

# **Guide to restarting our schools 2020**



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## **The TRUE Learning Partnership**

*Poynton High School Version*

***Updated 2<sup>nd</sup> June 2020***

## Overview

The challenges over the last few weeks and months have been unprecedented. As we look forward over the next few months, we will face yet more, unique and never experienced before challenges and it is vital that we all work kindly, openly, honestly and with an ethical purpose.

There are 4 main areas of focus for the re-opening of our schools:

1. Emotional and mental health, support and safety of our staff; staff resocialisation
2. Emotional and mental health, support and safety of our students; student resocialisation
3. The four phases of re-starting the system:
  - a. Phase 1: **Pre-Opening Phase**
  - b. Phase 2: Initial Partial Opening for targeted students (**Partial-Targeted Phase**)
    - i. Year 10 School N 15<sup>th</sup> June - 3<sup>rd</sup> July
    - ii. Year 12 School S 6<sup>th</sup> July – 17<sup>th</sup> July
  - c. Phase 3: On-going reduced provision phase for all students (**Partial-Full Phase**)
    - i. Most likely to be September onwards
  - d. Phase 4: Full provision phase (**Full Return Phase**)
    - i. Date unknown; will be determined by central government and scientific evidence
4. The three practical operational phases would therefore be:
  - a. Pre-opening phase
  - b. Initial opening phase (active site management during the partial-targeted and partial-full phases)
  - c. On-going management phase (active site management during the partial-full and full-return phase)



In preparing the “TTLP Guide to Restarting our Schools” the following active consultation has been undertaken:

- a. Feedback from the joint trade union meetings between the General Secretaries of ASCL, NAHT, Unison, NEU, NASUWT, Government Associations and the Department for Education (national)
- b. Weekly meetings with Cheshire East Association of Secondary Head Teachers (regional)
- c. Regular meetings with primary school partner groups (including the PDA partnership)
- d. Weekly meetings with the regional trade union representatives of NEU, NASUWT and Unison
- e. Weekly meetings with Cheshire East Local Authority (regional)
- f. Assessment against key planning documentation published by trade unions, professional associations and the Department for Education
- g. Active consultation with staff of The TRUE Learning Partnership

- h. Active consultation with the governing bodies and the trust board of The TRUE Learning Partnership and their schools

## **Purpose**

The purpose for opening our schools is twofold:

1. Firstly, to ensure that we work safely, effectively and timely in order to ensure our young people are not disadvantaged educationally or emotionally and that their welfare and safety for years to come is not negatively impacted upon due to not being in school. For every day our children are out of school they are missing out of the fundamental building blocks of learning that will empower them to be successful global citizens in their years to come. We must re-engage our young people back into to our schools so we can educate them, nurture them, care for them and provide them with the inspiring, stable and celebratory environment they so desperately require.
2. To allow our society to repair. Our industry provides a vital service to our communities and it is through the power of education and school provision that we will start to rebuild our society and our communities. This does mean, in part, providing the daily capacity for families to return to work, but mainly this means a return to a community system where our schools are its central beating heart. Schools play a vital role in uniting and leading the communities they serve, we must all work together to rebuild our nation and our communities.

## **Pre-Opening Phase**

Aims of this phase:

- Establish a clean and safe environment in readiness for the re-opening of our schools
- Provide clear and effective communication and reassurance to our staff
- Provide clear and effective communication and reassurance to our students, pupils, parents and carers
- To effectively communicate with staff, parents and carers in regard to the following:
  - o effectiveness of our planning and preparation for wider opening of our schools
  - o effectiveness of our health and safety preparations in anticipation of the wider opening of our schools and our on-going health and safety management during the Partial-Targeted Phase
  - o clarity over expectations of a young person's learning experience while in school and the amount of time they will spend in school
  - o clarity over expectations of a young person's learning experience while in remote learning and the amount of feedback-observation-interaction that each child will receive for the remainder of the academic year

Within the pre-opening phase, a full risk assessment has been completed (see appendices for latest copy) and this will be assessed by:

- Local Governing Body
- The Board of Trustees
- Compliance UK (TTLP's Health and Safety Compliance Advisors)
- NASUWT Regional Health and Safety representative

**Please refer to "Guide to restarting our schools 2020: Pre-Opening Phase Checklist" document.**

## **Partial-Targeted Phase**

Government guidelines suggest that “...on 24 May the Prime Minister announced that secondary schools should plan on the basis that from the week commencing 15 June, they can invite year 10 and 12 pupils back into school for some face-to-face support with their teachers, subject to the government’s 5 tests being met.

