

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.)

Activity / Task / Location: Covid-19 Risk Assessment – Return of pupils to educational settings(Primary School settings) v5	Approved By: [Redacted] - Head Teacher 02.11.20
Developed by: [Redacted]	Date: 12/05/2020
Reviewed by: [Redacted]	Date: 27/10/2020

Likelihood

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

Summary of Requirements

Personal Protective Equipment	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.
Training	<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>
Equipment	<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>
Relevant Legislation etc.	<p>Health and Safety at Work etc. Act 1974</p> <p>The Personal Protective Equipment at Work Regulations 1992</p> <p>The Management of Health and Safety at Work Legislation 1999</p> <p>The Control of Substances Hazardous to Health Regulations 2002</p> <p>The School Admissions (Infant Class Sizes) (England) Regulations 2012</p> <p>The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013</p> <p>Coronavirus Act 2020</p> <p>The Health Protection (Coronavirus, Restrictions) (No. 2) (England) Regulations 2020</p> <p>The Health Protection (Coronavirus, Restrictions) (No. 3) (England) Regulations 2020</p> <p>The Health Protection (Coronavirus, Wearing of Face Coverings in a Relevant Place) (England) Regulations 2020</p> <p>The Health Protection (Coronavirus, Collection of Contact Details etc. and Related Requirements) Regulations 2020</p> <p>The Health Protection (Coronavirus, Restrictions) (Self-Isolation) (England) Regulations 2020</p> <p>The Health Protection (Coronavirus, Local COVID-19 Alert Level) (Medium) (England) Regulations 2020</p> <p>The Health Protection (Coronavirus, Local COVID-19 Alert Level) (High) (England) Regulations 2020</p>

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	The Health Protection (Coronavirus, Local COVID-19 Alert Level) (Very High) (England) Regulations 2020
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 by January 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 following sections.</p> <p>Prevention:</p> <ol style="list-style-type: none"> 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. 2) Where recommended, the use of face coverings in schools. 3) Clean hands thoroughly more often than usual. 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents. 6) Minimise contact between individuals and maintain social distancing wherever possible. 7) Where necessary, wear appropriate personal protective equipment (PPE). 8) Always keeping occupied spaces well ventilated. <p>Numbers 1 to 5, and number 8, must be in place in all schools, all the time. Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances. Number 7 applies in specific circumstances.</p> <p>Response to any infection:</p> <ol style="list-style-type: none"> 9) Engage with the NHS Test and Trace process. 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community. 11) Contain any outbreak by following local health protection team advice. <p>Numbers 9 to 11 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
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 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 'guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms.</p> <p>Where someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. The only exception to return following a negative test result is where an individual is</p>		3

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		<p><u>separately identified as a close contact of a confirmed case, when they will need to self-isolate for 14 days from the date of that contact.</u></p> <p>Pupils and staff living with someone who is showing symptoms, or has tested positive in the last 10 days, must NOT attend school and are to self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>A child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child 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> <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</p> <p>Schools are to revisit their evacuation plans to ensure, as much as possible, minimum contact between bubbles during the evacuation process. Schools should consider potential choke points and resulting crowding. Wider spacing at assembly areas between bubbles will be required. A fire drill should be conducted in a timely fashion to test the plan after changes to Covid-19 arrangements.</p>		
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			<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 <u>≥70%</u>; 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 be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands, or clean their hands using sanitiser, immediately on arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands, or clean their hands using sanitiser, again before heading to their classroom.</p> <p><u>Face coverings are encouraged to be worn by employees and visitors in communal areas and corridors. Headteachers can determine locally if wearing face coverings is to be mandatory for specific activities outside the classroom.</u></p> <p><u>Some individuals are exempt from wearing face coverings. This applies to those who:</u></p> <ul style="list-style-type: none"> ● <u>cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</u> 		
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			<ul style="list-style-type: none"> • <u>Speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</u> <p>A system of cleaning frequently touched communal surfaces more regularly than normal must be put in place. <u>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.</u> Items such as door pushes/handles, door edges, sinks/taps, toilet flushes, light switches, bannisters, gates, call buttons and push pads, servery areas, 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><u>It is important to ensure it is well ventilated and a comfortable teaching and working environment is maintained.</u></p> <p><u>This can be achieved by a variety of measures including:</u></p> <ul style="list-style-type: none"> • <u>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</u> • <u>natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background</u> 		
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			<p><u>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.</u></p> <p><u>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</u></p> <ul style="list-style-type: none"> ● <u>opening high level windows in preference to low level to reduce draughts</u> ● <u>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</u> ● <u>providing flexibility to allow additional, suitable indoor clothing. For more information see <u>School uniform</u></u> ● <u>rearranging furniture where possible to avoid direct drafts</u> <p><u>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</u></p> <p><u>School kitchens must comply with the guidance for food businesses on coronavirus (COVID-19).</u> 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> <p>Stagger arrival times and break times (including lunch), so that all children are not moving around the school at the same time</p>		
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			<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 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><u>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.</u></p> <p><u>Gravel boxes, sand boxes, or sand pits should not be used due to the difficulties of cleaning.</u></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 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>		
<p>Offices and other non-pupil areas (all settings)</p>	<p>Harm to staff and visitors from direct contact with Covid-19</p>	<p>9</p>	<p>Employees that have increased vulnerability to Covid-19 and are unable to complete a pupil facing role due to that vulnerability will usually be office based, where they are required to attend the workplace. Consequently, it is important for schools to minimise the risk to such employees by providing as safe a working environment as possible.</p> <p>Make every reasonable effort to comply with the social distancing guidelines set out by the government (keeping people 2m apart wherever possible).</p> <p>Use floor tape to mark areas to help workers keep to a 2m distance.</p> <p>Where the social distancing guidelines cannot be followed in full, in relation to a particular activity, you</p>		<p>3</p>

