

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

<b>Activity / Task / Location: Covid-19 Risk Assessment – Return of pupils to educational settings (Primary School settings) v6</b>	<b>Approved By: 07/01/2021</b>  Signature of Headteacher and Date
<b>Developed by:</b>	<b>Date: 12/05/2020</b>
<b>Reviewed by:</b>	<b>Date: 05/01/2021</b>

## Likelihood

		Unlikely	Possible	Very Likely
		1	2	3
<b>Major</b> <i>Eg. Kill or Permanently Maim Long term Injury or Illness</i>	<b>3</b>	3	6	9
<b>Moderate</b> <i>Eg. Medical Attention with seven days off work</i>	<b>2</b>	2	4	6
<b>Minor</b> <i>Eg. First Aid Needed</i>	<b>1</b>	1	2	3

### Summary of Requirements

<b>Personal Protective Equipment</b>	For First-aid: Disposable clinical masks to type IIR. Disposable nitrile or vinyl gloves. Disposable aprons.
--------------------------------------	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

	<p>For personal care: Disposable clinical masks to type IIR, Goggles, or wrap around safety glasses that are splash resistant. Disposable nitrile or vinyl gloves. Disposable aprons.</p> <p>For managing people with Covid-19 symptoms: Disposable clinical masks to type IIR, Goggles, or wrap around safety glasses that are splash resistant.</p> <p>For employees accessing communal areas and corridors (should they be requested): Disposable clinical masks to type IIR.</p> <p>For use of 'Fogger': Dust masks to minimum FFP2 with APF 10 or greater, Goggles, to EN166 B3, or F3. Disposable nitrile or vinyl gloves.</p>
<p><b>Training</b></p>	<p>All employees:</p> <ol style="list-style-type: none"> <li>1. Coronavirus &amp; Virus Transmission TOOLBOX TALK v2</li> <li>2. Briefing on local safety arrangements, protocols and working practices.</li> <li>3. Briefing on how to manage pupil symptomatic cases</li> </ol> <p>Cleaning staff to be briefed on enhanced cleaning protocols and the need for thoroughness in their work</p> <p>First Aiders and staff completing intimate care tasks are to be provided the video training at:  <a href="https://covid19ppe.org/primary-care-gps-scenario-4/">https://covid19ppe.org/primary-care-gps-scenario-4/</a></p>
<p><b>Equipment</b></p>	<p>Fogger</p> <p>Classroom Resources:</p> <p><a href="https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&amp;ss=2&amp;t=Horrid%20Hands">https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&amp;ss=2&amp;t=Horrid%20Hands</a>  <a href="https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&amp;ss=2&amp;t=Super%20Sneezes">https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&amp;ss=2&amp;t=Super%20Sneezes</a>  <a href="https://e-bug.eu/junior_pack.aspx?cc=eng&amp;ss=2&amp;t=Hand%20Hygiene">https://e-bug.eu/junior_pack.aspx?cc=eng&amp;ss=2&amp;t=Hand%20Hygiene</a>  <a href="https://e-bug.eu/junior_pack.aspx?cc=eng&amp;ss=2&amp;t=Respiratory%20Hygiene">https://e-bug.eu/junior_pack.aspx?cc=eng&amp;ss=2&amp;t=Respiratory%20Hygiene</a>  <a href="https://e-bug.eu/lang_eng/UK%20KS1%20Pack/Microbe%20Mania/Microbe-Mania-Poster.pdf">https://e-bug.eu/lang_eng/UK%20KS1%20Pack/Microbe%20Mania/Microbe-Mania-Poster.pdf</a></p>
<p><b>Relevant Legislation etc.</b></p>	<p>Health and Safety at Work etc. Act 1974</p> <p>The Personal Protective Equipment at Work Regulations 1992</p> <p>The Management of Health and Safety at Work Legislation 1999</p> <p>The Control of Substances Hazardous to Health Regulations 2002</p> <p>The School Admissions (Infant Class Sizes) (England) Regulations 2012</p> <p>The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013</p> <p>Coronavirus Act 2020</p> <p>The Health Protection (Coronavirus, Restrictions) (No. 2) (England) Regulations 2020</p> <p>The Health Protection (Coronavirus, Restrictions) (No. 3) (England) Regulations 2020</p> <p>The Health Protection (Coronavirus, Wearing of Face Coverings in a Relevant Place) (England) Regulations 2020</p>

