

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.)



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| Activity / Task / Location: Covid-19 Risk Assessment – Educational settings (The Mill Primary) v8 | Approved By: Signature of Headteacher and Date 21/04/2021 | |
| Developed by: | Date: 12/05/2020 | |
| Reviewed by: | Date: 16/04/2021 | |

Likelihood



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

Summary of Requirements

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| Personal Protective Equipment | For First-aid: Disposable clinical masks to type IIR. Disposable nitrile or vinyl gloves. Disposable aprons. |
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| | <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>Training</p> | <p>All employees:</p> <ol style="list-style-type: none"> 1. Coronavirus & Virus Transmission TOOLBOX TALK v2 2. Briefing on local safety arrangements, protocols and working practices. 3. Briefing on how to manage pupil symptomatic cases <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: https://covid19ppe.org/primary-care-gps-scenario-4/</p> |
| <p>Equipment</p> | <p>Fogger</p> <p>Classroom Resources:</p> <p>https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&ss=2&t=Horrid%20Hands https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&ss=2&t=Super%20Sneezes https://e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Hand%20Hygiene https://e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Respiratory%20Hygiene https://e-bug.eu/lang_eng/UK%20KS1%20Pack/Microbe%20Mania/Microbe-Mania-Poster.pdf</p> |
| <p>Relevant Legislation etc.</p> | <p>Health and Safety at Work etc. Act 1974 Public Health (Control of Disease) Act 1984 The Personal Protective Equipment at Work Regulations 1992 The Management of Health and Safety at Work Legislation 1999 The Control of Substances Hazardous to Health Regulations 2002 The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 Coronavirus Act 2020 All secondary health protection Regulations, as made under the primary legislation of the Coronavirus Act 2020 Guidance Annex A: health and safety risk assessment, Updated 22 February 2021</p> |

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| Review period/date | 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 May 2021 |
| Overarching System of Controls | <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 document '<i>Schools coronavirus (COVID-19) operational guidance</i>' at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf <u>School Leaders must make themselves aware of the content of this guidance.</u></p> <p>Prevention</p> <p>You must always:</p> <ol style="list-style-type: none">1) Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school.2) Ensure face coverings are used in recommended circumstances.3) Ensure everyone is advised to clean their hands thoroughly and more often than usual.4) Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach.5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.6) Consider how to minimise contact across the site and maintain social distancing wherever possible.7) Keep occupied spaces well ventilated. <p>In specific circumstances:</p> |

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| | <p>8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.</p> <p>9) Promote and engage in asymptomatic testing, where available.</p> <p>Response to any infection</p> <p>You must always:</p> <p>10) Promote and engage with the NHS Test and Trace process.</p> <p>11) Manage and report confirmed cases of coronavirus (COVID-19) amongst the school community.</p> <p>12) Contain any outbreak by following local health protection team advice.</p> |
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| Hazard Identification | | | Control | | Risk |
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| 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</p> | | 3 |

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| | | | <p>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 not attend for at least 10 days from the day after the start of their symptoms or from the test date if they did not have any symptoms but have had a positive test.</p> <p>Everyone in school must follow this process and schools must ensure that everyone onsite or visiting is aware of it. Anyone told to isolate by NHS Test and Trace or by their public health protection team has a legal obligation to self-isolate.</p> <p>Staff in primary schools will be supplied with LFD test kits to self swab and test themselves twice a week at home. They must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. They should also share their result, whether void, positive or negative, with their school to help with contact tracing.</p> <p>Individuals with a positive LFD test result will need to self-isolate in line with the <i>'Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</i>. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result.</p> <p>If the PCR test is taken within 2 days of the positive lateral flow test, and is negative, it overrides the self-test LFD test and the person can return to school.</p> | | |
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| | | | <p>A pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</p> <p>Staff with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals (for example as a close contact). They should continue to apply the measures in the system of controls to themselves and the wider school setting.</p> <p>Pupils and staff living with someone who is showing symptoms, or has tested positive in the last 10 days, must not attend for at least 10 days from the day after the start of the person’s symptoms, or from their test date if they did not have any symptoms but have had a positive test.</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 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> | | |
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| | | | <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>Emergency evacuation 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 in appropriate areas.</p> <p>Staff and pupils must wash their hands for 20 seconds, or sanitise their hands using a hand sanitiser with an alcohol content $\geq 70\%$; on arrival at the setting, before and after eating, after sneezing or coughing.</p> <p>Schools are to have a process for removing face coverings when staff who use them arrive at school and/or need to change or remove/replace face coverings during the day. This must be communicated clearly to them.</p> <p>Face coverings are to be worn by all employees, and visitors in corridors and communal areas (other than when eating).</p> | | |
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| | | | <p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none">• cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability• speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate <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, till/servery areas, and 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">• 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 | | |
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| | | | <p>normal as long as they are within a single room and supplemented by an outdoor air supply)</p> <ul style="list-style-type: none">• 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. <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">• opening high level windows in preference to low level to reduce draughts• increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)• providing flexibility to allow additional, suitable indoor clothing.• rearranging furniture where possible to avoid direct drafts <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). https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</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> | | |
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| | | | <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> <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>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> | | |
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| | | | <p>Dining areas can be used, but group timings are to be staggered. Tables, till areas/servery areas, 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> | | |
| Offices and other non-pupil areas (all settings) | Harm to staff and visitors from direct contact with Covid-19 | 9 | <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> | | 3 |