We are asking secondary schools to offer this face-to-face support to supplement the remote education of year 10 and year 12 pupils, which should remain the predominant mode of education during this term for pupils in these year groups.

*Our assessment, based on the latest scientific and medical advice, is that we need to continue to control the numbers attending school to reduce the risk of increasing transmission. Therefore, schools are able to have a quarter of the year 10 and year 12 cohort (for schools with sixth forms) in school at any one time.”*

Aims of this phase:

- Provide effective in-school learning experiences within a safe and healthy environment to support remote education
- Provide effective remote-learning experiences within a supported and monitored environment and structure

The expectations of this phase are, from the 15<sup>th</sup> June onwards:

From 15 June, secondary schools are able to offer face-to-face support for up to a quarter of the year 10 and 12 cohort at any one time. Alongside this the government is asking secondary schools to:

- continue providing full-time provision for vulnerable pupils in all year groups (including year 10 and year 12)
- continue providing full-time provision for children of critical workers in all year groups (including year 10 and year 12)
- provide some face-to-face support to supplement the remote education of year 10 and year 12 pupils, with a clear expectation that remote education will continue to be the predominant form of education delivery for these year groups and that this should be of high quality
- continue to use best endeavours to support all other pupils remaining at home, making use of the available remote education support and ensuring a high quality offer

## Partial Targeted Phase Summary

### Key Principles:

1. The students will be split into three separate 'schools', namely:
  - a. School N (National) = Year 10
  - b. School H (Health) = Key Worker and Vulnerable Students (KWV)
  - c. School S (Service) = Year 12
2. Each school will work on the following basis:
  - a. School N (Year 10)
    - i. Students will be split into 4 groups of 60 and then split further into 8 groups
    - ii. Each group of 60 will attend once per week on either a Monday, Tuesday, Wednesday or Thursday
    - iii. Therefore each day will have four groups of 8 students and four groups of 7 students, i.e. 8 classes per day totalling 60 students
    - iv. Each class will receive 3 x 1hr30 face to face subject specific mentoring sessions
    - v. In total, each student will attend for 9 sessions over 3 days; same day for 3 consecutive weeks
    - vi. School N (Year 10) will run from Monday 15<sup>th</sup> June to Thursday 2<sup>nd</sup> July
    - vii. This will give every student a face to face subject specific mentoring session for every GCSE subject
  - b. School H (KWV)
    - i. School H will attend each day and follow the same structure as they have done since the start of the lockdown process.
    - ii. School H will be entirely held within the upper school block (see maps)
    - iii. A specific group of staff will support School H; this staff will not support schools' N or S.
  - c. School S (Sixth Form)
    - i. Students will be split into option blocks and each option block will happen on each day over a two week period. I.e. half of Option A students will attend Monday week 1, the other half Monday week 2, etc.
      1. Monday Week 1: half of Option A students
      2. Tuesday Week 1: half of Option B students
      3. Wednesday Week 1: half of Option C students
      4. Thursday Week 1: half of Option D students
      5. Friday Week 1: half of Option E students
      6. Monday Week 2: remaining half of Option A students
      7. Tuesday Week 2: remaining half of Option B students
      8. Wednesday Week 2: remaining half of Option C students
      9. Thursday Week 2: remaining half of Option D students
      10. Friday Week 2: remaining half of Option E students
    - ii. Some subjects cannot be split in to just 2 groups (i.e. they have more than 16 students in the class – student classes limited to max size 8) therefore it may be that we put on two groups on a particular day
    - iii. School S will run from Monday 6<sup>th</sup> July to Friday 17<sup>th</sup> July
    - iv. This will mean that each student will get one face to face subject specific mentoring session of 2 hours per A-Level or BTEC subject before the summer break.
3. Staff will be split into 'bubbles' where essentially 'the twain do not meet', i.e. staff will be allocated to the following systems:
  - a. School N then School S Monday Team, i.e. only on site one day per week on a Monday
  - b. School N then School S Tuesday Team, i.e. only on site one day per week on a Tuesday
  - c. School N then School S Wednesday Team, i.e. only on site one day per week on a Wednesday
  - d. School N then School S Thursday Team, i.e. only on site one day per week on a Thursday