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

	<p>The Health Protection (Coronavirus, Collection of Contact Details etc. and Related Requirements) Regulations 2020                  The Health Protection (Coronavirus, Restrictions) (Self-Isolation) (England) Regulations 2020                  The Health Protection (Coronavirus, Local COVID-19 Alert Level) (Medium) (England) Regulations 2020                  The Health Protection (Coronavirus, Local COVID-19 Alert Level) (High) (England) Regulations 2020                  The Health Protection (Coronavirus, Local COVID-19 Alert Level) (Very High) (England) Regulations 2020                  The Health Protection (Coronavirus, Restrictions) (No. 3) and (All Tiers) (England) (Amendment) Regulations 2021</p>
<p><b>Review period/date</b></p>	<p>Headteachers to review on local matters after receipt and as required (RA can be added to, but no Trust control measures removed).                  To be reviewed in February 2021</p>
<p><b>Overarching System of Controls</b></p>	<p>This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the following sections.</p> <p><b>Prevention:</b></p> <ol style="list-style-type: none"> <li>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</li> <li>2) Where recommended, the use of face coverings in schools.</li> <li>3) Clean hands thoroughly more often than usual.</li> <li>4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.</li> <li>5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.</li> <li>6) Minimise contact between individuals and maintain social distancing wherever possible.</li> <li>7) Where necessary, wear appropriate personal protective equipment (PPE).</li> <li>8) Always keeping occupied spaces well ventilated.</li> </ol> <p>Numbers 1 to 5, and number 8, must be in place in all schools, all the time.                  Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.                  Number 7 applies in specific circumstances.</p> <p><b>Response to any infection:</b></p> <ol style="list-style-type: none"> <li>9) Engage with the NHS Test and Trace process.</li> </ol>

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

- 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 11) Contain any outbreak by following local health protection team advice.

Numbers 9 to 11 must be followed in every case where they are relevant.

Hazard Identification			Control		Risk
What are the steps of the activity / items of equipment	What are the potential hazards	Score	What methods will be used to reduce the likelihood and/or the consequence of an illness or injury from those hazards	What hazard remains	Residual Score
General site management, access/egress and movement in and around the school. (all settings)	Harm to all occupants from direct and indirect contact with Covid-19	6	<p>Pupils, staff and other people showing symptoms, or have tested positive for Covid-19 in the last 10 days must NOT enter the school site.</p> <p>Parents of pupils who are symptomatic, and staff who are symptomatic, are to arrange for a Covid-19 polymerase chain reaction (PCR) test as soon as possible after the onset of symptoms. Wherever possible tests should be booked at a local testing facility to shorten the time taken to obtain results. Schools should ask parents and staff to inform them immediately of the results of a test.</p> <p>Where someone tests positive, they should follow the <i>'Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</i> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms.</p>		3