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		<p>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>SLT Offices Internal phone - Google Hangout / Meet are the preferred method of contact. If there is a need to visit in person - do not cross the taped threshold until invited.</p> <p>When in the office - keep 2m apart and sit at a designated seat. This will be wiped after each use. Visitor chairs will be Y6 wipeable chairs.</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, <u>door edges, sinks/taps, toilet flushes, light switches, bannisters, gates, call buttons and push pads, servery areas, photocopier controls used during the day,</u> 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>3</p>

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		9	<p>Fridges and kettles can be shared, but protocols must be in place to clean by the user after each use. School to provide detergent and antiviral cleaner/wipes to do this.</p> <p>Avoid use of hot desks and spaces and, if not possible, clean and sanitise workstations between different occupants including shared equipment.</p> <p>Encourage employees to bring their own food.</p> <p>Keep windows and doors open to encourage ventilation, where possible.</p> <p>Use signs and posters to build awareness of good handwashing technique, the need to increase hand cleaning frequency, avoid touching your face and to cough or sneeze into a tissue which is binned safely, or into your arm if a tissue is not available.</p> <p>Provide sanitiser and antiviral sanitising wipes in each office/room.</p> <p>Provide more storage for employees for clothes and bags.</p> <p>Bins are to be emptied throughout the day.</p> <p>Staff to be allocated a toilet to use. Staff ONLY to use the Toilet allocated. Clean after use with provided disinfectants.</p>		3
<p>Classrooms and pupils in all year groups</p>	<p>Harm to pupils and staff from direct contact with Covid-19</p>	9	<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 36.</p> <p>Settings are to consult 'Guidance for full opening: schools' at:</p>		3

