volunteers	Staff Children Visitors	All staff involved in face-to-face activities to do twice-weekly lateral flow tests (LFTs).  Anyone with a positive test will be asked to self-isolate, report the test results to Downright Special and follow government guidelines on further PCR tests and Test and Trace procedures.	Staff are encouraged to have vaccine when they become eligible.		
Getting or spreading coronavirus by not washing hands or not washing them adequately	Staff Children Visitors	Pre arrange the visit and time with individual settings and schools  Do not attend the visit if you have been exposed to or have symptoms of Covid  Wash hands or use hand sanitiser on entry and exit of the setting or school  Follow the risk assessed procedure shared by the school  Contact the school if you begin to display symptoms within 48 hours of a visit taking place	Inform manager and colleagues if any symptoms develop or if you have to self-isolate due to being exposed to Covid		
Getting or spreading coronavirus by not cleaning equipment and resources	Staff Children Visitors	Take minimal items into the setting or school  All items to be cleaned after leaving the setting or school			

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		<p>Teachers will limit visits to one per day to reduce cross contamination and allow for cleaning of equipment</p>			
<p>Contracting or spreading the virus by not social distancing</p>	<p>Staff Children Visitors</p>	<p>Social distance from all adults in the setting or school, following 2m rule where possible</p> <p>Use of PPE during visits:</p> <ul style="list-style-type: none"> <li>-Teachers will wear a face covering when working directly with a child except in limited circumstances where they are delivering specific speech and language interventions as per the exemptions in government guidance and the duty to make reasonable adjustments for disabled pupils and students, to support them to access education successfully.</li> <li>- Visors will not be worn routinely as an alternative to face coverings unless it is a requirement of the school's risk assessment.</li> <li>- Teachers will follow the school's procedures for PPE on all other occasions – e.g. meeting with SENCO, teacher or walking around school</li> </ul> <p>All equipment, toys, resources to be cleaned after each use.</p>	<p><b>Primary and Secondary School Outreach Visits</b></p> <p>Teachers to follow the guidelines on use of face Coverings in recommended circumstances <a href="#">As per Government Schools Operational Guidance</a> (section 2). Noting the exemptions:  <i>“Some individuals are exempt from wearing face coverings. This applies to those who:</i></p> <ul style="list-style-type: none"> <li>- <i>cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties</i></li> <li>- <i>speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate”</i></li> </ul> <p>And noting the guidance on use of visors:  <i>“Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.”</i></p> <p><b>Early Years Settings Outreach Visits</b></p> <p>Teachers to follow the same PPE guidelines as</p>		

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			above for Early Years setting as per page 26 of Government Document <a href="#">Actions for Early Years</a>		