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>Where someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating.</p> <p>If an individual is identified as a close contact of a confirmed case, unless they have taken rapid Lateral Flow Device (LFD) testing for 7 days, in which they test negative on each day, they will need to self-isolate for 10 days from the date of that contact.</p> <p><b><i>For Schools using Lateral Flow Device (LFD) testing (in italics):</i></b></p> <p><i>If a close contact tests negative on any 7 day rapid (LFD) test day they can continue to attend the school site for that day.</i></p> <p><i>Any person taking a rapid (LFD) test that tests positive, or anyone who returns a second invalid rapid (LFD) test, must return home immediately and take a PCR test on the same day (or as soon as possible). In most instances PCR kits will be supplied by school. If the test is not supplied by school, they should book a followup test on the same day or as soon as possible at a regional testing site (RTS) or mobile testing unit (MTU), as these are faster than requesting a home test.</i></p> <p>Pupils and staff living with someone who is showing symptoms, or has tested positive in the last 10 days, must NOT attend school and are to self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <p>A pupil with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a pupil attending school, schools can take the decision to refuse the pupil if in their</p>		
--	--	--	--	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered by the Headteacher in light of all the circumstances and the current public health advice. Headteachers are to liaise with their Director of Education prior to implementing such action.</p> <p>Public Health England has good evidence that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19). Consequently, TKAT schools should not be using this method.</p> <p><b>Emergency evacuation</b></p> <p>Schools are to revisit their evacuation plans to ensure, as much as possible, minimum contact between bubbles during the evacuation process. Schools should consider potential choke points and resulting crowding. Wider spacing at assembly areas between bubbles will be required. A fire drill should be conducted in a timely fashion to test the plan after changes to Covid-19 arrangements.</p> <p>Settings are to provide adequate hand washing/sanitising facilities to prevent crowding and reduce cross contamination.</p> <p>Settings are to provide information on how to wash hands properly and display posters.</p> <p>Staff and pupils must wash their hands for 20 seconds, or sanitise their hands using a hand sanitiser with an alcohol content <math>\geq 70\%</math>; on arrival at the setting, before and after eating, after sneezing or coughing.</p>		
--	--	--	--	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>Schools are to have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands, or clean their hands using sanitiser, immediately on arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands, or clean their hands using sanitiser, again before heading to their classroom.</p> <p>Face coverings are to be worn by all employees, and visitors in corridors and communal areas (other than when eating). Headteachers can determine locally if wearing face coverings is to be mandatory for specific activities outside the classroom.</p> <p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> <li>● cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</li> <li>● speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> <p>A system of cleaning frequently touched communal surfaces more regularly than normal must be put in place. Cleaning of such surfaces should initially be completed to a good standard using a suitable detergent to remove all dirt. Then, cleaned frequently during the day using an appropriate anti-viral cleaner. A combination detergent and anti-viral cleaner can be used. Items such as door pushes/handles, door edges, sinks/taps, toilet flushes, light switches, bannisters, gates, call buttons and push pads, servery areas,</p>		
--	--	--	---	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>photocopier controls would be considered as frequently touched areas. A log of the completed cleaning is to be maintained.</p> <p>Rooms should be accessed directly from outside where possible.</p> <p>It is important to ensure it is well ventilated and a comfortable teaching and working environment is maintained.</p> <p>This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>● mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</li> <li>● natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air.</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> <li>● opening high level windows in preference to low level to reduce draughts</li> <li>● increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>● providing flexibility to allow additional, suitable indoor clothing.</li> </ul>		
--	--	--	--	--	--



# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<ul style="list-style-type: none"> <li>rearranging furniture where possible to avoid direct drafts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <p>School kitchens must comply with the guidance for food businesses on coronavirus (COVID-19).  <a href="https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19">https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</a></p> <p>The use of mobile phones, unless required for operational reasons, is discouraged, as this can add to potential cross contamination of surfaces.</p> <p>Stagger arrival times and break times (including lunch), so that all children are not moving around the school at the same time</p> <p>Use the timetable and selection of classroom or other learning environments to reduce movement around the school or building, keeping groups apart.</p> <p>Considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors.</p> <p>Limited toilet breaks so that pupils don't gather at the toilets. Schools to set clear rules around use of toilet facilities by pupils.</p> <p>Outdoor equipment/apparatus/play equipment/climbing frames can be used but must be cleaned frequently. Cleaning must take place between bubbles if different bubbles use the equipment.</p>		
--	--	--	---	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>Areas of artificial turf can be used, but must be cleaned where appropriate. If such areas are used as play areas for small children, they must be cleaned between bubbles and after use. This can be achieved using a spray and brush method using a disinfectant cleaner that kills 99.9% of bacteria and viruses. Do not allow the area to be used until the area has dried. If artificial turf areas are used for general sport it will not be necessary to clean these surfaces.</p> <p>Gravel boxes, sand boxes, or sand pits should not be used due to the difficulties of cleaning.</p> <p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>Dining areas can be used, but group timings are to be staggered. Tables equipment and frequently touched surfaces should be cleaned between each group.</p> <p>Settings are to put in place monitoring and supervision to make sure people are following controls put in place, eg following hygiene procedures, cleaning hands, following one-way systems.</p> <p>Disposable gloves are to be available to employees should they need them for transferring equipment/resources safely between groups.</p> <p>Put systems in place to keep PPE and essential cleaning supplies under review so you can take action if necessary before you run out.</p> <p>No one is obliged to work in a work environment that has not been risk assessed as per this risk assessment.</p>		
--	--	--	--	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

