

Combination Risk Assessment for Complex Hazards



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

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| Activity / Task / Location: Covid-19 Risk Assessment – Educational settings (Primary School settings) v11 | Approved By: <i>Emma Fardley C. Collins</i> 20th January 2022 |
| Developed by: Paul Roberts | Date: 12/05/2020 |
| Reviewed by: Paul Roberts | Date: 31/12/2021 |

Likelihood

| | | Unlikely | Possible | Very Likely |
|---|----------|----------|----------|-------------|
| | | 1 | 2 | 3 |
| Major <i>Eg. Kill or Permanently Maim Long term 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

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| Personal Protective Equipment | <p>For First-aid: Disposable clinical masks to type IIR. Disposable nitrile or vinyl gloves. Disposable aprons.</p> <p>For personal care: Disposable clinical masks to type IIR, Goggles, or wrap around safety glasses that are splash resistant. Disposable nitrile or vinyl gloves. Disposable aprons.</p> <p>For managing people with Covid-19 symptoms: Disposable clinical masks to type IIR, Goggles, or wrap around safety glasses that are splash resistant.</p> <p>For use of 'Fogger': Dust masks to minimum FFP2 with APF 10 or greater, Goggles, to EN166 B3, or F3. Disposable nitrile or vinyl gloves.</p> |
| Training | <p>All employees:</p> <ol style="list-style-type: none"> 1. Briefing on local safety arrangements, protocols and working practices. 2. 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>CO₂ monitor/s, where provided</p> <p>'How to' Use CO₂monitors in education and childcare settings https://www.eyalliance.org.uk/sites/default/files/rp24.4_how_to_use_co2_monitors_in_education_and_childcare_settings.pdf?fbclid=IwAR1HAhXUcs6DuoFFzIWXmHgkFlsEWWhGhgRcRr4IoDzRb7PTen8b4f5HPz0</p> <p>COVID-19 vaccination: a guide on pregnancy and breastfeeding (English print version) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1043267/UKHSA-12222-COVID-19-vaccination-info-pregnancy-Dec21.pdf</p> <p>COVID-19 vaccination and pregnancy poster (print version) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024223/UKHSA_12073_COVID-19_pregnancy_poster.pdf</p> <p>Classroom Resources: https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&ss=2&t=Horrid%20Hands</p> |

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| | <p>https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&ss=2&t=Super%20Sneezes https://e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Hand%20Hygiene https://e-bug.eu/junior_pack.aspx?cc=eng&ss=2&t=Respiratory%20Hygiene https://e-bug.eu/lang_eng/UK%20KS1%20Pack/Microbe%20Mania/Microbe-Mania-Poster.pdf</p> |
| <p>Relevant Legislation etc.</p> | <p>Health and Safety at Work etc. Act 1974 The Personal Protective Equipment at Work Regulations 1992 The Management of Health and Safety at Work Legislation 1999 The Control of Substances Hazardous to Health Regulations 2002 The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 Public Health (Control of Disease) Act 1984, Coronavirus Act 2020 and all subsidiary health protection legislation, as made under the these Acts.</p> |
| <p>Contingency</p> | <p>The school is to have a contingency plan (sometimes called outbreak management plan) outlining what you would do if students or staff test positive for COVID-19, or how you would operate if you were advised to take extra measures to help break chains of transmission. Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.</p> <p>For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. Information on what circumstances might lead you to consider taking additional action, and the steps you should work through, can be found in the contingency framework: https://www.gov.uk/government/publications/coronavirus-covid-19-local-restrictions-in-education-and-child-care-settings/contingency-framework-education-and-childcare-settings</p> <p>A good plan should cover:</p> <ul style="list-style-type: none"> ● roles and responsibilities ● when and how to seek public health advice ● details on the types of control measures you might be asked to put in place <p>Measures that settings should plan for include:</p> <ul style="list-style-type: none"> ● Increased Testing ● Face Coverings ● Shielding ● Bubbles |