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| | | | <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>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> | | |
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| | | | <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> | | |
| | <p>Harm to staff and visitors from indirect contact with Covid-19</p> | <p>6</p> | <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, till/servery areas and 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> <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>3</p> |

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| | | | <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> | | |
| Classrooms and pupils in all year groups | Harm to pupils and staff from direct contact with Covid-19 | 9 | <p>School settings are to consult ‘Schools coronavirus (COVID-19) operational guidance - February 2021’ at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf</p> <p>Special School settings are to consult ‘Additional operational guidance for special schools, special post-16 institutions and alternative provision - February 2021 at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963557/Additional_operational_guidance_for_special_schools_special_post-16_institutions_and_alternative_provision.pdf</p> <p>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> | | 3 |

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| | | | <p>The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals.</p> <p>Assess your circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing.</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>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>Pupils should be seated side by side and facing forwards, rather than face-to-face or side on, wherever possible.</p> <p>Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>Pupils must be monitored during break times to ensure that groups do not mix.</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> | | |
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| | | | <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 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>Pupils to be encouraged not to touch their mouth, eyes and nose.</p> <p>Posters showing the 'catch it, bin it, kill it' message are to be provided in classrooms, as are hand washing/sanitising and social distancing posters.</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> | | |
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| | | | <p>and safeguarding), but maintain reasonable room temperatures.</p> <p>Children who were previously shielding who have received a letter with updated guidance on steps people can take to reduce their risk can now attend school.</p> <p><u>Individual risk assessments for children returning to school after shielding must be completed to minimise the risk to them.</u> The content of the 'Guidance for clinically extremely vulnerable is changing from 1 April' letter sent to individuals is to be taken into account: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/970375/Clinically_extremely_vulnerable_letter_guidance_from_010421.pdf</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>Performing Arts - You should continue teaching music, dance and drama as part of your school curriculum.</p> <p>Schools can continue to engage peripatetic teachers, including staff from music education hubs.</p> <p>Keep groups separate (in bubbles) and maintain the social distance between individuals. This may limit group</p> | | |
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| | | | <p>activity in these subjects in terms of numbers in each group. Singing, wind and brass playing should not take place in larger groups.</p> <p>Singing, wind and brass instrument playing in small groups can be undertaken in line with guidance, including guidance provided by the DCMS for professionals and non-professionals, available at: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</p> <p>If playing indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. Additionally, limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.</p> <p>Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.</p> <p>If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <p>Keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly.</p> <p>You should not host any performances with a live audience present.</p> | | |
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| | | | <p>Require increased handwashing before and after handling equipment, especially if being used by more than one person. Avoid sharing equipment wherever possible. Instruments should be cleaned by the pupils playing them, where possible.</p> <p>Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.</p> <p>Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers.</p> <p>Physical Activity -</p> <p>Schools have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in their system of controls.</p> <p>Pupils are to be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls.</p> <p>For sport provision, 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</p> | | |
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| | | | <p>systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene.</p> <p>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p>Where you are considering team sports you should only consider those sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government i.e. sports on the list available at grassroots sports.</p> <p>Competition between different schools is not to take place until wider grassroots sport for under 18s is permitted.</p> <p>From 29 March, outdoor competition between different schools can take place.</p> <p>From 12 April, indoor competition between different schools can take place.</p> <p>You can work with external coaches, clubs and organisations for curricular and extra-curricular activities. You must be satisfied that it is safe to do.</p> <p>Educational Visits</p> <p><u>Educational day visits:</u> In line with the roadmap, schools can resume educational day visits from 12 April.</p> <p>Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes a system</p> | | |
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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.)