<p><b>Offices and other non-pupil areas (all settings)</b></p>	<p><b>Harm to staff and visitors from direct contact with Covid-19</b></p>	<p><b>9</b></p>	<p>Employees that have increased vulnerability to Covid-19 and are unable to complete a pupil facing role due to that vulnerability will usually be office based, where they are required to attend the workplace. Consequently, it is important for schools to minimise the risk to such employees by providing as safe a working environment as possible.</p> <p>Make every reasonable effort to comply with the social distancing guidelines set out by the government (keeping people 2m apart wherever possible).</p> <p>Use floor tape to mark areas to help workers keep to a 2m distance.</p> <p>Where the social distancing guidelines cannot be followed in full, in relation to a particular activity, you should consider whether that activity needs to continue for the school to operate.</p> <p>Take all the mitigating actions possible to reduce the risk of transmission between staff.</p> <p>Keep activity time involved as short as possible where socially distancing is difficult.</p> <p>Use back-to-back or side-to-side working (rather than face-to-face) whenever possible.</p> <p>For office based staff, reduce the number of people each person has contact with by using 'fixed teams or partnering' wherever possible (so each person works with only a few others)</p> <p>Move desks/furniture to facilitate social distancing.</p>		<p><b>3</b></p>
--	--	-----------------	--	--	-----------------

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

		<b>6</b>	<p>Reduce the number of office/room occupants as far as reasonable to allow for social distancing whilst working, or circulating.</p> <p>Plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. Use additional spaces if available for staff to use.</p> <p>Stagger arrival and departure times if required to eliminate crowding into and out of the workplace.</p> <p>Reduce movement by discouraging non-essential trips within buildings and sites.</p> <p>Set clear use and cleaning guidance for staff toilets to ensure they are kept clean and social distancing is achieved as much as possible.</p> <p>Use remote working tools to avoid in-person meetings.</p> <p>PPE should only be used for specific tasks requiring its use.</p>		<b>3</b>
	<p><b>Harm to staff and visitors from indirect contact with Covid-19</b></p>	<b>6</b>	<p>In every area, increase the frequency of hand cleaning and surface cleaning.</p> <p>All frequently touched surfaces, equipment, door pushes/handles, door edges, sinks/taps, toilet flushes, light switches, bannisters, gates, call buttons and push pads, servery areas, photocopier controls used during the day, will need to be cleaned thoroughly several times a day.</p> <p>Users should clean telephones and similar equipment regularly.</p>		<b>3</b>

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>Don't share equipment where possible, or where it has to be shared, wipe it down with antiviral wipes/cleaner after each use.</p> <p>Fridges and kettles can be shared, but protocols must be in place to clean by the user after each use. School to provide detergent and antiviral cleaner/wipes to do this.</p> <p>Avoid use of hot desks and spaces and, if not possible, clean and sanitise workstations between different occupants including shared equipment.</p> <p>Encourage employees to bring their own food.</p> <p>Keep windows and doors open to encourage ventilation, where possible.</p> <p>Use signs and posters to build awareness of good handwashing technique, the need to increase hand cleaning frequency, avoid touching your face and to cough or sneeze into a tissue which is binned safely, or into your arm if a tissue is not available.</p> <p>Provide sanitiser and antiviral sanitising wipes in each office/room.</p> <p>Provide more storage for employees for clothes and bags.</p> <p>Bins are to be emptied throughout the day.</p>		
<b>Classrooms and pupils in all year groups</b>	<b>Harm to pupils and staff from direct contact with Covid-19</b>	<b>9</b>	It is recognised that smaller children will not be able to socially distance effectively, so a judgement needs to be made on classroom maximum occupancy which should reflect, wherever possible, the amount of space that		<b>3</b>

