

# 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 – All Educational settings v12 |  | Approved By:                      |                  |
|   |  | Signature of Headteacher and Date |                  |
| Developed by:   |  |                                   | Date: 12/05/2020 |
| Reviewed by:  |  |                                   | Date: 25/02/2022 |

## Likelihood

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

### Summary of Requirements

|                                      |  |
|--------------------------------------|--|
| <b>Personal Protective Equipment</b> | For First-aid: Disposable clinical masks to type IIR. Disposable nitrile or vinyl gloves. Disposable aprons.<br>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. |
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|                                    |  |
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|                                    | For managing people with Covid-19 symptoms: Disposable clinical masks to type IIR, Goggles, or wrap around safety glasses that are splash resistant.   |
| <b>Training</b>                    | <p>All employees:</p> <ol style="list-style-type: none"> <li>1. Briefing on local safety arrangements, protocols and working practices.</li> <li>2. Briefing on how to manage pupil symptomatic cases</li> </ol> <p>Cleaning staff to be briefed on enhanced cleaning protocols and the need for thoroughness in their work</p> <p>First Aiders and staff completing intimate care tasks are to be provided the video training at:<br/> <a href="https://covid19ppe.org/primary-care-gps-scenario-4/">https://covid19ppe.org/primary-care-gps-scenario-4/</a></p>  |
| <b>Equipment</b>                   | CO <sub>2</sub> monitor/s, where provided  |
| <b>Relevant Legislation etc.</b>   | <p>Health and Safety at Work etc. Act 1974<br/>         The Personal Protective Equipment at Work Regulations 1992<br/>         The Management of Health and Safety at Work Legislation 1999<br/>         The Control of Substances Hazardous to Health Regulations 2002<br/>         The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013<br/>         Public Health (Control of Disease) Act 1984, Coronavirus Act 2020 and any subsidiary health protection legislation, as made under the these Acts.</p>  |
| <b>Contingency</b>                 | <p>The school is to have a contingency plan outlining how it would operate if it needed to take extra measures in exceptional circumstances. 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. Information on what circumstances might lead schools to consider taking additional action, and the steps they should work through, can be found in the contingency framework at:<br/> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1057141/Contingency_framework_education_and_childcare_settings_February_2022.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1057141/Contingency_framework_education_and_childcare_settings_February_2022.pdf</a></p> |
| <b>Review period/date</b>          | <p>Headteachers to review on local matters after receipt and as required (RA can be added to, but no Trust control measures removed).</p> <p>To be reviewed as a result of change to Government guidance</p>   |
| <b>Summary of control measures</b> | <p>This is the set of actions schools must take. 'Schools coronavirus (COVID-19) operational guidance - February 2022' at:<br/> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1057106/220224_Schools_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1057106/220224_Schools_guidance.pdf</a></p>  |

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**School Leaders must make themselves aware of the content of the guidance.**

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           |
|---|--|-------|--|---------------------|----------------|
| 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 (all areas)                     | Harm to all occupants from direct and indirect contact with Covid-19 | 6     | <p>School settings are to consult 'Schools COVID-19 operational guidance - February 2022' at: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1057106/220224_Schools_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1057106/220224_Schools_guidance.pdf</a></p> <p>Early years and childcare settings (Nursery and pre school) are to consult 'Actions for early years and childcare providers during the COVID-19 pandemic - February 2022'; <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1056993/20220223_EY_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1056993/20220223_EY_guidance.pdf</a> and in doing so should amend any areas of this risk assessment that are necessary to comply with that guidance with regard to the operational needs of the Nursery/pre-school.</p> <p>Special School settings are to consult 'SEND and specialist settings: additional COVID-19 operational guidance - February 2022'; <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1057037/20220223_SEND_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1057037/20220223_SEND_guidance.pdf</a></p> |                     | 3              |