- e. School H staff team, note: School H staff will only be expected to be on site one day per week
  - f. Support staff with hybrid 'in-school' and 'at-home' deployment
  - g. Entirely home based
4. Each school will exist within its own bubble, with separate:
- a. Entrance
  - b. Fire assembly point
  - c. Staff work areas
  - d. Computer rooms
  - e. Student classrooms
  - f. Start time, break time and finish times
  - g. Staff toilets
5. Each school will share the following:
- a. Medical referral room (i.e. if a medical need is required then students will be referred to the central location) and designated medical officer
  - b. Reprographics function, however work will be e-mailed and will then be printed and left on that member of staff's designated working desk (staff will NOT be allowed to go to reprographics to undertake their own printing)
  - c. Designated Safeguarding Lead, i.e. this will be the same person(s) for each school if a referral is required
  - d. SLT Lead. There will be a designated SLT lead for the whole site each day to which each individual school can refer into.

**Please note, only School H will be in school on a Friday to allow for further deep clean of main buildings**

### Overview of School N and School S Focus

School N is our provision for Year 10 students from Monday 15<sup>th</sup> June to Thursday 2<sup>nd</sup> July

School S is our provision for Year 12 students from Monday 6<sup>th</sup> July to Friday 17<sup>th</sup> July

The focus for each school is to be “subject specific mentoring”, i.e.:

- Curriculum taught remotely but subject discussions held face to face
- Students attend sessions with subject specific staff to discuss curriculum content, probe understanding through low stakes assessment and address misconceptions.
- Conversations within these settings will be used to inform future curriculum planning for groups
- Conversations within these settings will be used to inform remote learning
- Allowing for a sharp focus on identifying gaps in subject content and opportunity for teachers to immediately address key issues and misconceptions

School N is our provision for Year 10 students. This will involve those students coming into school for a ‘tutorial’ style contact in groups of 8. Students, in groups of 8, will have contact with a subject specialist in each of their courses (GCSEs and BTECs) where over a 2-hour period the member of staff will:

- Assess the learning gaps
- Assess the learning strengths
- Undertake some key support delivery to allow the students to progress rapidly
- Gain knowledge in order to inform planning for the students continued at home learning

### Overview School H (Health)

School H is our provision for Key Worker students. This will continue as per previous systems as this provision has been on-going since early March.

### Overview of PPE Allocations

The scientific evidence, and guidance from the DfE, is clear in that the priority areas for the management of personal safety is:

- Working in isolated groups (i.e. ‘bubble’ allocations)
- Washing of hands
- Sneezing and coughing into tissues and other personal hygiene practices
- Cleaning regimes within school
- Limiting contact (student – adult and adult – adult)
- Social distancing

There is no evidence to suggest that the wearing of face masks within the educational setting is required, however, available each day within the designated PPE pick up points for each school will be:

- Face masks
- Hand sanitizer
- Gloves

For medical care staff, and staff who may be exposed closely to a student then aprons and face shields will be made available.

In addition, all doors will be propped open by wedges in order to reduce handle contact.

## **Staffing availability expectations**

For staff who have health conditions the following hierarchy of allocation will be used:

- Underlying health conditions with the self-isolation letter (entirely remote-learning focussed; home based)
  - o these are classed as “clinically extremely vulnerable” and include those who:
    - have had a solid organ transplant – kidney, liver, pancreas, heart, or lung
    - are having treatments for some cancers
    - have severe long-term lung disease including cystic fibrosis and severe asthma
    - have rare diseases that increase their risk of infection
    - are on medication that compromises their immune system and so are much more likely to get infections and become seriously unwell from them
    - are pregnant with significant heart disease
- Underlying health conditions without the self-isolation letter (entirely remote-learning focussed; home based) and pregnant workers (entirely remote-learning focussed; home based).
  - o These staff are classed as “clinically vulnerable”, but not “extremely clinically vulnerable”. DfE guidance would suggest that “...they only attend an education or childcare setting if stringent social distancing can be adhered to”
  - o We are making the decision that for TTLP, these staff WILL NOT be requested to attend school site. If you feel this applies to you, please indicate this on the staff questionnaire return.
- Living with a partner or child with underlying health conditions with the self-isolation letter (entirely remote-learning focussed; home based)
- Living with a partner or child with underlying health conditions without the self-isolation letter (mainly remote-learning focussed, with limited in-school learning focussed)
- All other staff (maximum 50% in-school learning focussed, minimum remote-learning focussed; maximum 50% in school)
- Note: no member of support staff (except site team) will be in school for more than 50% of their contracted hours

Staff who have children in school, who are not in the targeted returning year groups (Reception, Year 1, Year 6, Year 10 and Year 12) will be expected to secure a place for their child at their child’s school as per the Critical Worker category requirements, i.e. you are a critical worker and therefore your child’s school will have a place for your child when you may not have alternative child care arrangements.