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>otherwise would be needed to achieve 2m social distancing.</p> <p><b>School settings are to consult 'Guidance for full opening: schools' at:</b>  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p><b>Special School settings are to consult the guidance at:</b>  <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings</a> and in doing so should amend any areas of this risk assessment that are necessary to comply with that guidance with regard to the operational needs of the Special School.</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.</p> <p>Soft furnishings are not to be used in areas that may be used by multiple groups, as cleaning can be a problem, but soft furnishings in areas used by a single group bubble can be used, as they will 'self clean' after 24 hours.</p> <p>Although 2m social distancing will not be achievable for young children contact between older children is to be minimised and social distancing maintained wherever possible.</p> <p>Schools are to keep a record of pupils and staff in each group. They should also record where practicable, any</p>		
--	--	--	---	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>close contact that takes place between children and staff across different groups.</p> <p>Younger pupils to be shown how to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it'). Older pupils to be reminded to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').</p> <p>Posters showing the 'catch it, bin it, kill it' message are to be provided in classrooms.</p> <p>Pupils to be encouraged not to touch their mouth, eyes and nose.</p> <p>Staff are to try to distance from pupils where possible and in classes of older children they should maintain a distance at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from pupils.</p> <p>Reduce movement around the school as much as possible. Wherever possible, groups should occupy a particular 'area', or 'areas' and only move from that 'area' or 'areas' where necessary.</p> <p>Where movement is necessary, plan routes wherever possible to avoid groups mixing.</p> <p>Stagger break and lunchtimes so that groups are not mixing together/moving around the school at the same time.</p> <p>Open windows and prop open classroom doors where possible and safe to do so (bearing in mind fire safety</p>		
--	--	--	--	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>and safeguarding), but maintain reasonable room temperatures.</p> <p>All key worker children and vulnerable children, except those who are clinically extremely vulnerable, can continue to attend school.</p> <p>Risk assessments for clinically vulnerable pupils, or those pupils with increased risk factors, e.g. BAME, born overseas, still apply, but should be reviewed if there have been any changes to the circumstances affecting the individual.</p> <p>Where children who usually need to have their personal care needs provided for (changing nappies, etc.) PPE should be used by staff whilst carrying out these tasks only, including face masks, gloves and aprons. PPE should not be used in the classroom generally.</p> <p><b>Performing Arts -</b> Where not for work purposes, you should consider the case for proceeding (or not) with the activity given the wider health context in your area and the context of your participants, particularly if vulnerable individuals are involved.</p> <p>If you do plan to proceed, you should limit the number of performers as far as possible.</p> <p>This must only happen in a well ventilated COVID-19 secure venue or outdoor space.</p> <p>Individuals should be positioned in a way that avoids face-to-face singing or other performance as far as possible.</p>		
--	--	--	---	--	--



# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>Consider wearing face coverings where singing or taking part in other performing arts activity where this is feasible, particularly in a non-professional environment.</p> <p>Limit the duration of activity as far as possible, including considering the need for breaks, intervals etc.</p> <p>Activity should take place outside where possible.</p> <p>Where inside, good ventilation plays a crucial role in reducing transmission. Steps should be taken to improve ventilation indoors as far as possible and whenever possible, both through the use of mechanical systems and opening windows and doors.</p> <p>Social distancing should be maintained. In particular, non-professionals should not engage in activities that may lead to social distancing being compromised. Where practical when participating in performing arts activities, individuals should be seated rather than standing to help maintain social distancing.</p> <p>Keep groups separate (in bubbles) and maintain the social distance between individuals.</p> <p><b>Physical Activity -</b></p> <p>Physical activity provided by schools to their own students under their systems of control can continue.</p> <p>Students should be kept in consistent groups and sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>Competition between different schools should not take place, in line with the local restrictions on grassroots sport.</p>		
--	--	--	--	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>Schools can carry out physical activities indoors, including those that involve activities related to team sports, for example, practising specific techniques, within their own system of controls.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between students and paying scrupulous attention to cleaning and hygiene.</p>		
	<p><b>Harm to pupils and staff from indirect contact with Covid-19</b></p>	<p><b>6</b></p>	<p>Implement a hand cleaning routine to ensure all hands are cleaned at regular intervals. Ensure that help is available for children who have trouble cleaning their hands independently. You may assist children by using your own hands to help them wash their own hands thoroughly.</p> <p>Equipment and facilities should not be used by different groups unless it has been cleaned between groups, or has been left for 72 hours after use.</p> <p>For individual and very frequently used equipment, such as pencils and pens, pupils are to have their own items that are not shared.</p> <p>Limit pupils taking things home and then back to school.</p> <p>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. Foggers can be used for cleaning equipment where safe to do so (not on electrical equipment).</p>		<p><b>3</b></p>