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			<p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Additionally, Special Schools are to consult the guidance at: https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings</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 24 hours.</p> <p>Although 2m social distancing will not be achievable for young children contact between older children is to be</p>		
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		<p>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 close contact that takes place between children and staff across different groups.</p> <p>Younger pupils to be shown how to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it'). Older pupils to be reminded to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').</p> <p>Posters showing the 'catch it, bin it, kill it' message are to be provided in classrooms.</p> <p>Pupils to be encouraged not to touch their mouth, eyes and nose.</p> <p>Staff are to try to distance from pupils where possible and in classes of older children they should maintain a distance at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children.</p> <p>Visors or face masks are to be worn in years 3-6 where staff are live marking or providing feedback to pupils where social distancing is difficult.</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>		
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		<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 and safeguarding), but maintain reasonable room temperatures.</p> <p><u>All pupils, including those who are clinically extremely vulnerable, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school.</u></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><u>Performing Arts - Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS</u></p>		
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		<p><u>for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in, and attending, events which is likely to create risk.</u></p> <p><u>Schools must do everything possible to minimise contacts and mixing. The overarching objective should be to reduce the number of contacts between pupils and students, and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. 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.</u></p> <p><u>Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</u></p> <p><u>Additionally, schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment.</u></p>		
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		<p>Peripatetic music teacher will wear PPE when collecting children. 2m distance maintained between teacher and student. Instruments / furniture cleaned between sessions.</p> <p>PE and Sports (including extra curricular sports) - Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p><u>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 are permitted. Schools must only provide team sports on the list available at return to recreational team sport framework.</u></p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows <u>(through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene.</u> This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.</p> <p><u>Schools should refer to the following guidance:</u></p>		
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			<ul style="list-style-type: none"> ● <u>guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport</u> ● <u>advice from organisations such as the Association for Physical Education and the Youth Sport Trust</u> ● <u>guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents</u> ● <u>using changing rooms safely</u> <p><u>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</u></p> <p>Year R Pupils enter into the KS2 playground via the usual Year R entrance @ an arrival time of 8.40am Member of staff to be on the Yr R gate behind the social distancing semi-circle to welcome pupils into school. Parents to leave via KS2 playground and main school entrance.</p> <p>Parent/career settle children in time outside</p> <p>Wash hands with adult supervision</p> <p>If fruit used, pupils to sit at social distancing lengths. Adult to come around with a fruit bowl with a glove on and hand out fruit to each individual child. Fruit not to be cut or peeled. Glove disposed of afterwards.</p> <p>All soft furnishings, toys and soft toys that cannot easily be cleaned every day to be removed from the classroom.</p>		
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			<p>Once children are back in the setting, all frequently touched surfaces, equipment, door handles, and toilets, used during the day, will need to be cleaned thoroughly several times a day by the members of staff</p> <p>Implement a hand washing routine to ensure all hands are washed at regular intervals. Adults to ensure that help is available for children who have trouble cleaning their hands independently. Adults may assist children by using their own hands to help pupils wash their own hands thoroughly.</p> <p>If equipment/resources are used, which are difficult to clean individually, they are to be placed into netting bags and put on a wash in the washing machine by 1 member of staff in the bubble.</p> <p>Year R to use year R toilets only, with adult supervision regarding washing hands etc.</p> <p>Tables to be as close to 2m apart as possible.</p> <p>1 adult in each bubble to be allocated as the individual who opens and closes windows and blinds at the beginning and end of the day and to clean handles with provided cleaning materials.</p> <p>Each child and adult to be allocated with a pack of writing equipment to be used only by them and to be kept on their table.</p> <p>Computer to be cleaned between different adult uses.</p>		
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(To be used for activities such as; work at height, hot work, work with asbestos, work with machinery, etc.)

		<p>During lunch and play times, social distancing play is to be encouraged.</p> <p>Where a child needs the toilet they need to use their allocated toilet.</p> <p>Toileting accidents where intimate care is required, to be dealt with by TA with the use of PPE.</p> <p>Lunchtime Pupils to visit toilet and wash hands before lunch. Canteen 11.30-12 access via infant corridor, exit R entrance, go across ks2 playground and into canteen entrance. Teachers to seat pupils on their agreed tables before leaving. Pupils stay in canteen until all pupils are ready and then adults escort pupils out, <u>altogether as a bubble.</u></p> <p>Playground Reception area 12.00-12.20 KS1 playground - to be escorted out of <u>side canteen door</u> into KS2 main entrance, turn left and exit onto ks1 playground via ks1 corridor doors. Adults to ensure no contact is made with pupils from other bubbles.</p> <p>Home time 3.05 collection from Year R gate on Ks2 playground. Staff to stay behind 2 m distancing floor markings and to discourage parents/ carers from engaging in conversation and to leave promptly.</p> <p><u>Year 1/2</u></p> <p>Arrival 8.40am KS1 playground via the learning annexe entrance. Member of staff to be behind the social distancing white line/wooden gate to welcome pupils into school. Parents to exit via lower playground gate on KS1</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.)

		<p>playground. Staff to discourage parents/ carers from engaging in conversation and to leave promptly.</p> <p>If a child arrives at school wearing a face mask, the member of staff who is seeing the children in on arrival MUST ensure pupils hand gel their hands thoroughly and supervise disposable masks being thrown into a lidded bin BEFORE entering the building.</p> <p>1 adult to ensure equipment is cleaned. Foggers can be used for this where safe to do so (not on electrical equipment by trained MOS).</p> <p>All soft furnishings, toys and soft toys that cannot easily be cleaned every day to be removed from the classroom.</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 by the members of staff.</p> <p>Doors on route to classroom to be open for transition times and closed during lessons. Pupils not to touch.</p> <p>Year 1 / 2 to use the toilets in 2 of the year 1 / 2 classrooms only.</p> <p>Pupils take turns to wash hands one at a time either in the toilets or at classroom sink.</p> <p>Adults to ensure that help is available for children who have trouble cleaning their hands independently. Adults may assist children by using their own hands to help pupils wash their own hands thoroughly.</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.)