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| | <ul style="list-style-type: none"> ● Varying start and finish times ● Other Measures (limitations on other events) ● Attendance Restrictions <p>For each control measure you should include:</p> <ul style="list-style-type: none"> ● actions you would take to put it in place quickly ● how you would ensure every child, pupil or student receives the quantity and quality of education and support to which they are normally entitled ● how you would communicate changes to children, pupils, students, parents, carers and staff |
| <p>Review period/date</p> | <p>Headteachers to review on local matters after receipt and as required (RA can be added to, but no Trust control measures removed). To be reviewed as a result of change to Government guidance</p> |
| <p>Summary of control measures</p> | <p>This is the set of actions schools must take. 'Schools coronavirus (COVID-19) operational guidance - December 2021' at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040827/Schools_COVID-19_operational_guidance.pdf</p> <p><u>School Leaders must make themselves aware of the content of the guidance.</u></p> <ol style="list-style-type: none"> 1. Ensure good hygiene for everyone. 2. Maintain appropriate cleaning regimes, using standard products such as detergents. 3. Keep occupied spaces well ventilated 4. Follow public health advice on testing, self isolation and managing confirmed cases of COVID-19. |

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| Hazard Identification | | | Control | | Risk |
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| What are the steps of the activity / items of equipment | What are the potential hazards | Score | What methods will be used to reduce the likelihood and/or the consequence of an illness or injury from those hazards | What hazard remains | Residual Score |
| General site management. | Harm to all occupants from direct and indirect contact with Covid-19 | 6 | <p>School settings are to consult 'Schools COVID-19 operational guidance - December 2021' at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040827/Schools_COVID-19_operational_guidance.pdf</p> <p>Special School settings are to consult 'SEND and specialist settings: additional COVID-19 operational guidance - December 2021'; https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040784/SEND_and_specialist_settings_-_additional_COVID-19_operational_guidance.pdf</p> <p>and in doing so should amend any areas of this risk assessment that are necessary to comply with that guidance with regard to the operational needs of the Special School.</p> <p>Vaccination All TKAT employees, unless for medical reasons determined by a clinician, are advised and encouraged to take up the offer of COVID vaccinations.</p> | | 4 |