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>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. Foggers can be used for cleaning where safe to do so (not on electrical equipment).</p> <p>Water play equipment can be used but must be confined to bowls, or open containers that can be easily cleaned and items that can be easily cleaned, or fogged.</p> <p>Equipment that cannot be wiped thoroughly, or fogged, must not be used.</p> <p>Cleaners, or competent staff, are to use fogging to clean rugs/mats/carpets where children sit daily.</p> <p>All frequently touched surfaces, equipment, and door handles, used during the day, will need to be cleaned thoroughly several times a day. This will need to be planned to occur at break times, lunchtimes, where classrooms become unoccupied and at the end of the day. Similarly, frequently touched surfaces in washing facilities and toilets will need to be cleaned after break times, lunchtimes and at the end of the day.</p> <p>Exercise books from different groups should not be mixed and disposable gloves should be available to teachers who wish to use them when marking. These should be changed if marking more than one group. If disposable gloves are not used hands must be cleansed before and after marking books of each group.</p> <p>Hand sanitiser to be provided in all classrooms.</p>		
--	--	--	---	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>Antiviral wipes to be provided to staff in all classrooms.</p> <p>Ensure that there is a system for reporting low quantities of essential items and regularly replenishing stock.</p> <p>Staff to keep hand sanitiser and antiviral wipes out of the reach of children.</p> <p>Staff required to carry out intimate care are to be provided training on using PPE.</p> <p>Lidded bins are to be provided and are to be emptied throughout the day.</p>		
	<b>Harm to children from mental health issues</b>	<b>6</b>	Schools are to ensure that measures are put in place to identify and support pupils who may experience mental health issues as a result of Covid-19, or the return to the learning environment.		<b>2</b>
	<b>Harm to children from the effects of frequent hand washing, or the frequent use of hand sanitiser</b>	<b>4</b>	Frequent hand washing, or the frequent use of hand sanitiser can cause dermatitis in children, particularly as their skin can be more sensitive than an adults. Schools must ensure that, as a mitigating measure, they are able to provide an appropriate hand moisturiser that can be used where a child is experiencing unusually dry hands, in order to prevent the onset of dermatitis from repeated hand washing and/or repeated use of hand sanitiser. Parental consent should be obtained prior to use.		<b>2</b>
<b>Pupil drop off, collection and the use of school transport</b>	<b>Harm to users from direct and indirect contact with Covid-19</b>	<b>9</b>	<p>Stagger drop-off and collection times – children to arrive/collected at different times.</p> <p>Drop-off and collection times – protocols for adult to adult contact needs to be minimal. A plan needs to be in place for meeting/collection points and timings for each group.</p>		<b>3</b>

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>Parents/carers limited on entering site and/or not permitted to gather at school gates and doors. Arrangements must be communicated to parents.</p> <p>Where school transport is used schools are to consider the following;</p> <ul style="list-style-type: none"> <li>• social distancing should be maximised within vehicles</li> <li>• children either sit with their 'bubble' on school transport, or with the same constant group of children each day</li> <li>• children should clean their hands before boarding transport and again on disembarking</li> <li>• additional cleaning of vehicles is put in place</li> <li>• organised queuing and boarding is put in place</li> <li>• through ventilation, fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</li> <li>• adults and children over 11 years of age are to wear face coverings when travelling in school minibuses.</li> </ul>		
<b>Carrying out first aid and administering medicines in all settings</b>	<b>Harm to first-aiders and injured people from direct contact with Covid-19</b>	<b>9</b>	<p>First-aid procedures should be carried out as normal, but with the use of additional appropriate Personal Protective Equipment (PPE) by the First-aider, when requested by the first-aider, where they are unable to maintain a 2 metre distance from the injured person.</p> <p>Administering medicines should be carried out as normal. PPE should only be used where it would normally be required, or where a 2m distance cannot be observed.</p>		<b>3</b>
	<b>Harm to first-aiders, injured people</b>	<b>6</b>	<p>All used disposable PPE is to be double bagged on disposal.</p>		<b>3</b>

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

	and cleaning staff from indirect contact with Covid-19		<p>Non disposable PPE is to be cleaned thoroughly with an anti-viral cleaner immediately after use.</p> <p>First-aiders are to be provided training on using PPE.</p>		
Staff in the workplace	Harm to staff from direct contact with Covid-19	9	<p>Only where it is necessary should staff be in the workplace to carry out their assigned duties, schools are to make arrangements for staff to be able to work from home safely wherever possible.</p> <p>School leaders are to explain to staff the measures the school has put in place to reduce risks if they need to be in the workplace.</p> <p>Those employees identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) should not attend the workplace and should shield until current restrictions are lifted.</p> <p>Employees who are over 60 or clinically vulnerable, could be at higher risk of severe illness from coronavirus. They:</p> <ul style="list-style-type: none"> <li>• should be especially careful to follow the rules and minimise their contacts with others</li> <li>• should continue to wash their hands carefully and more frequently than usual and they and the school are to maintain thorough cleaning of frequently touched areas in their workspace</li> </ul> <p>Over the lockdown period Clinically Extremely Vulnerable employees are to work from home. If a Clinically Extremely Vulnerable employee cannot work from home, they are not to go to work and should be recorded as Covid Shielding.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the</p>		3