		<p>Pupils to have an allocated desk.</p> <p>Pupil toilets to be wedged open at all times</p> <p>Adult to escort pupils into year 1/2 ensuring social distancing. Adult to wipe year 1 hand rail and door on entry.</p> <p>Tables to be as close to 2m apart as possible. Pupils to be allocated their own desk and chair.</p> <p>Aim for no-one to touch surfaces (desks, chairs) unless they are specifically allocated to them.</p> <p>1 adult to be allocated as the individual who opens and closes windows and blinds at the beginning and end of the day and to clean handles with provided cleaning materials.</p> <p>Each child and adult to be allocated with a pack of writing equipment to be used only by them and to be kept on their table.</p> <p>Only adults to touch the classroom computer and disinfect between different adult users.</p> <p>During lunch and play times, social distancing play is to be encouraged. Teachers to ensure toilets have been used by ALL pupils before going outside. Where a child needs the toilet they need to use their allocated toilet in year 1/2 classrooms.</p> <p>Playtime 9.45-10.00 KS1 playground. Exit/enter via morning entrance routes. Lunchtime Pupils to visit toilet and wash hands before lunch.</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.)

			<p>Canteen 11.30-12.00 Access via infant corridor, exit KS2 entrance across ks2 playground and into canteen entrance. Teachers to seat pupils on their agreed tables before leaving. Pupils stay in canteen until all pupils are ready and then adults escort pupils out, <u>altogether as a bubble.</u></p> <p>Playground 12.00-12.20 KS1 playground - to be escorted out of side canteen door into KS2 main entrance, turn left and exit onto ks1 playground via ks1 corridor doors. Adults to ensure no contact is made with pupils from other bubbles.</p> <p>Home time 3.05 collection from learning annexe entrance on KS1 playground. Staff to stay behind 2 m distancing floor markings/wooden gate and to discourage parents/ carers from engaging in conversation and to leave promptly.</p> <p><u>Year 3/4</u> Arrival 8.50am Pupils to enter via KS1 playground, side door into KS2 school. Hawk and Falcon classes go up back stairs to class, Eagle class via corridor turn left to library and into classroom. Staff to discourage parents/ carers from engaging in conversation and to leave promptly.</p> <p>1 TA to be on the door, holding it open, to be stood behind the door forming a barrier between themselves and pupils entering.</p> <p>All doors en route to classrooms to be wedged open(during pupil transition times only) to minimise need to touch.</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.)

			<p>If a child arrives at school wearing a face mask, the member of staff who is seeing the children in on arrival MUST ensure pupils hand gel their hands thoroughly and supervise disposable masks being thrown into a lidded bin BEFORE entering the building. TA to clean handrails on return to classroom.</p> <p>Cordoned off zones for adults. Not to come out of these. Hazard strip to show these areas. Hazard strip to split adult zone in 2.</p> <p>Tables to be as close to 2m apart as possible. Pupils to be allocated their own desk and chair.</p> <p>No-one to touch surfaces (desks, chairs) unless they are specifically allocated to them.</p> <p>1 adult to be allocated as the individual who opens and closes windows and blinds at the beginning and end of the day. To ensure these are disinfected regularly.</p> <p>Each child to be allocated with a pack of writing equipment to be used only by them and to be kept on their table.</p> <p>Adults to be allocated a writing equipment pack, only to be used by them.</p> <p>Only the adults to touch the class computer. Disinfect between users.</p> <p>Toilets for year 3/4 are situated on the top floor of KS2. Toilet visits during lesson time, only 1 pupil to go at a time to be escorted by an adult. Handrails to be cleaned by an accompanying adult.</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.)