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| | | | <p>The risks in this document have been assessed on the basis of employees taking up the offer of COVID vaccinations.</p> <p>Following public health advice on testing, self-isolation and managing confirmed cases of COVID-19 Pupils, staff and other people are to follow public health advice on when to self-isolate and what to do. They are not to come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine). https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/</p> <p>If anyone in your school develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice.</p> <p>If an individual tests positive, their self-isolation period includes the day their symptoms started (or the day they had the test, if they did not have symptoms) and the next 10 full days.</p> <p>The guidance now allows an individual to stop self-isolating after 6 days if they do a rapid lateral flow test on days 5 and 6 of their self-isolation period and certain other strict criteria are met. Given the usual occupation levels/conditions and environment found in nursery/pre-schools the circumstances where it would be permissible for an individual to return to nursery/pre-school before the 10 day isolation period would be extremely limited. It is likely that the requirements for a safe return to nursery/pre-school could not be satisfied and would increase the risk of</p> | | |
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| | | | <p>spread of Covid-19, thereby resulting in a possible breach of Sections 2 and 3 of the Health and Safety at Work etc. Act 1974.</p> <p>https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/how-long-to-self-isolate/</p> <p>Everyone in school must follow this process and schools must ensure that everyone onsite or visiting is aware of it.</p> <p>Adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months identified as a contact of someone with COVID-19 are strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result. Daily testing of close contacts applies to all contacts who are:</p> <ul style="list-style-type: none"> ● fully vaccinated adults – people who have had 2 doses of an approved vaccine ● all children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status ● people who are not able to get vaccinated for medical reasons ● people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine <p>In all other cases of relevant people who are identified as a close contact and do not take the required LFD tests, or do not meet the required criteria, they must self isolate for 10 days.</p> <p>Children under 5 years are exempt from self-isolation as a close contact and do not need to take part in daily testing of close contacts.</p> | | |
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| | | | <p>Pupils with SEND identified as close contacts should be supported by their school and their families to agree the most appropriate route for testing including, where appropriate, additional support to assist swabbing.</p> <p>Primary schools should order LFD test kits to allow staff to self swab and test themselves twice a week at home. Individuals are to report LFD results online at: https://www.gov.uk/report-covid19-result or by phone on 119 as soon as the test is completed. They should also share their result, whether void, positive or negative, with their school.</p> <p>If a PCR test is taken within 2 days of a positive LFD test, and is negative, it overrides the self-test LFD test and the person can return to school.</p> <p>A pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia. This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.</p> <p>Staff with a negative routine LFD test result can continue to attend school.</p> <p>A pupil with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a pupil attending school, schools can take the decision to refuse the pupil if in their reasonable judgement it is necessary to protect their pupils and staff</p> | | |
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| | | | <p>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>All staff and pupils travelling to England from overseas must adhere to travel legislation, details of which are set out in government travel advice: https://www.gov.uk/guidance/travel-to-england-from-an-other-country-during-coronavirus-covid-19</p> <p>Face Coverings</p> <p>From 27 January 2022 face coverings will no longer need to be worn in settings by staff and adults (including visitors) when moving around in corridors and communal areas.</p> <p>Until that date face coverings (whether transparent or cloth) should fit securely around the face to cover the nose and mouth and be made with a breathable material capable of filtering airborne particles.</p> <p>Settings should have a small contingency supply of face coverings available for people who:</p> <ul style="list-style-type: none"> ● are struggling to access a face covering ● are unable to use their face covering as it has become damp, soiled or unsafe ● have forgotten their face covering <p>When wearing a face covering, staff and visitors should:</p> <ul style="list-style-type: none"> ● wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on | | |
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| | | | <ul style="list-style-type: none"> ● avoid touching the part of the face covering in contact with the mouth and nose, as it could be contaminated with the virus ● change the face covering if it becomes damp or if they've touched the part of the face covering in contact with the mouth and nose ● avoid taking it off and putting it back on a lot in quick succession to minimise potential contamination <p>When removing a face covering, staff and visitors should:</p> <ul style="list-style-type: none"> ● wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing ● only handle the straps, ties or clips ● not give it to someone else to use ● if single-use, dispose of it carefully in a household waste bin and do not recycle ● once removed, store reusable face coverings in a plastic bag until there is an opportunity to wash them. ● if reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric ● wash their hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed <p>Ventilation It is important to ensure it is well ventilated and a comfortable teaching and working environment is maintained. This can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> ● mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that | | |