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>workplace, but schools should explain what will be done to protect them.</p> <p>An employer’s workplace risk assessment should already consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included and managed as part of the general workplace risk assessment.</p> <p>Risk assessments for clinically vulnerable employees, or those employees with increased risk factors, e.g. BAME, born overseas, male and over 50, still apply, but should be reviewed if there have been any changes to the work the individual is being asked to carry out.</p> <p>All employees must be provided a hard copy of the relevant COVID-19 Risk Assessment/s and briefed on local arrangements, procedures and protocols.</p> <p>Before returning to the workplace, all employees must be given a verbal Coronavirus &amp; Virus Transmission Toolbox Talk version 2, as supplied to Headteachers by the Trust.</p> <p>All staff completing cleaning duties must receive a clear training briefing on the cleaning protocols they are expected to follow. Similarly, where contract services are used cleaning protocols are to be agreed with the contractor and enhanced training must be provided by the contractor to their employees working on the premises.</p> <p>As part of the training programme, all employees must be provided with instruction on the Government</p>		
--	--	--	---	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>guidance on what to do if someone is showing, or experiencing, COVID-19 symptoms.</p> <p>Senior leaders must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team (<a href="https://www.gov.uk/guidance/contacts-phe-health-protection-teams">https://www.gov.uk/guidance/contacts-phe-health-protection-teams</a>).</p> <p>Schools are to keep a log of staff who work between bubbles, or sites, in respect of their working pattern, Individual staff can do this, but the log must be accessible by management for Test and Trace purposes.</p> <p>Senior leaders must ensure that staff members and parents/carers understand what they will need to be ready and willing to do in the event of a suspected case.</p> <p>Staff identification should be continued to be worn. Where lanyards and ties need to be worn, as they cannot be washed, they should be kept remote from other items when at home to avoid cross contamination.</p> <p>Stagger, or avoid, the use of the staff room if possible. Use additional space if practicable.</p>		
	<b>Harm to staff from indirect contact with Covid-19</b>	<b>6</b>	<p>Staff only to take thing to and from school that are necessary in respect of their work.</p> <p>Don't share stationery or resources. Shared areas and surfaces need cleaning after use.</p>		<b>3</b>
	<b>Harm to employees from mental health issues</b>	<b>6</b>	<p>Trust and school leaders are to have regard to staff (including the Headteacher) work-life balance and wellbeing. Schools are to ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p>		<b>3</b>



# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>Share information and advice with employees about mental health and wellbeing, whether working in school, or remotely.</p> <p>Consider an occupational health referral if personal stress and anxiety issues are identified.</p> <p>Where employees are experiencing problems encourage the use of the staff counselling service on <b>0117 934 2112</b> and talk through supportive strategies with employees. Signpost employees to the wellbeing page at: <a href="https://insight.tkat.org/3970/wellbeing-1">https://insight.tkat.org/3970/wellbeing-1</a></p>		
	<b>Harm to employees from the effects of frequent hand washing, or the frequent use of hand sanitiser</b>	<b>4</b>	<p>Frequent hand washing, or the frequent use of hand sanitiser can cause occupational dermatitis. Occupational dermatitis is a RIDDOR reportable occupational disease. Schools must ensure that, as a mitigating measure, they are able to provide an appropriate hand moisturiser that can be used where an employee is experiencing unusually dry hands, in order to prevent the onset of occupational dermatitis from repeated hand washing and/or repeated use of hand sanitiser.</p>		<b>2</b>
<b>Managing symptomatic cases (all settings)</b>	<b>Harm to staff and others from direct and indirect contact with Covid-19</b>	<b>9</b>	<p>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection (<a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a>)', which sets out that they must self isolate for at least 10 days and should arrange to have a test (<a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a>) to see if they have coronavirus (COVID-19).</p>		<b>6</b>