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|  |  | <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><b>Vaccination</b><br/> <b>All TKAT employees and eligible pupils, unless for medical reasons determined by a clinician, are advised and encouraged to take up the offer of COVID vaccinations.</b></p> <p><b>The risks in this document have been assessed on the basis of employees and eligible pupils taking up the offer of COVID vaccinations.</b></p> <p><b>Following public health advice on testing, self-isolation and managing confirmed cases of COVID-19</b><br/>         If anyone in your school develops COVID-19 symptoms, you should send them home and they should follow public health advice.</p> <p>Pupils, staff and other adults should follow guidance on 'People with COVID-19 and their contacts if they have COVID-19 symptoms' at:<br/> <a href="https://www.gov.uk/government/publications/covid-19-people-with-covid-19-and-their-contacts/covid-19-people-with-covid-19-and-their-contacts">https://www.gov.uk/government/publications/covid-19-people-with-covid-19-and-their-contacts/covid-19-people-with-covid-19-and-their-contacts</a></p> <p>When dealing with symptomatic pupils appropriate PPE should 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 at:<br/> <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/the-use-of-personal-protective-equipment-ppe-in-">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/the-use-of-personal-protective-equipment-ppe-in-</a></p> |  |  |
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|  |  |  | <p><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">education-childcare-and-childrens-social-care-settings-including-for-aerosol-generating-procedure</a></p> <p>Advice on cleaning areas used to isolate symptomatic pupils can be found at:<br/> <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p> <p>Schools are to advise people that have the recent onset of any of the main Covid-19 symptoms;</p> <ul style="list-style-type: none"> <li>● a new continuous cough</li> <li>● a high temperature</li> <li>● a loss of, or change in, your normal sense of taste or smell (anosmia),</li> </ul> <p>or people who have received a positive COVID-19 lateral flow device (LFD) or polymerase chain reaction (PCR) test result to stay at home and avoid contact with other people for the first 5 days. They should take an LFD test on day 5. They should then take a further test on the morning of day 6. If both test results are negative they should return to the setting. If their day 5 LFD test result is positive, they should continue taking LFD tests until they receive 2 consecutive negative test results. They should then return to the setting.</p> <p>If a parent or carer insists on a pupil attending the school where they have a confirmed or suspected case of COVID-19, the decision can be taken to refuse the pupil if, in a reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Any such decision would need to be carefully considered by the Headteacher in light of all the circumstances and the current public health advice. Headteachers are to liaise with their Director of Education prior to implementing such action.</p> |  |  |
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|  |  |  | <p>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><b>Everyone in school must follow this process and schools must ensure that everyone onsite or visiting is aware of it.</b></p> <p><b>Hand hygiene</b><br/>Frequent and thorough hand cleaning should now be regular practice. Ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.</p> <p>The school is to provide hand sanitiser in all occupied offices, classrooms and work areas. Measures are to be taken to control the misuse of hand sanitiser.</p> <p><b>Respiratory hygiene</b><br/>The 'catch it, bin it, kill it' approach continues to be very important.</p> <p>The school is to ensure that there are appropriate tissues available.</p> <p><b>Cleaning</b><br/>The school is 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.</p> <p>Shared items are to be cleaned more frequently and items that adults use and are shared are to be cleaned by the last user.</p> <p>UKHSA guidance on cleaning of non-healthcare settings should be followed, at:</p> |  |  |
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|  |  |  | <p><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p> <p>The school is to provide appropriate anti bacterial/viral wipes in all occupied offices, classrooms and work areas.</p> <p>Bins are to be emptied throughout the day.</p> <p><b>Ventilation</b></p> <p>When the school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.</p> <p>Identify any poorly ventilated spaces using the CO2 monitors provided and take steps to improve fresh air flow in these areas.</p> <p>Mechanical ventilation systems should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</p> <p>If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</p> <p>Where mechanical ventilation systems exist, you are to ensure that they are maintained in accordance with the manufacturers' recommendations.</p> <p>Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).</p> |  |  |
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|  |  |  | <p>You should balance the need for increased ventilation while maintaining a comfortable temperature.</p> <p>The Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic at;<br/> <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/index.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/index.htm</a><br/>         and CIBSE COVID-19 advice at;<br/> <a href="https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown#1">https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown#1</a><br/>         provides more information.</p> <p><b>Vulnerable Pupils and self-isolation</b><br/>         When a vulnerable pupil is self-isolating, the school is to:</p> <ul style="list-style-type: none"> <li>● notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head</li> <li>● agree with the social worker the best way to maintain contact and offer support</li> </ul> <p>The school is to have procedures in place to:</p> <ul style="list-style-type: none"> <li>● check if a vulnerable pupil is able to access remote education support</li> <li>● support them to access it (as far as possible)</li> <li>● regularly check if they are accessing remote education</li> <li>● keep in contact with them to check their wellbeing and refer onto other services if additional support is needed.</li> </ul> <p><b>Asymptomatic testing</b><br/>         Staff and pupils in specialist SEND settings, Alternative Provision, and SEND units in mainstream schools are advised to continue regular twice weekly testing. For further information, see 'SEND and specialist settings: additional COVID-19 operational guidance - February 2022'. Additional guidance on testing in specialist</p> |  |  |
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|  |  |  | <p>settings has been published at:<br/><a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/rapid-asymptomatic-testing-in-specialist-settings">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/rapid-asymptomatic-testing-in-specialist-settings</a></p> <p><b>Personal Care</b><br/>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><b>Overseas Travel</b><br/>All children and staff travelling to England must adhere to government travel advice in travel to England from another country during coronavirus (COVID-19) at:<br/><a href="https://www.gov.uk/guidance/travel-to-england-from-another-country-during-coronavirus-covid-19">https://www.gov.uk/guidance/travel-to-england-from-another-country-during-coronavirus-covid-19</a><br/>Parents travelling abroad should be advised that they need to bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return.</p> <p>Systems are to be in place to keep PPE and essential cleaning supplies under review so the school can take action if necessary before it runs out.</p> <p>No one is obliged to work in a work environment that has not been risk assessed as per this risk assessment.</p> <p><b>All employees must be provided a hard copy of the COVID-19 Risk Assessment and briefed on any local arrangements, procedures and protocols.</b></p> |  |  |
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|   |   |                 | <p>All employees must be provided with instruction on what to do if a pupil 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.</p>   |  |                 |
| <p><b>Being in the school environment with other people</b></p> | <p><b>Harm to staff and others from direct and indirect contact with Covid-19</b></p> | <p><b>6</b></p> | <p><b>Those formerly considered to be clinically extremely vulnerable</b></p> <p>Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again.</p> <p>Staff, children and young people who were previously identified as being in one of these groups are advised to continue to follow 'Guidance for people previously considered clinically extremely vulnerable from COVID-19' at:<br/> <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></p> <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, employers are expected to discuss any concerns that people previously considered CEV may have.</p> |  | <p><b>4</b></p> |