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| | | | <p>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)</p> <ul style="list-style-type: none"> ● natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air. ● Fans are a form of mechanical ventilation and can be used to help circulate fresh air in the room from opened windows. They should not be used without natural ventilation. <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> ● opening high level windows in preference to low level to reduce draughts ● increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) ● providing flexibility to allow additional, suitable indoor clothing. ● rearranging furniture where possible to avoid direct draughts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <p>On receipt of CO₂ monitors from the DfE schools are to proactively use them in accordance with the document RP24-4 <i>How to use CO₂ monitors in education and childcare settings:</i></p> | | |
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| | | | <p>https://www.eyalliance.org.uk/sites/default/files/rp24.4_how_to_use_co2_monitors_in_education_and_childcare_settings.pdf?fbclid=IwAR1HAhXUcs6DuoFFzIWXmHgkFlsEWhhGhgRcRr4IoDzRb7PTen8b4f5HPz0</p> <p>CO₂ monitors are to be used in spaces which are densely occupied for approximately one hour or more, such as:</p> <ul style="list-style-type: none">● teaching spaces (including classrooms and practical teaching spaces)● indoor play spaces (e.g. rooms in nurseries)● staff rooms, large offices, meeting rooms, group or breakout rooms <p>Do not use CO₂ monitors in:</p> <ul style="list-style-type: none">● large, open internal spaces and spaces with higher ceilings, such as sports halls or atriums● spaces that are densely occupied for shorter periods, such as corridors or lobbies● areas with low occupancy density including kitchens and toilets, or offices with one or two occupants <p>Follow the RP24-4 document guidance on the placement of monitors. Start monitoring with potentially under ventilated rooms and prioritise those most used/with the highest occupation. Rooms should be monitored for at least one full day before rotating them to a different space. Monitor and record readings at least mid-way through use and at the end of use. Record the readings taken and retain readings to provide evidence of monitoring ventilation across the school.</p> <p>Consistent value under 800ppm will show as green and does not require any action.</p> | |
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| | | | <p>Consistent value of over 800ppm, but less than 1500ppm will show as amber/orange and should be seen as an early indicator to increase ventilation.</p> <p>Consistent value over 1500ppm CO₂ concentration in an occupied space is an indicator of poor ventilation. This will also be indicated by a red light on the CO₂ monitor. You are to take action to improve ventilation where CO₂ readings are consistently higher than 1500ppm. There is no need to stop using the room.</p> <p>Public Health England's (PHE) guidance on ventilation of indoor spaces to stop the spread of coronavirus (COVID 19) can be found at: https://www.gov.uk/government/publications/covid-19-ventilation-of-indoor-spaces-to-stop-the-spread-of-coronavirus/ventilation-of-indoor-spaces-to-stop-the-spread-of-coronavirus-covid-19</p> <p>Guidance from the HSE on ventilation can be found at: https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/index.htm</p> <p>Guidance from the Chartered Institution of Building Services Engineers (CIBSE) on ventilation can be found at: https://go.cibse.org/l/698403/2021-07-16/58mxjt/698403/1626442809vU1W2onF/COVID_19_Ventilation_v5.pdf</p> <p>Hygiene Hand hygiene:</p> <p>Settings are to provide adequate hand washing/sanitising facilities. Settings are to provide</p> | | |
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| | | | <p>information on how to wash hands properly and display posters in appropriate areas.</p> <p>Frequent and thorough hand cleaning should now be regular practice. Schools are to continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.</p> <p>Respiratory hygiene:</p> <p>The 'catch it, bin it, kill it' approach continues to be very important.</p> <p>Cleaning Schools are to put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces. This system of cleaning frequently touched communal surfaces more regularly than normal must be continued. PHE guidance on cleaning of non-healthcare settings should be followed: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>Catering School catering contractors and in-house catering staff must comply with the guidance for people who work in or run restaurants, pubs, bars, cafes, nightclubs or takeaways, at: https://www.gov.uk/guidance/working-safely-during-covid-19/restaurants-pubs-bars-nightclubs-and-takeaway-services</p> <p>Other considerations</p> | | |
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| | | | <p>Before running transitional, taster and open days the school must complete a thorough risk assessment to ensure that they are run in line with your system of controls and align with the advice contained within the Government guidance.</p> <p>Disposable gloves are to be available to employees should they need them for handling uncleaned equipment/resources safely.</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> | | |
| Managing symptomatic cases | Harm to staff and others from direct and indirect contact with Covid-19 | 6 | <p>If a pupil shows symptoms and is awaiting collection, they should be left in a room, on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary. Further information on this can be found in the use of PPE in education, childcare and children’s social care settings guidance. https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>Any rooms they use should be cleaned after they have left.</p> <p>A confirmed case of Covid-19 (in respect of employees only) may be reportable to the HSE by the Headteacher under The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) where there is reasonable evidence that a work-related exposure to Covid-19 is the likely cause of the disease in an</p> | | 4 |