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| | | | <p>of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</p> <p>Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues.</p> <p><u>Domestic residential educational visits:</u></p> <p>In line with the Government roadmap, schools should not complete domestic residential educational visits until at least step 3, no earlier than 17 May.</p> <p>The approach to domestic residential visits is dependent on the roadmap and is subject to change.</p> <p>All domestic residential educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidance and regulations in place at that time.</p> <p>Existing bookings: Should step 3 commence as planned, you may undertake domestic residential education visits, that are already booked, no earlier than 17 May.</p> <p>New bookings: Schools may begin localised planning for new domestic residential educational visits to take place. Should step 3 commence as planned, new visits will be possible from no earlier than 17 May.</p> <p>However, schools are not to enter into any new financial or contractual commitments at this stage.</p> | | |
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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.)

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| | | | <p><u>International visits:</u> No international visits are to be planned at this stage. Updated guidance will be provided as it is issued by the DfE.</p> | | |
| | <p>Harm to pupils and staff from indirect contact with Covid-19</p> | <p>6</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>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>3</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.)

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| | | | <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>Gravel boxes, sand boxes, or sand pits should not be used unless they can be cleaned and the gravel/sand can be replaced, or left for 48 hours between the use of different groups.</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> <p>Antiviral wipes to be provided to staff in all classrooms.</p> | | |
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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.)

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| | | | <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> | | |
| | Harm to children from mental health issues | 6 | 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. | | 2 |
| | Harm to children from the effects of frequent hand washing, or the frequent use of hand sanitiser | 4 | 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. | | 2 |
| Pupil drop off, collection and the use of school transport | Harm to users from direct and indirect contact with Covid-19 | 9 | <p>Pupils should not board home to school transport if they, or a member of their household, has had a positive test result or has symptoms of coronavirus (COVID-19).</p> <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</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.)

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| | | | <p>place for meeting/collection points and timings for each group.</p> <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"> • social distancing should be maximised within vehicles • children either sit with their 'bubble' on school transport, or with the same constant group of children each day • children should clean their hands before boarding transport and again on disembarking • additional cleaning of vehicles is put in place • organised queuing and boarding is put in place • through ventilation, fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents • adults and children over 11 years of age are to wear face coverings when travelling in school minibuses. | | |
| <p>Carrying out first aid and administering medicines in all settings</p> | <p>Harm to first-aiders and injured people from direct contact with Covid-19</p> | <p>9</p> | <p>First-aid procedures should be carried out as normal, but with the use of additional appropriate Personal Protective Equipment (PPE) by the First-aiders, when requested by the first-aiders, where they are unable to maintain a 2 metre distance from the injured person.</p> <p>First-aiders are to be aware of the content of HSE guidance, 'First aid during the coronavirus (COVID-19) pandemic' at: https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm?utm_source=gov</p> | | <p>3</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.)

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| | | | delivery&utm_medium=email&utm_campaign=coronavirus&utm_term=textlink&utm_content=first-aid-24-feb-21 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. | | |
| | Harm to first-aiders, injured people and cleaning staff from indirect contact with Covid-19 | 6 | All used disposable PPE is to be double bagged on disposal. Non disposable PPE is to be cleaned thoroughly with an anti-viral cleaner immediately after use. First-aiders are to be provided training on using PPE. | | 3 |
| Staff in the workplace | Harm to staff from direct contact with Covid-19 | 9 | 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. 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. Employees who were previously shielding who have received a letter with updated guidance on steps people can take to reduce their risk can now attend the workplace. However, they are advised to work from home where possible. Where such employees do return to the workplace, wherever possible, they are to minimise the amount of time they spend in settings where they are unable to maintain social distancing, or where other people's activities may reduce the likelihood of individuals maintaining social distancing. <u>Individual risk assessments for employees returning to the workplace after shielding must be completed to</u> | | 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.)

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| | | | <p>minimise the risk to them. The content of the ‘Guidance for clinically extremely vulnerable is changing from 1 April’ letter sent to individuals is to be taken into account: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/970375/Clinically_extremely_vulnerable_letter_guidance_from_010421.pdf</p> <p>Clinically vulnerable staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace and should ensure they maintain good prevention practice in the workplace and home settings.</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. You should be aware that pregnant women from 28 weeks’ gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19). The guidance ‘<i>Coronavirus (COVID-19): advice for pregnant employees</i>’ at: https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees is to be consulted and followed.</p> | | |
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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.)