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|  |  |  | <p>Staff, children and young people over the age of 12 with a weakened immune system should follow 'Guidance for people whose immune system means they are at higher risk from COVID-19' at:<br/><a href="https://www.gov.uk/government/publications/covid-19-guidance-for-people-whose-immune-system-means-they-are-at-higher-risk/covid-19-guidance-for-people-whose-immune-system-means-they-are-at-higher-risk">https://www.gov.uk/government/publications/covid-19-guidance-for-people-whose-immune-system-means-they-are-at-higher-risk/covid-19-guidance-for-people-whose-immune-system-means-they-are-at-higher-risk</a></p> <p>Children and young people previously considered CEV should attend school and should follow the same COVID-19 guidance as the rest of the population. In some circumstances, a child or young person 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><b>Pregnancy</b><br/>Schools will need to follow the specific guidance for pregnant employees at:<br/><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees">https://www.gov.uk/government/publications/coronavirus-covid-19-advice-for-pregnant-employees/coronavirus-covid-19-advice-for-pregnant-employees</a></p> <p>The 'COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding' contains further advice on vaccination, at:<br/><a href="https://www.gov.uk/government/publications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding">https://www.gov.uk/government/publications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding</a></p> <p>A pregnancy risk assessment should already consider any risks to new and expectant mothers. Any additional risks due to Covid-19 should be included in that risk assessment.</p> |  |  |
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|                                 |   |          | <p>Secondary settings should also consider the needs of pregnant pupils.</p> <p><b>RIDDOR</b><br/>A confirmed case of Covid-19 (in respect of employees only) may be reportable to the HSE by the Headteacher under The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) where there is <b>reasonable evidence</b> that a work-related exposure to Covid-19 is the likely cause of the disease in an employee. Before making a report further guidance should be consulted at:<br/><a href="https://www.hse.gov.uk/coronavirus/riddor/riddor-reporting-further-guidance.htm#disease-law">https://www.hse.gov.uk/coronavirus/riddor/riddor-reporting-further-guidance.htm#disease-law</a></p>  |  |          |
| <b>Other operational events</b> | <b>Harm to staff from direct and indirect contact with Covid-19</b> | <b>6</b> | <p><b>Educational Visits</b><br/>Educational visits should be subject to risk assessments as normal and reflect any public health advice or in-country advice of the international destination.</p> <p>General guidance on educational visits is available at;<br/><a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a><br/>and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP):<br/><a href="https://oeapng.info/">https://oeapng.info/</a></p> <p>For international educational visits, you should refer to the Foreign, Commonwealth and Development Office travel advice at;<br/><a href="https://www.gov.uk/foreign-travel-advice">https://www.gov.uk/foreign-travel-advice</a><br/>and the guidance on international travel before booking and travelling to make sure that the school group meets any entry and in country requirements especially in relation to vaccinations.</p> |  | <b>3</b> |