## School N Detail

Monday 15<sup>th</sup> June to Thursday 2<sup>nd</sup> July Year 10 (School N) provision

- 4 groups of 7 students
- 4 groups of 8 students
- Total 60 students
- Each group receives 3 sessions of face to face subject specific mentoring each day
- A member of staff will deliver 2 sessions of face to face subject specific mentoring to gauge progress and to tackle any emerging misconceptions
- Approximate number of staff each day in face to face delivery 16; but only ever a maximum of 8 in at any one point (see possible deployment below)

| <b>School N Timetable (Yr10)</b> |
|----------------------------------|
| Session 1: 9.30am – 11.00am      |
| Break: 11.00am – 11.30am         |
| Session 2: 11.30am – 1.00pm      |
| Lunch: 1.00pm – 1.30pm           |
| Session 3: 1.30pm – 3.00pm       |

Possible timetable deployment example:

| <b>Week 1</b> |   | Session 1: 9.30am – 11.00am | Session 2: 11.30am – 1.00pm | Session 3: 1.30pm – 3.00pm |
|---------------|---|-----------------------------|-----------------------------|----------------------------|
| Group 1       | 8 | Teacher 1                   | Teacher 8                   | Teacher 9                  |
| Group 2       | 8 | Teacher 2                   | Teacher 1                   | Teacher 10                 |
| Group 3       | 8 | Teacher 3                   | Teacher 2                   | Teacher 11                 |
| Group 4       | 8 | Teacher 4                   | Teacher 3                   | Teacher 12                 |
| Group 5       | 7 | Teacher 5                   | Teacher 4                   | Teacher 13                 |
| Group 6       | 7 | Teacher 6                   | Teacher 5                   | Teacher 14                 |
| Group 7       | 7 | Teacher 7                   | Teacher 6                   | Teacher 15                 |
| Group 8       | 7 | Teacher 8                   | Teacher 7                   | Teacher 16                 |

- 8 teachers attend for the AM sessions only (2 sessions)
- 8 teachers attend for the PM session only (1 session)

| <b>Week 2</b> |   | Session 1: 9.30am – 11.00am | Session 2: 11.30am – 1.00pm | Session 3: 1.30pm – 3.00pm |
|---------------|---|-----------------------------|-----------------------------|----------------------------|
| Group 1       | 8 | Teacher 16                  | Teacher 15                  | Teacher 7                  |
| Group 2       | 8 | Teacher 9                   | Teacher 16                  | Teacher 8                  |
| Group 3       | 8 | Teacher 10                  | Teacher 9                   | Teacher 1                  |
| Group 4       | 8 | Teacher 11                  | Teacher 10                  | Teacher 2                  |
| Group 5       | 7 | Teacher 12                  | Teacher 11                  | Teacher 3                  |
| Group 6       | 7 | Teacher 13                  | Teacher 12                  | Teacher 4                  |
| Group 7       | 7 | Teacher 14                  | Teacher 13                  | Teacher 5                  |
| Group 8       | 7 | Teacher 15                  | Teacher 14                  | Teacher 6                  |

- 8 teachers attend for the AM session only (2 sessions; previous week they did 1 session)
- 8 teachers attend for the PM session only (1 session; previous week they did 2 sessions)

Such a model would require 16 teaching staff in each day for one day per week. Thus requiring 64 staff available over the week (4 x 16)

In summary, teaching staff would be required to attend school for either 2/3 or a day or 1/3 day each week, on the same day. You might therefore for example be:

- Monday 15<sup>th</sup> June 9.30am – 11.00am session 1 delivery
- Monday 15<sup>th</sup> June 11.30am – 1.00pm session 2 delivery
- Monday 22<sup>nd</sup> June 1.30pm – 3.00pm session 3 delivery

- Monday 29<sup>th</sup> June 9.30am – 11.00am session 1 delivery
- Monday 29<sup>th</sup> June 11.30am – 1.00pm session 2 delivery

