

# 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) v4</b>	<b>Approved By:</b>  21.07.20
<b>Developed by: Paul Roberts</b>	<b>Date: 12/05/2020</b>
<b>Reviewed by: Paul Roberts</b>	<b>Date: 14/07/2020</b>

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

## Summary of Requirements

<b>Personal Protective Equipment</b>	For First-aid: Disposable clinical masks or dust masks to FFP1. Disposable nitrile or vinyl gloves. Disposable aprons. For personal care: Disposable clinical masks or dust masks to FFP1, Goggles, or wrap around safety glasses that are splash resistant. Disposable nitrile or vinyl gloves. Disposable aprons. For managing people with Covid-19 symptoms: Clinical masks or dust masks to FFP2, Goggles, or wrap around safety glasses that are splash resistant.
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	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.
<b>Training</b>	<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>
<b>Equipment</b>	<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></p> <p><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></p> <p><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></p> <p><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></p> <p><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>
<b>Relevant Legislation etc.</b>	<p>Health and Safety at Work etc. Act 1974</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 Personal Protective Equipment at Work Regulations 1992</p> <p>Coronavirus Act 2020</p> <p>The Health Protection (Coronavirus, Restrictions) (England) Regulations 2020</p> <p>The Health Protection (Coronavirus, Restrictions) (No. 2) (England) Regulations 2020</p> <p>The School Admissions (Infant Class Sizes) (England) Regulations 2012</p>
<b>Review period/date</b>	Headteachers to review on local matters after receipt and as required (RA can be added to, but no Trust control measures removed).

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	<p>Headteachers to submit any feedback on Trust measures for review to Paul Roberts in September; after day one of use after children return, after week one of after children return, after identification of any Trust measure that is not working.</p> <p>To be reviewed by October 2020</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'.</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) clean hands thoroughly more often than usual</li> <li>3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</li> <li>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> <li>5) minimise contact between individuals and maintain social distancing wherever possible</li> <li>6) where necessary, wear appropriate personal protective equipment (PPE)</li> </ol> <p>Numbers 1 to 4 must be in place in all schools, all the time.</p> <p>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 6 applies in specific circumstances.</p> <p><b>Response to any infection:</b></p> <ol style="list-style-type: none"> <li>7) engage with the NHS Test and Trace process</li> </ol>

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	<p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>9) contain any outbreak by following local health protection team advice</p> <p>Numbers 7 to 9 must be followed in every case where they are relevant.</p>
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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
<p><b>General site management, access/egress and movement in and around the school. (all settings)</b></p>	<p><b>Harm to all occupants from direct and indirect contact with Covid-19</b></p>	<p><b>6</b></p>	<p>Pupils, staff and other people showing symptoms, or have tested positive for Covid-19 in the last 7 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 test as soon as possible after the onset of symptoms, or at least within 3 days of the onset. 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 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms.</p>		<p><b>3</b></p>

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			<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>Pupils and staff living with someone who is showing symptoms, or has tested positive in the last 7 days, must NOT attend school and are to self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>Ensure that all premises health and safety compliance checks have been undertaken before re-opening areas.</p> <p><b>Emergency evacuation</b>          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 full reoccupation.</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 60\%</math>; 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 pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must</p>		
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			<p>be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands 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 again before heading to their classroom.</p> <p>A system of cleaning frequently touched communal surfaces more regularly than normal must be put in place, using an appropriate anti-viral cleaner. Items such as door pushes/handles, sinks, toilets, light switches, bannisters. These areas will need to be cleaned thoroughly several times a day. A log of the completed cleaning is to be maintained.</p> <p>Rooms should be accessed directly from outside where possible.</p> <p>The use of non-ducted air conditioning systems can be used, but fans must not be used anywhere in the building.</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</p>		
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			<p>move through the setting where spaces are accessed by corridors.</p> <p>Limited toilet breaks so that children 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>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>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>		
<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</p>		<p><b>3</b></p>

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			<p>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>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</p>		
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			<p>should be minimised, although staff must still have a break of a reasonable length during the day.</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>		
	<p><b>Harm to staff and visitors from indirect contact with Covid-19</b></p>	<p><b>6</b></p>	<p>In every area, increase the frequency of hand cleaning and surface cleaning.</p> <p>All frequently touched surfaces, equipment, door handles, and toilets, 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 antiviral wipes to do this.</p>		<p><b>3</b></p>

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			<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>		
<p><b>Return of pupils to all year groups</b></p>	<p><b>Harm to pupils and staff from direct contact with Covid-19</b></p>	<p><b>9</b></p>	<p>Class sizes are limited to 30 pupils (excluding ‘excepted pupils’) for year 2 and below. Year 3 and above are limited to class sizes of 35.</p> <p>Settings are to consult ‘Guidance for full opening: schools’ at:  <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>Additionally, Special Schools are to consult the guidance at:  <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-</a></p>		<p><b>3</b></p>