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| | | | <p>employee. Before making a report further guidance should be consulted at: https://www.hse.gov.uk/coronavirus/riddor/riddor-reporting-further-guidance.htm#disease-law</p> | | |
| Staff in the workplace | Harm to staff from direct and indirect contact with Covid-19 | 6 | <p>Teacher training students on placements in the school are to be considered the same as staff and are subject to this risk assessment.</p> <p>Office workers who can work from home should do so.</p> <p>Any employee who is working from home must be able to do so safely. I.e. they must have the correct equipment and a suitable working environment. The school is responsible for ensuring that any additional equipment needed to work from home safely is provided.</p> <p>Anyone who cannot work from home, such as those involved in the face-to-face provision of education, should continue to go to their place of work.</p> <p>School leaders are to explain to staff the measures the school has put in place to reduce risks.</p> <p>People previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again. If staff were previously identified as being in one of these groups, they are advised to continue to follow the guidance contained in Coronavirus: how to stay safe and help prevent the spread: https://www.gov.uk/guidance/covid-19-coronavirus-restrictions-what-you-can-and-cannot-do</p> | | 4 |

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| | | | <p>In some circumstances, staff may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice. Whilst individual risk assessments are not required, schools are expected to discuss any concerns that people previously considered CEV may have.</p> <p>Schools will need to follow the specific guidance for pregnant employees at: https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees</p> <p>Schools and pregnant employees can make use of the information links provided in the resource section of this risk assessment in relation to pregnant employees.</p> <p>All employees must be provided a hard copy of the relevant COVID-19 Risk Assessment/s and briefed on local arrangements, procedures and protocols.</p> <p>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>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>Senior leaders must ensure that staff members and parents/carers understand what they will need to be</p> | | |
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| | | | ready and willing to do in the event of a suspected case. | | |
| Offices and other non-pupil work areas | Harm to staff and visitors from direct and indirect contact with Covid-19 | 6 | <p>Ventilation The control measures in the general site management section of this risk assessment applies to all indoor offices and other non-pupil work areas. Measures must be taken to provide a well ventilated and comfortable working environment. Where CO₂ values are consistently higher than 1500ppm action must be taken to improve ventilation.</p> <p>Hygiene Tissues in work areas are to be provided and the ‘catch it, bin it, kill it’ approach is to be followed. The school is to provide hand sanitiser in each office/room.</p> <p>Cleaning Staffrooms and other frequently occupied work areas must be cleaned regularly. All frequently touched surfaces and equipment used during the day, will need to be cleaned thoroughly at least twice daily. Fridges and kettles can be shared, but protocols must be in place to clean by the user after each use. The school is to provide detergent and antiviral cleaner/wipes to do this. Staff should not share stationery or resources where possible. Shared areas and surfaces need cleaning after use.</p> | | 4 |

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| | | | <p>The school is to provide antiviral sanitising wipes in each office/room.</p> <p>Bins are to be emptied throughout the day.</p> | | |
| <p>Learning environments in all year groups</p> | <p>Harm to pupils and staff from direct and indirect contact with Covid-19</p> | <p>6</p> | <p>Ventilation The control measures in the general site management section of this risk assessment applies to all indoor learning environments. Measures must be taken to provide a well ventilated and comfortable teaching environment. Where CO₂ values are consistently higher than 1500ppm action must be taken to improve ventilation.</p> <p>Hygiene Younger pupils are 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 are 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 are to be encouraged not to touch their mouth, eyes and nose.</p> <p>Posters showing the 'catch it, bin it, kill it' message are to be provided in classrooms, as are hand washing/sanitising posters.</p> <p>Hand cleaning should be routine to ensure all hands are cleaned at regular intervals. Ensure that help is available for children who have trouble cleaning their hands independently.</p> <p>Hand sanitiser is to be provided in all classrooms.</p> | | <p>4</p> |

Combination Risk Assessment for Complex Hazards



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

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| | | | <p>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 (use secure dispensers in appropriate locations for hand sanitiser where possible).</p> <p>Where children who usually need to have their personal care needs provided for (changing nappies, etc.) appropriate PPE should be used by staff. Staff required to carry out intimate care are to be provided training on using PPE.</p> <p>Cleaning All frequently touched surfaces, including equipment, are to be cleaned regularly.</p> <p>Movable play equipment, or classroom equipment should be cleaned frequently where it is shared across classes. Foggers can be used by competent staff to clean such items, as well as to disinfect rugs/mats/carpets where children sit daily.</p> <p>Foggers must not be used for whole area/room cleaning unless operated by trained staff that have properly fitted RPE (with APF 10 filter), as detailed in HSG53, and other appropriate protective equipment.</p> <p>Antiviral wipes to be provided to staff in all classrooms.</p> <p>Lidded bins are to be provided and are to be emptied throughout the day.</p> <p>Attendance Children previously considered CEV should attend school and should follow the same COVID-19 guidance as the</p> | | |
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| | | | <p>rest of the population. In some circumstances, a child may have received personal advice from their specialist or clinician on additional precautions to take and they should continue to follow that advice.</p> <p>Educational Visits The school must consider whether to go ahead with planned international educational visits at this time, recognising the risk of disruption to education resulting from the need to isolate and test on arrival back into the UK.</p> <p>Schools are to refer to the Foreign, Commonwealth and Development Office travel advice and the guidance on international travel before booking and travelling.</p> <p>Schools must be aware that temporary educational visit restrictions may be put in place as a control measure to limit the spread of Covid-19, either by a DPH, their local HPT, or the Trust.</p> <p>Schools are advised to ensure that any new bookings for all educational visits have adequate financial protection in place. You should speak to your visit provider and insurer to assess the protection available.</p> <p>You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment.</p> <p>Wraparound provision and extra-curricular activities All before and after-school activities and wraparound childcare for pupils should continue. Such control measures that are in force in the setting risk assessment apply.</p> | | |
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| | | | Schools offering wraparound provision and extra-curricular activities are to ensure that they follow Government guidance in managing such activities at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040663/OSS_Omicron_Guidance_December_Update_Clean_1412.pdf | | |
| Mental health | Harm to children from mental health issues | 4 | 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. Advice on wellbeing and support can be found at the webpage 'Promoting and supporting mental health and wellbeing in schools and colleges' at: https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#contents | | 2 |
| | Harm to staff from mental health issues | 4 | 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. Share information and advice with employees about mental health and wellbeing, whether working in school, or remotely. Consider an occupational health referral if personal stress and anxiety issues are identified. Where employees are experiencing problems encourage the use of the staff counselling service on 0117 934 2121 and talk through supportive strategies with employees. Signpost employees to the wellbeing page at: | | 2 |