			<p>During lunch and play times, social distancing play is to be encouraged. Teachers to ensure toilets have been used by ALL pupils before going outside.</p> <p>Where a child needs the toilet they need to use their allocated toilet on KS2 upper floor and be escorted by an adult.</p> <p>Playtime 10.15-10.30 am KS1 playground. Exit/enter via morning entrance routes.</p> <p>Lunchtime</p> <p>Pupils to visit toilet and wash hands before lunch.</p> <p>Canteen 12.00-12.25 Exit via morning entrance door onto KS1 playground, exit ks1 playground via locked gate past front of school office through onto KS2 playground. A specified adult will supervise the children walking from gate to gate. Adults to escort and ensure all gate are securely locked behind them. Enter canteen via main entrance.</p> <p>Teachers to seat pupils on their agreed tables before leaving. Pupils stay in canteen until all pupils are ready and then adults escort pupils out, <u>altogether as a bubble via the same route as they entered ONTO KS1 playground.</u> Adults to ensure no contact is made with pupils from other bubbles.</p> <p>Playground 12.25-12.50 KS1 playground. Pupils to visit toilet and wash hands before break</p> <p>Toilet visits to be to year 3/4 toilets upstairs and escorted by an adult.</p> <p>Home time 3.15 collection from back stairs door on KS1 playground. Staff to stay behind 2 m distancing floor markings and to discourage parents/ carers from engaging in conversation.</p> <p><u>Year 5/6</u> Arrival 8.45am</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.)

		<p>Puma and Jaguar classes to enter via KS2 playground, side door under canteen canopy entrance.</p> <p>Cheetah class to enter via KS2 playground classroom entrance door.</p> <p>1 TA to be on the door, holding it open, to be stood behind the door forming a barrier between themselves and pupils entering.</p> <p>1 TA to ensure all pupils, before entering the school, disinfect their hands thoroughly with hand gel.</p> <p>Staff to discourage parents/ carers from engaging in conversation and to leave promptly.</p> <p>If a child arrives at school wearing a face mask, the member of staff who is seeing the children in on arrival MUST ensure pupils hand gel their hands thoroughly and supervise disposable masks being thrown into a lidded bin BEFORE entering the building.</p> <p>██████████ -1 teacher to be in the year 5/ 6 middle areas ensuring pupils wash their hands before entering classrooms</p> <p>██████████ classes - 1 teacher to be in the year 5/ 6 middle areas ensuring pupils enter classroom safely.</p> <p>TA at bottom of stairs to clean handrails as they come up and down the stairs.</p> <p>All doors to be wedged open (during pupil transition times only) to minimise need to touch.</p> <p>Dividing doors for classrooms to be completely open to minimise touch doors on entrance.</p> <p>Cordoned off zones for adults.</p> <p>Side of room nearest to door Front of classroom. Not to come out of these. Hazard strip to show these areas.</p> <p>Hazard strip to split adult zone in 2.</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.)

		<p>Side of room nearest to door</p> <p>Pupils to be allocated their own desk and chair.</p> <p>No-one to touch surfaces (desks, chairs) unless they are specifically allocated to them.</p> <p>1 adult to be allocated as the individual who opens and closes windows and blinds at the beginning and end of the day. To ensure these are disinfected regularly.</p> <p>Each child to be allocated with a pack of writing equipment to be used only by them and to be kept on their table.</p> <p>Adults to be allocated a writing equipment pack, only to be used by them.</p> <p>Only the adults to touch the class computer, disinfecting between adult use.</p> <p>Toilets for year 5/6 are located in the KS2 downstairs library/corridor. Toilet visits during lesson time, only 1 pupil to go at a time to be escorted by an adult.</p> <p>Play and lunch breaks on KS2 playground. Pupils to be escorted together with an adult to KS2 playground via their exit /entrance door, ensuring 2 m distancing and avoiding the handrail. Adults need to be especially vigilant that there is not contact with anyone from other bubbles.</p> <p>Playtime 10.15-10.30 KS2 playground Pupils to visit toilet and wash hands before break Exit/enter via morning entrance routes. Lunchtime</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.)