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Schools are to make these arrangements in advance and wherever possible choose a room/area that would be straightforward to clean.</p> <p>If a symptomatic pupil needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected before being used by anyone else.</p> <p>Face masks are to be used by staff that are supervising children that are ill/showing symptoms in school while they wait for parents to collect. 2m distancing should be observed wherever possible and PPE must be used if 2m distancing cannot be achieved.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic</p>		
--	--	--	--	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>person subsequently tests positive or they have been requested to do so by NHS Test &amp; Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</p> <p>The room/area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance (<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a>).</p> <p>Senior leaders must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the DfE Coronavirus Helpline on <b>0800 046 8687</b> and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice.</p> <p>The advice service will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. If, following triage, further expert advice is required the adviser will escalate the school's call to the PHE local health protection team.</p> <p>The advice service (or PHE local health protection team if escalated) will work with schools to guide them through the actions they need to take. Based on their advice, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were</p>		
--	--	--	--	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<p>last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"><li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li><li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li><li>• travelling in a small vehicle, like a car, with an infected person</li></ul> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms.</p> <p>If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter.</p> <p>The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.</p> <p>A confirmed case of Covid-19 (in respect of employees only) may be reportable to the HSE by the Headteacher under The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) where there is <b>reasonable evidence</b> that a work-related exposure to Covid-19 is the likely cause of the disease in an employee. Before making a report further guidance should be consulted at:</p>		
--	--	--	---	--	--

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

			<a href="https://www.hse.gov.uk/coronavirus/riddor/riddor-reporting-further-guidance.htm#disease-law">https://www.hse.gov.uk/coronavirus/riddor/riddor-reporting-further-guidance.htm#disease-law</a>		
<b>Permitting contractors on site (all settings)</b>	<b>Harm to contractors, staff and pupils from direct contact with Covid-19</b>	<b>9</b>	<p>No contractors can enter the site if they have symptoms.</p> <p>Contact all contractors (food, cleaning, maintenance etc) to ensure they are aware of school protocols.</p> <p>The normal safeguarding arrangements apply.</p> <p>Individual contract workers must be able to socially distance whilst completing the work, or be suitably protected using PPE if social distancing is not possible. Contact with staff and pupils must be controlled.</p> <p>Contractors must have procedures for maintaining social distancing/protecting each other and ensuring proper hygiene (HSE requirements), as well as a mechanism for reporting any potential COVID-19 cases to the school. This should be in the form of an additional Coronavirus Risk Assessment and additional Method Statement where applicable.</p>		<b>3</b>
	<b>Harm to contractors, staff and pupils from indirect contact with Covid-19</b>	<b>6</b>	Discuss any additional cleaning requirements with cleaning contractors/cleaning staff and put in place.		<b>3</b>

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

<p><b>Permitting visitors/parents/carers on site (all settings)</b></p>	<p><b>Harm to visitors staff and pupils from direct contact with Covid-19</b></p>	<p><b>9</b></p>	<p>No visitors/parents/carers can enter the site if they have symptoms.</p> <p>Wherever possible parents need to arrange appointments if they need to meet with school staff. Phone appointments should be the preferred option. Where face to face meetings are unavoidable appointments must be staggered to avoid congestion and effective social distancing must be implemented.</p> <p>Schools are to ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</p> <p>Limit numbers of people in reception areas and where required implement queueing protocols the same as shops.</p> <p>Install a sneeze screen on the reception desk if it is required.</p>		<p><b>3</b></p>
	<p><b>Harm to visitors, staff and pupils from indirect contact with Covid-19</b></p>	<p><b>6</b></p>	<p>Ensure that entrance doors are cleaned several times daily and at least after the start of school, after lunchtime and after school, as a minimum.</p> <p>Hand sanitiser is to be provided in all reception areas.</p>		<p><b>3</b></p>

# Combination Risk Assessment for Complex Hazards



(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

## Risk Control

Risk control is a method of managing the risk with the primary emphasis on controlling the hazards at source. For a risk that is assessed as “high”, steps should be taken immediately to minimize risk of injury. The method of ensuring that risks are controlled effectively is by using the “hierarchy of controls”. The Hierarchy of Controls are:

Order No.	Control	Example
Firstly	Eliminate	Removing the hazard, eg taking a hazardous piece of equipment out of service.
Secondly	Substitute	Replacing a hazardous substance or process with a less hazardous one, eg substituting a hazardous substance with a non-hazardous substance.
Thirdly	Isolation	Isolating the hazard from the person at risk, eg using a guard or barrier.
Fourthly	Engineering	Redesign a process or piece of equipment to make it less hazardous.
Fifthly	Administrative	Adopting safe work practices or providing appropriate training, instruction or information.
Sixthly	Personal Protective Equipment	The use of personal protective equipment could include using gloves, glasses, earmuffs, aprons, safety footwear, dust masks. <b>NOTE: This is a last resort control and should be for interim periods only, while higher level control is developed or implemented.</b>