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| | | | https://sites.google.com/tkat.org/tkat-hr-one-stop-shop/employee-support/wellbeing?authuser=0 Additional resources can be found at: https://dfemedia.blog.gov.uk/2021/02/01/mental-health-resources-for-children-parents-carers-and-school-staff/ | | |
| Hand washing/cleaning | Harm to children from the effects of frequent hand washing, or the frequent use of hand sanitiser | 4 | Frequent hand washing, or the frequent use of hand sanitiser can cause dermatitis in children, particularly as their skin can be more sensitive than an adults. Schools must ensure that, as a mitigating measure, they are able to provide an appropriate hand moisturiser that can be used where a child is experiencing unusually dry hands, in order to prevent the onset of dermatitis from repeated hand washing and/or repeated use of hand sanitiser. Parental consent should be obtained prior to use. | | 2 |
| | Harm to employees from the effects of frequent hand washing, or the frequent use of hand sanitiser | 4 | Frequent hand washing, or the frequent use of hand sanitiser can cause occupational dermatitis. Occupational dermatitis is a RIDDOR reportable occupational disease. Schools must ensure that, as a mitigating measure, they are able to provide an appropriate hand moisturiser that can be used where an employee is experiencing unusually dry hands, in order to prevent the onset of occupational dermatitis from repeated hand washing and/or repeated use of hand sanitiser. | | 2 |
| Carrying out first aid and administering medicines in all settings | Harm to first-aiders and injured people from direct contact with Covid-19 | 6 | First-aid procedures should be carried out as normal, but with the use of additional appropriate Personal Protective Equipment (PPE) by the First-aider, when requested by the first-aider. | | 4 |

Combination Risk Assessment for Complex Hazards



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| | | | <p>First-aiders are to be aware of the content of HSE guidance, 'First aid during the coronavirus (COVID-19) pandemic' at: https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm?utm_source=govdelivery&utm_medium=email&utm_campaign=coronavirus&utm_term=textlink&utm_content=first-aid-24-feb-21</p> <p>PPE should only be used where it would normally be required. First-aiders are to be provided training on using PPE.</p> <p>Non disposable PPE is to be cleaned thoroughly with an anti-viral cleaner immediately after use.</p> | | |
| Pupil drop off, collection and the use of school transport | Harm to users from direct and indirect contact with Covid-19 | 6 | <p>Pupils should not use home to school transport, or public transport, if they have symptoms of coronavirus (COVID-19).</p> | | 4 |
| Permitting contractors on site (all settings) | Harm to contractors, staff and pupils from direct contact with Covid-19 | 6 | <p>No contractors can enter the site if they have COVID-19 symptoms.</p> <p>Contact all contractors (food, cleaning, maintenance etc) to ensure they are aware of school protocols. Key contractors are to follow the school's control measures and ways of working.</p> <p>The normal safeguarding arrangements apply.</p> <p>Discuss any additional cleaning requirements with cleaning contractors/cleaning staff and put in place.</p> | | 4 |

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|--|--|-----------------|---|--|-----------------|
| <p>Permitting visitors/parents/carers on site</p> | <p>Harm to visitors staff and pupils from direct and indirect contact with Covid-19</p> | <p>6</p> | <p>No visitors/parents/carers can enter the site if they have symptoms, or if they should be self isolating.</p> <p>Schools are to ensure hygiene rules are explained to visitors on or before arrival.</p> <p>Ensure that entrance doors are cleaned at least twice daily.</p> <p>Hand sanitiser is to be provided in all reception areas.</p> | | <p>4</p> |
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Combination Risk Assessment for Complex Hazards



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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. |