			<p>Pupils to visit toilet and wash hands before lunch. Toilets to be used are library toilets. can be accessed from outside KS2 playground.</p> <p>Canteen 12.25-12.50 Exit via morning entrance door onto KS2 playground. Wait for bell to ring before going into canteen via side entrance. Sit on classes allocated tables.</p> <p>Pupils stay in canteen until all pupils are ready and then adults escort pupils out, <u>altogether as a bubble ONTO KS2 playground.</u> Adults to ensure no contact is made with pupils from other bubbles.</p> <p>Playground 12.00-12.25 KS2 playground</p> <p>Home time 3.10 collection from same place as am arrival Staff to stay behind 2 m distancing floor markings and to discourage parents/ carers from engaging in conversation.</p> <p><u>Year 6 after school tutoring</u></p> <ul style="list-style-type: none"> - PUPILS TO WASH THEIR HANDS BEFORE AND AFTER THE SESSIONS - ADULTS TO WEAR A VISOR KEEPING AN ACCEPTABLE DISTANCE. USE OF PWBS WILL HELP - WIPE DOWN EQUIPMENT, CHAIRS AND TABLES BEFORE AND AFTER USE IF PUPILS ARE ENTERING A BUBBLE OTHER THAN THEIR OWN. - ESCORT PUPILS TO THEIR USUAL DEPARTURE DOOR AFTER EACH SESSION. -TOILETS - USE OF YR 6 TOILETS OFF OF LIBRARY. <p>Breakfast Club</p> <ul style="list-style-type: none"> ● Children to clean/sanitize their hands on arrival. ● No cash to be taken. Payment via Parent Pay only. ● Staff to wear masks/visors. 		
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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.)

			<ul style="list-style-type: none"> • Doors and windows to be open when appropriate for improved ventilation. • Children to use canteen toilets. One cubicle to be allocated for each bubble (yrR,,/...Yr ¼...yr ½) To be cleaned after each child. Toilets to be cleaned again when breakfast club has finished. • If possible, when a child requires first aid it should be completed by the adult from their bubble. PPE to be worn if not. • Children to sit in tables of year group bubbles only. • Children to stay seated, adults will serve their food and clear their plates. • Cooking equipment to be cleaned at the end of breakfast club each day. • Children to stay in the canteen, no use of the oak room. • Games and colouring boxes for each bubble not to be shared between bubbles. • Children to be walked to class via their bubble's usual entrance as close to their entrance time as possible by an adult from their bubble. <p><u>NLP intervention/outside visitor</u></p> <p>Only children within one bubble will work with NLP (Yr1/2).</p> <p>Room used for intervention is a room currently used by only Yr1/2 bubble of children.</p> <p>NLP practitioner to wear a visor throughout sessions.</p> <p>NLP practitioner to wear a visor while travelling around the school.</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.)

			<p>NLP practitioner to use Yr 1/2 staffroom & allocated toilet.</p> <p>Pupils take their own allocated stationary to sessions.</p> <p>Table and chairs to be cleaned between students.</p> <p>Group size, maximum of 4 per session, in a classroom so plenty of room to socially distance.</p> <p>Where possible, NLP practitioner will maintain 2m distance from the children.</p> <p>Room to be kept well ventilated.</p> <p>Where possible, children to be sent/escorted to NLP session by class staff. If she needs to collect children from the classroom, she remains at the door way to collect them.</p> <p>Place2Be</p> <p>Place2Be use two rooms at school, Place2Be office and therapy room.</p> <p>Place2Be will have limited contact with students at the moment. 4 children will be seen for 1:1 sessions. These children are across two bubbles. They will be seen in the therapy room.</p> <p>Councillor on placement will deliver therapy to the 3 children on a Tuesday.</p> <p>Project Manager will see one child on a Friday.</p> <p>Therapy room will be cleaned after each child has used it and they will have access to limited resources, these will</p>		
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Combination Risk Assessment for Complex Hazards



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			<p>also be cleaned after use. For children who require a 'sand tray' these will be only be used for one child and then placed in a cupboard for storage until their next session, the following week.</p> <p>Adults working with children in therapy sessions will wear a visor and will socially distance wherever possible.</p> <p>Windows are kept open in the room so that it is well ventilated.</p> <p>Place2Talk will run in the office. This will currently only be available to one bubble of children per day.</p> <p>System for children opting for Place2Talk sessions will be updated, rather than classes using shared post boxes they will have a plastic wallet on their class door to place any slips in, the Project Manager will collect these from the corridor using gloves.</p> <p>Visors will be worn by adults in Place2Talk. Furniture has been swapped so that it is all hard surfaces that can be cleaned on a regular basis.</p> <p>Children to use hand sanitiser before and after Place2Be/Place2Talk sessions.</p> <p>Place2Be staff to wear visors when moving around the school.</p> <p>Place2Be office and therapy room are only being used by Place2Be, school staff do not use these rooms.</p> <p><u>AHT/DHT office for phonics group</u></p>		
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		<p>Pupils wash hands/hand sanitizer at the start and end of the phonic session.</p> <p>Adult wears a visor and keeps an acceptable distance.</p> <p>Children and adult to all have own resources, own stationary and magnetic letters etc.</p> <p>Chairs and tables used will be wiped down before and after use.</p> <p>Children, group size 4, are collected and returned to their regular bubble.</p> <p>No other children/bubbles use the DHT/AHT office.</p> <p>Children use the toilets in their regular bubble if needed during phonics.</p> <p><u>School nurses visiting school to administer the Flu Vaccination</u></p> <p>Nurses visiting to administer the Flu vaccination are deemed essential visitors to school. Immunisation to the Flu is more important than ever. Nurses have provided Covid 19 information – via the document Standard Operating Procedure, NHS Provision to Education Settings. The nurses will follow their NHS guidance in regards to PPE and the frequency that this is changed between children.</p> <p>The vaccination will administered in the meeting room, Yr R/1/2/5/6 bubbles will travel to the room via the outside of the building to avoid touching surfaces in corridors. The door will be propt open to reduce high touch areas.</p> <p>This way children will remain in their bubble space throughout</p>		
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Combination Risk Assessment for Complex Hazards