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| | | | <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>All employees who are newly returning to the workplace and have not previously had a Coronavirus & Virus Transmission Toolbox Talk must be given a verbal Coronavirus & 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 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 (https://www.gov.uk/guidance/contacts-phe-health-protection-teams).</p> | | |
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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.)

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| | | | <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> | | |
| | Harm to staff from indirect contact with Covid-19 | 6 | <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> | | 3 |
| | Harm to employees from mental health issues | 6 | <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> <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> | | 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.)

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| | | | Where employees are experiencing problems encourage the use of the staff counselling service on 0117 934 2112 and talk through supportive strategies with employees. Signpost employees to the wellbeing page at: https://insight.tkat.org/3970/wellbeing-1 | | |
| | Harm to employees from the effects of frequent hand washing, or the frequent use of hand sanitiser | 4 | 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. | | 2 |
| Managing symptomatic cases (all settings) | Harm to staff and others from direct and indirect contact with Covid-19 | 9 | <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 (https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)', which sets out that they must self isolate for at least 10 days and should arrange to have a test (https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19). 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.</p> | | 6 |

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.)

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| | | | <p>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. The individual should not use public transport if they are symptomatic.</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 person subsequently tests positive or they have been requested to do so by NHS Test & 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> | | |
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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.)

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| | | | <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 (https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings).</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 0800 046 8687 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 last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none">• anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)• anyone who has had any of the following types of contact with someone who has tested positive | | |
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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.)

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| | | | <p>for coronavirus (COVID-19) with a PCR or LFD test:</p> <ul style="list-style-type: none"> ○ face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre ○ been within 1 metre for 1 minute or longer without face-to-face contact ○ sexual contacts ○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) ○ travelled in the same vehicle or a plane <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 reasonable evidence that a work-related exposure to Covid-19 is the likely cause of the disease in an employee. Before making a report further guidance</p> | |
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Combination Risk Assessment for Complex Hazards

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| | | | <p>should be consulted at: https://www.hse.gov.uk/coronavirus/riddor/riddor-reporting-further-guidance.htm#disease-law</p> | | |
| <p>Permitting contractors on site (all settings)</p> | <p>Harm to contractors, staff and pupils from direct contact with Covid-19</p> | <p>9</p> | <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>Contractors who have long term contracts and have staff regularly on school sites (e.g. caterers, pfi, cleaners, cover) will be offered LFD test kits for their staff to self swab and test themselves twice a week at home. Contract staff must report their result to NHS Test and Trace as soon as the test is completed either online or by telephone as per the instructions in the home test kit. They should also share their result, whether void, positive or negative, with their school to help with contact tracing.</p> <p>Individuals with a positive LFD test result will need to self-isolate in line with the <i>'Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</i>. They will also need to arrange a lab-based polymerase chain reaction (PCR) test to confirm the result if the test was done at home.</p> <p>Contract staff who test positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature</p> | | <p>3</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.)

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| | | | <p>after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</p> <p>Those with a negative LFD test result can continue to attend school unless they have individually been advised otherwise by NHS Test and Trace or Public Health professionals (for example as a close contact). They should continue to apply the measures in the system of controls to themselves and the wider school setting.</p> <p>Contractors are not to be prevented from being on site because they have not completed a LFD test.</p> <p>Contract staff living with someone who is showing symptoms, or has tested positive in the last 10 days, must not attend for at least 10 days from the day after the start of the person’s symptoms, or from their test date if they did not have any symptoms but have had a positive test.</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> <p>Individual/infrequent 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>Harm to contractors, staff and pupils from</p> | <p>6</p> | <p>Discuss any additional cleaning requirements with cleaning contractors/cleaning staff and put in place.</p> | | <p>3</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.)

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| | indirect contact with Covid-19 | | | |
| Permitting visitors/parents/carers on site (all settings) | Harm to visitors staff and pupils from direct contact with Covid-19 | 9 | <p>No visitors/parents/carers can enter the site if they have symptoms.</p> <p>In instances where settings need to use other essential professionals such as social workers, speech and language therapists or counsellors, or other professionals to support delivery of a child's EHC plan, settings should assess whether the professionals need to attend in person or can do so virtually.</p> <p>If they need to attend in person, they should:</p> <ul style="list-style-type: none"> ● follow guidance relevant to the setting ● keep the number of attendances to a minimum ● be informed about the 'system of controls' <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> | 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.)

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| | Harm to visitors, staff and pupils from indirect contact with Covid-19 | 6 | 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. Hand sanitiser is to be provided in all reception areas. | | 3 |
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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. NOTE: This is a last resort control and should be for interim periods only, while higher level control is developed or implemented. |