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|                      |   |          | <p>You are advised to ensure that all bookings have adequate financial protection in place. You should speak to either your visit provider, and/or Zurich Municipal to assess the protection available.</p> <p><b>Wraparound provision and extra-curricular activities</b><br/>         Information on planning extra-curricular provision can be found in the guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children at: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1057004/OSS_Provider_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1057004/OSS_Provider_guidance.pdf</a></p> |  |          |
| <b>Mental health</b> | <b>Harm to children from mental health issues</b> | <b>4</b> | <p>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: <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#contents">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#contents</a></p>   |  | <b>2</b> |
|                      | <b>Harm to staff from mental health issues</b>    | <b>4</b> | <p>Trust and school leaders are to have regard to staff (including the Headteacher) work-life balance and wellbeing. Schools are to ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <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>   |  | <b>2</b> |

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|--|--|---|--|--|---|
|  |  |   | <p>Where employees are experiencing problems encourage the use of the staff counselling service on <b>0117 934 2121</b> and talk through supportive strategies with employees. Signpost employees to the wellbeing page at: <a href="https://sites.google.com/tkat.org/tkat-hr-one-stop-shop/employee-support/wellbeing?authuser=0">https://sites.google.com/tkat.org/tkat-hr-one-stop-shop/employee-support/wellbeing?authuser=0</a></p> <p>Additional resources can be found at: <a href="https://dfemedia.blog.gov.uk/2021/02/01/mental-health-resources-for-children-parents-carers-and-school-staff/">https://dfemedia.blog.gov.uk/2021/02/01/mental-health-resources-for-children-parents-carers-and-school-staff/</a></p> |  |   |
| 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   | 6 | First-aid procedures should be carried out as normal, but with the use of additional appropriate Personal  |  | 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><b>direct contact with Covid-19</b></p>                                 | <p><b>6</b></p> | <p>Protective Equipment (PPE) by the First-aider, when requested by the first-aider.</p> <p>First-aiders are to be aware of the content of HSE guidance, 'First aid during the coronavirus (COVID-19) pandemic' at:<br/> <a href="https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm?utm_source=govdelivery&amp;utm_medium=email&amp;utm_campaign=coronavirus&amp;utm_term=textlink&amp;utm_content=first-aid-24-feb-21">https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm?utm_source=govdelivery&amp;utm_medium=email&amp;utm_campaign=coronavirus&amp;utm_term=textlink&amp;utm_content=first-aid-24-feb-21</a></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> |  | <p><b>3</b></p> |
| <p><b>Pupil drop off, collection and the use of school transport</b></p> | <p><b>Harm to users from direct and indirect contact with Covid-19</b></p> | <p><b>6</b></p> | <p>Pupils should not use home to school transport, or public transport, if they have symptoms of coronavirus (COVID-19).</p> <p>Staff and pupils should follow wider advice on face coverings outside of school, including on transport to and from school at:<br/> <a href="https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own">https://www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own</a></p>   |  | <p><b>3</b></p> |

# Combination Risk Assessment for Complex Hazards



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

## Risk Control

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

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