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		6	<p>the vaccination process. Only children who have had consent for the vaccination will be taken to the room.</p> <p>The children will line up outside, so only the children being vaccinated are in the room, allowing plenty of space for the nurses to keep as much of a distance as possible.</p> <p>The rooms used will be well ventilated. Tables and chairs will be cleaned before and after use by the supervising member of staff.</p> <p>Supervising member of staff will also wear a visor and maintain a distance from the nurses and children, where possible.</p> <p>Hand sanitiser and/or hand washing facilities will be available throughout the vaccinations. Children will sanitise their hands as they arrive for the vaccination and as they leave.</p>		
	<p>Harm to pupils and staff from indirect contact with Covid-19</p>	6	<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>		3

Combination Risk Assessment for Complex Hazards



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

			<p>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>Water play equipment can be used but must be confined to bowls, or open containers that can be easily cleaned and items that can be easily cleaned, or fogged.</p> <p>Equipment that cannot be wiped thoroughly, or fogged, must not be used.</p> <p>Cleaners, or competent staff, are to use fogging to clean rugs/mats/carpets where children sit daily.</p> <p>All frequently touched surfaces, equipment, and door handles, used during the day, will need to be cleaned thoroughly several times a day. This will need to be planned to occur at break times, lunchtimes, where classrooms become unoccupied and at the end of the day. Similarly, frequently touched surfaces in washing facilities and toilets will need to be cleaned after break times, lunchtimes and at the end of the day.</p>		
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Combination Risk Assessment for Complex Hazards



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			<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><u>Lidded</u> 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	<u>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</u>		2

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			<u>sanitiser. Parental consent should be obtained prior to use.</u>		
Pupil drop off, collection and the use of school transport	Harm to users from direct and indirect contact with Covid-19	9	<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> <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"> • <u>social distancing should be maximised within vehicles</u> • <u>children either sit with their ‘bubble’ on school transport, or with the same constant group of children each day</u> • <u>children should clean their hands before boarding transport and again on disembarking</u> • additional cleaning of vehicles is put in place • organised queuing and boarding is put in place • <u>through ventilation, fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</u> • <u>adults and children over 11 years of age are to wear face coverings when travelling in school minibuses.</u> 		3
Carrying out first aid and administering medicines in all settings	Harm to first-aiders and injured people from	9	First-aid procedures should be carried out as normal, but with the use of additional appropriate Personal Protective Equipment (PPE) by the First-aider, when		3

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	direct contact with Covid-19		<p>requested by the first-aider, where they are unable to maintain a 2 metre distance from the injured person.</p> <p>Administering medicines should be carried out as normal. PPE should only be used where it would normally be required, or where a 2m distance cannot be observed.</p>		
	Harm to first-aiders, injured people and cleaning staff from indirect contact with Covid-19	6	<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>		3
Staff in the workplace	Harm to staff from direct contact with Covid-19	9	<p>Where it is unnecessary for staff to be in the workplace to carry out their duties, schools are to make arrangements for such staff to be able to work from home safely.</p> <p><u>School leaders are to explain to staff the measures the school has put in place to reduce risks.</u></p> <p><u>New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) was published on 13 October.</u></p> <p><u>The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level.</u></p> <p><u>All staff can continue to attend school at all Local COVID Alert levels.</u></p>		3

