

COVID -19 RISK ASSESSMENT: Peacemakers work in schools



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This risk assessment is designed to help Peacemakers' staff (both contracted and freelance staff) who deliver work in schools to children. Peacemakers is committed to the values of positive peace and we are looking to bring these values into our work at all times. So, what does positive peace look like in these difficult times? We are looking to balance the needs of keeping staff and all those we work with as safe as possible from infection from Covid-19 while going into schools and delivering the programmes that build peace, community and key life skills. The risks identified reflect these priorities.

We are still asking people to work from home unless they are delivering work in schools to children. We are not currently delivering work in schools to groups of adults (teacher training). This (work in schools) risk assessment and others designed by Peacemakers will be shared with all of the team, the Peace Hub, visitors to our offices and shared on the website. This can be shared with schools on request and should form the basis of preliminary meetings agreeing work.

In addition to the risks in the table below, the Public Health England report *Disparities in the risk and outcomes of COVID-19* shows that some groups of people may be at higher risk of infection or suffering from adverse effects if infected. We ask all trainers to consider this in their risk assessment. The higher-risk groups include those who:

- are older males
- have a high body mass index (BMI)
- have health conditions such as diabetes
- are from some Black, Asian or minority ethnicity (BAME) backgrounds

Risk Assessment specific to the spread of COVID-19

Who might be at risk of harm	Mitigating actions	Additional steps	How our work relates to Government guidance for schools	Action Required? If yes by who and when?
Peacemakers staff and their families	<p>Vulnerable Staff Staff report concerns about the implications of underlying health risks for themselves or their families to their line managers. Any further safety measures will be discussed and implemented.</p>	<p>If on arrival at a school a member of staff who is themselves vulnerable or caring for someone who is vulnerable, is concerned that insufficient measures are in place for them to work safely, then they should contact their line manager before continuing to work in the school.</p>	<p>All staff should follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing in line with the provisions as set out in section 5 of the 'prevention' section.</p> <p>If staff are concerned, including those who may be clinically vulnerable, clinically extremely vulnerable or at increased comparative risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place</p>	
Peacemakers Staff School Staff	<p>Preliminary meetings and School enquiry meetings Meetings to set up pieces of work in school will be conducted online via Zoom, Microsoft Teams or by phone.</p>	<p>Preliminary meeting forms to have additional questions added re: PPE, keeping people safe, school and Peacemakers' protocols.</p>	<p>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible.</p>	Jackie to add to prelim form
Peacemakers staff	<p>Working Safely Requirements An appendix to our existing mandates will be discussed at the preliminary meeting, outlining the measures that Peacemakers needs to have in place, and the measures we will observe. This needs to be agreed and signed by the school and Peacemakers before work starts.</p>	<p>Trainers will have a signed copy of this agreement before going into school and will be asked to take this with them. If any measures are not in place, for example there are more pupils than agreed in a session, the trainer will explain that work cannot continue without the measures in place. If measures are then put in place, work</p>	<p>Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of</p>	Jackie – appendix to mandate.

		can continue, otherwise please call your line manager.	temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year.	
Peacemakers staff	COVID 19 Lateral Flow Testing Peacemakers staff who are working in schools should take 2 Lateral Flow tests per week (for example on Sunday and Wednesday). Obtain LFT from this link Order coronavirus (COVID-19) rapid lateral flow tests - GOV.UK (www.gov.uk) Or at a test site.	Test results should be reported via the Government website and the trainer should only attend the school if they get a negative test result. If a positive result is received, self isolate immediately and follow instructions on the Government website. <i>Evidence of test result is not required by Peacemakers unless requested.??</i>	Around 1 in 3 people with COVID-19 do not have symptoms. Rapid lateral flow tests help to find cases in people who may have no symptoms but are still infectious and can give the virus to others.	Jackie and Libbs to obtain tests for themselves. Jackie to liaise with associate trainers to ensure they are informed.
Peacemakers staff Parents and carers Children School staff	Arriving at and Leaving School Arrival and leaving times will be discussed at the preliminary meeting. There may be staggered timings for pupils at school. The aim here is to limit the number of people trainers are in contact with at the school's gate and in the reception area.	During the prelim meeting, schools will be asked about appropriate arrival and departure times.	We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing/staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.	Jackie to add to prelim form
Peacemakers Staff Children and adults in schools	Number of participants Schools are being asked to keep pupils in groups – either as a class or in smaller groups and they do not need to socially distance within their groups. However, adults must keep 2m distance from each other and from	On arrival at the school, trainers will check the arrangement and the space and the agreed number of pupils and adults are in the session.	In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles	