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			<p><a href="#">settings/guidance-for-full-opening-special-schools-and-other-specialist-settings</a></p> <p>Schools should assess their circumstances and if class-sized groups are not compatible with managing the practical logistics within and around school, they can look to implement year group sized ‘bubbles’. 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>Organise classrooms and other learning environments for appropriate class sizes maintaining desk spacing as far apart as possible. However, pupils must not be placed in situations that are detrimental to their health and safety, or learning, due to other factors, e.g. sitting too close to a board, or sitting in a position, that could result in eye, or neck strain. The class size in any one room will be determined by the capacity of that room to be able to teach the class safely.</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 12 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>Designated groups of pupils must NOT mix with other groups.</p> <p>Schools are to keep a record of pupils and staff in each group. They should also record where practicable, any</p>		
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			<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>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 children.</p> <p>Reduce movement around the school as much as possible. Wherever possible, year 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 &amp; 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 and safeguarding), but maintain reasonable room temperatures.</p> <p>A small number of pupils who will remain on the shielded patient list can also return to school, as can those who</p>		
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			<p>have family members who are shielding. In a very few cases some pupils may not be able to attend school as parents are following clinical and/or public health advice.</p> <p>Risk assessments for those pupils formerly shielding are to be carried out and 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> - Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</p> <p>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p> <p><b>PE and Sports (including extra curricular sports)</b> - Schools have the flexibility to decide how physical</p>		
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		<b>6</b>	<p>education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</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>		<b>3</b>
	<p><b>Harm to pupils and staff from indirect contact with Covid-19</b></p>	<b>6</b>	<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>		<b>3</b>

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			<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>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>Artificial grassed areas can be used for play, but are to be cleaned after each group where younger children’s hands etc. are in contact with the surface. The best method for cleaning is to spray with a regular cleaner and brush over afterwards. Then leave to dry before next use.</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</p>		
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			<p>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> <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>Bins 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>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>

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			<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>• how pupils are grouped together on transport, wherever possible this should reflect the bubbles that are adopted within school,</li> <li>• if hand sanitiser can be used upon boarding and/or disembarking,</li> <li>• additional cleaning of vehicles,</li> <li>• organised queuing and boarding where possible,</li> <li>• distancing within vehicles wherever possible.</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-aiders, when requested by the first-aiders, 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 and cleaning staff from indirect contact with Covid-19</b>	<b>6</b>	<p>All used disposable PPE is to be double bagged on disposal.</p> <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>		<b>3</b>
<b>Staff in the workplace</b>	<b>Harm to staff from direct contact with Covid-19</b>	<b>9</b>	<p>Where it is unnecessary for staff to be in the workplace to carry out their duties, schools are to make</p>		<b>3</b>

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			<p>arrangements for such staff to be able to work from home safely.</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.</p> <p>School leaders should be flexible in how clinically extremely vulnerable members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. Schools should take every possible step to enable such workers to work from home.</p> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace, but schools should explain what will be done to protect them.</p> <p>Some pregnant workers will be at greater risk of severe illness from coronavirus. They should have received a shielding letter from the NHS. If the school cannot put the necessary control measures in place, such as adjustments to the job to allow for strict social distancing, or working from home, the pregnant employee should be suspended on paid leave.</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</p>		
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			<p>their return on local arrangements, procedures and protocols.</p> <p>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 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</p>		
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			<p>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 staff from mental health issues</b>	<b>6</b>	<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>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 7 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). Other members of their household</p>	<b>The likelihood of a positive case of Covid-19 in a school has reduced overall, given the reduced numbers of new cases throughout the UK. However, the residual risk in helping someone who is symptomatic must remain high, as</b>	<b>6</b>

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			<p>(including any siblings) should self-isolate for 14 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 can 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 person subsequently tests positive or they have been requested to do so by NHS Test &amp; Trace.</p>	<p><b>the likelihood of infection in a symptomatic person is higher than someone who is not symptomatic.</b></p>	
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			<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 local health protection team.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, 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 14 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"><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>		
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			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.		
<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>
<b>Permitting visitors/parents/carers on site (all settings)</b>	<b>Harm to visitors staff and pupils from direct contact with Covid-19</b>	<b>9</b>	<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</p>		<b>3</b>

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		6	<p>appointments must be staggered to avoid congestion and effective social distancing must be implemented.</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
	<b>Harm to visitors, staff and pupils from indirect contact with Covid-19</b>	6	<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>		3

## 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>