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		<p><u>In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and only for a limited period of time.</u></p> <p><u>The government will write to individuals to inform them if they are advised to follow formal shielding and not attend the workplace.</u></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><u>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.</u></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>		
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			<p>All employees must be provided a hard copy of the relevant COVID-19 Risk Assessment/s and briefed on local arrangements, procedures and protocols.</p> <p>Before returning to the workplace, all employees must be given a verbal Coronavirus & 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> <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>		
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			<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 things 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><u>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.</u></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> <p>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</p>		3
	Harm to employees from the effects of frequent hand	4	<p><u>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</u></p>		2

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	washing, or the frequent use of hand sanitiser		<u>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.</u>		
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 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</p>		6

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			<p>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. Further information</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 & Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</p> <p>The room/area around the person with symptoms must be cleaned after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance (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</p>		
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			<p><u>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.</u></p> <p><u>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.</u></p> <p><u>The advice service (or PHE local health protection team if escalated)</u> 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 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">● 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)● proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual● travelling in a small vehicle, like a car, with an infected person <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>		
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			<p><u>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.</u></p> <p><u>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 14 days from the date of that contact.</u></p> <p><u>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 should be consulted at:</u> https://www.hse.gov.uk/coronavirus/riddor/riddor-reporting-further-guidance.htm#disease-law</p>		
Permitting contractors on site (all settings)	Harm to contractors, staff and pupils from direct contact with Covid-19	9	<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</p>		3

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			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.		
	Harm to contractors, staff and pupils from indirect contact with Covid-19	6	Discuss any additional cleaning requirements with cleaning contractors/cleaning staff and put in place.		3
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>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><u>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.</u></p> <p>Limit numbers of people in reception areas and where required implement queueing protocols the same as shops.</p> <p>Install a sneeze screen on the reception desk if it is required.</p> <p>Primary Director Visits:</p>		3

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			Sanitise on entry and when meeting observe social distancing use of shared documents will facilitate distance at a meeting table. When visiting classrooms, a visor must be worn.		
	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

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.

Useful Links:

Home test order link: <https://request-testing.test-for-coronavirus.service.gov.uk>.

After some concerns from Headteachers a statement has been prepared and approved by Karen that schools can use if they receive enquiries from parents regarding the letter sent to them about the wider symptoms of Covid-19. Hopefully this will clarify the matter.

Government Guidance for full opening of schools requires judgements to be made about minimising risks from Covid-19 by maximising control measures. An important requirement of that Government Guidance is that people who are ill stay at home. TKAT encourages its schools to work with parents to keep the school and wider community safe. In order to ensure that this is the case TKAT has published to parents the wider clinical symptoms presented by children who have tested positive for Covid-19. These wider symptoms have not been published directly by Government, but have been published by internationally

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renowned medical journals and publications. We value the assistance of parents in obtaining clinical advice from NHS111, where appropriate, and making the right choices regarding their child.

Home test kit link: <https://test-for-coronavirus.service.gov.uk/register-kit>

Employer referral for essential workers

Employers can refer essential workers for testing if they are self-isolating because either they or member(s) of their household have coronavirus symptoms. They can do this by uploading the names and contact details of self-isolating essential workers to the secure employer referral portal. Referred essential workers will then receive a text message with a unique invitation code to [book a test for themselves](#) (if symptomatic) or their symptomatic household member(s) at a regional testing site.

To get a login to the employer referral portal, employers of essential workers should email portalservicedesk@dhsc.gov.uk with the following information:

- organisation name
- nature of the organisation's business
- region
- names (where possible) and email addresses of the 2 users who will load essential worker contact details

Once employer details have been verified, 2 login credentials will be provided for the employer referral portal. See the [list of essential workers](#)

The new dedicated advice service for nurseries, schools and colleges has been launched today. The service is for those needing support on the **action they should take when they have been informed of a confirmed case of coronavirus** (COVID-19) in their setting (i.e. a pupil or staff member testing positive).

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This new service has been introduced by Public Health England (PHE) and is delivered by the NHS Business Services Authority, working to agreed PHE and DfE guidance. It can be reached by calling the DfE's existing coronavirus helpline number on 0800 046 8687, and selecting option 1

Department for Education coronavirus (COVID-19) helpline

The Department for Education coronavirus (COVID-19) helpline is available to answer questions about coronavirus (COVID-19) relating to education and children's social care. Staff, parents and young people can contact this helpline by calling:

Phone: 0800 046 8687

Opening hours:

Monday to Friday from 8am to 6pm

Saturday and Sunday from 10am to 4pm