	<p>pupils as far as possible. Trainers are asked to limit the time spent within 1m of anyone. See the section re: circles for information about ways of working.</p> <p>Schools will be asked to seat the group in a horseshoe, with the adults being at the 'mouth' of the horseshoe, distanced from other chairs. The space must be large enough to accommodate this. The number of pupils to be in a session will be agreed at the preliminary meeting. The horseshoe will be set up in advance of the session/trainer arriving in the room.</p> <p>We like staff to join in with the circles as this models inclusion and participation, and the staff member benefits from sharing an experience with the children. If, however, a member of staff does not feel comfortable being in the circle due to COVID concerns, then they are able to sit outside the circle.</p>		<p>within their system of controls and increase the size of these groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face contact lowers the risk of transmission. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p>	
<p>Peacemakers staff</p> <p>Children and adults in school</p>	<p>Ventilation Ensure the workspace is well ventilated.</p>		<p>Once the school is in operation, it is important to ensure good ventilation and maximising this wherever possible, for example, opening windows and propping open doors, as long as they are not fire doors, where safe to do so (bearing in mind safeguarding in particular).</p>	
<p>Children and staff in school</p>	<p>Hygiene</p>	<p>Staff will be provided with a hygiene kit including 2 washable masks, hand</p>	<p>When timetabling, groups should be kept apart and movement around the</p>	<p>Yvonne to buy supplies and send to trainers.</p>

<p>Peacemakers staff</p>	<p>Touch as few spaces as possible and wipe down anything used. Remember to wash hands regularly and/or use hand sanitiser dependent on what is available in the space. Avoid moving around the school. Don't use the staff room and instead have lunch in the workspace. Bring lunch and refreshments to the school and don't leave the site to go and buy lunch and then return to school.</p>	<p>sanitiser, anti-bacterial spray and tissues/ paper towels.</p>	<p>school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Frequently touched surfaces being cleaned more often than normal. The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.</p>	
	<p>Equipment Take all equipment that is needed for a session for own use only. Remember your own pen to sign in if required. Clean equipment after each use and store safely. Co-trainers must take their own equipment. No shared equipment, such as a talking piece, that is handed round. <i>This can be discussed at the discretion of the trainer and teacher.</i> Schools to provide children with any paper or pens needed. Each child will have their individual stationery and this needs to be considered when planning activities. Laminated resources must be cleaned thoroughly after each use. This may mean you will need to make duplicate sets of resources. [e.g. if you were</p>	<p>During the prelim meeting, we will ask staff to provide equipment such as paper or pens for the children/sessions.</p>	<p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p>	<p>Jackie to add this to prelim form.</p>

	<p>using cooperative donkeys for 2 consecutive sessions on the same day, you may not have time to clean them so a duplicate set would be needed]. Use a folder or envelope for each set of resources and clearly label them. Mediation scripts that are being used constantly over 3 days should not be laminated. Each pupil will be given their own paper copy and asked to write their name on it.</p>			
<p>Peacemakers staff</p> <p>Staff and children in school</p>	<p>Use of Face Coverings Staff are asked to wear a face covering on arrival at the school, and to keep them in place until they are in their work space. Whilst facilitating a group, a face covering is not needed. When leaving the room, the face covering should be worn again until offsite. Some schools may ask you to wear a visor when working with children, and in this case will provide you with one. If you would prefer to work with a visor, please let us know and we will provide you with one.</p> <p>Gov guidance states: Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p>	<p>Face coverings need to be washed as soon as possible following a visit from a school. The same face covering should not be worn to another school, unless it has been washed.</p> <p>If a member of staff is exempt from wearing a face covering, they should inform their line manager who will pass this information onto the school and discuss any implications.</p>	<p>The government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Primary school children will not need to wear a face covering.</p> <p>In particular, schools that teach years 7 and above may decide to recommend the wearing of face coverings for pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors.</p> <p>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear,</p>	

			<p>or agree to them wearing face coverings in these circumstances.</p> <p>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.</p>	
	<p>Circles Trainers will be provided with a CT training guide which will include adaptations to games and activities and how the values and aims of Peacemaker circles can be delivered.</p> <p>Peacemakers to advise schools to advise parents/families of the Peacemakers' work in advance of it happening.</p>	<p>Schools will be asked which resources are available for us to use with the children. Peacemakers staff cannot touch these resources but children can.</p>	<p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p>	<p>Jackie – add onto prelim form about resources and talking to parents</p> <p>Jackie/Anna/Libbs/Sara/Helen – CT guide.</p> <p>Jackie to start and others contribute?</p>

			<p>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups.</p> <p>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p>	
Peacemakers staff	<p>Transport</p> <p>Where possible, avoid using public transport. Staff can use their own cars or bikes, but if driving, don't give another staff member a lift anywhere. Staff can use their own bikes and should wipe them down before use at the end of the school day. If neither of these is possible, please discuss with your line manager.</p>		<p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible.</p>	
Peacemakers staff Children and adults in school	<p>Additional Peacemakers staff on school site</p> <p>During this time, we will limit the number of trainers to a school, and consider on a case by case basis when another adult (in addition to the school staff and the Peacemaker trainer) is in the same room.</p> <p>Additional Peacemaker personnel may be present if other criteria as listed here can still be observed.</p>		<p>Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools are using volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in part 3 of keeping children safe in education. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.</p>	

<p>Families of staff and people in schools</p>	<p>In case of sickness</p> <p>If a trainer becomes unwell or needs to self-isolate, we will consider whether to offer the school an alternative trainer or whether to rearrange dates.</p> <p>Symptoms of COVID-19 to look out for are:</p> <p>a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature).</p> <p>a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual).</p> <p>a loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal.</p> <p>Most people with coronavirus have at least 1 of these symptoms.</p> <p>If anyone becomes unwell with a new continuous cough or a high temperature or a loss or change to their smell or taste in the workplace they will be sent home and advised to:</p> <ul style="list-style-type: none"> ▪ Get a test to check if they have coronavirus as soon as possible. ▪ Stay at home and do not have visitors until they get their test result – they can only leave your home to have a test. ▪ Anyone they live with, and anyone in their support bubble, 		<p>Engage with the NHS Test and Trace process</p> <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.</p> <p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19) <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or</p>	
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	<p>must also stay at home until they get their result.</p> <p>If staff are worried or unsure about their symptoms, they should phone 111 for guidance.</p> <p>If rearranging work proves impracticable, please talk to your line manager in the first instance about what can be done.</p> <p>Line managers will maintain regular contact with staff members during this time.</p> <p>If a member of staff has developed Covid-19 and were recently in a school, the Office Manager will notify the school by email and phone and take part in the Track and Trace scheme. https://www.publichealth.hscni.net/.</p> <p>The Director will also notify the management committee and the rest of the staff.</p> <p><u>Mental Health</u> Peacemakers will promote mental health & wellbeing awareness to staff during the Coronavirus outbreak and will offer whatever support they can to help. Employed staff are reminded of the free employee Assistance Programme (which includes a counselling service) they can access by phoning 0800 0720353.</p>		<p>childcare, have priority access to testing.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance.</p>	
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