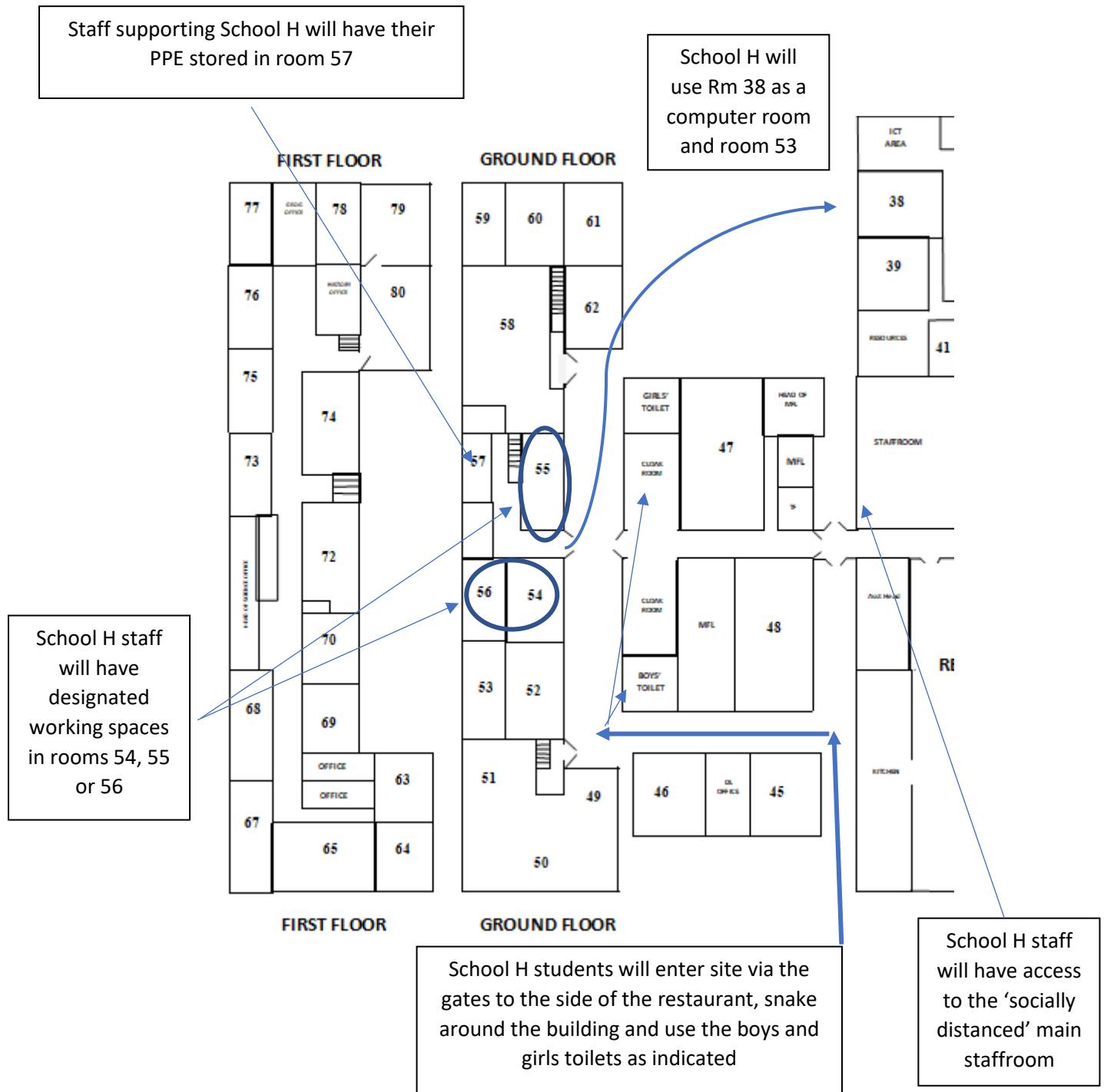
A similar timetable would be established for the School S (Yr12) delivery from Monday 6<sup>th</sup> July to Friday 17<sup>th</sup> July

**Please refer to the “In-School Staff deployment allocations” document to see which ‘school’ or role you have been assigned to.**

MGD and WRY will communicate the exact detail over which day you have been allocated and for which sessions by Friday 12<sup>th</sup> June.

### School H (Health) Key Worker/Vulnerable Maps

School H (KWV) will now move to being entirely held within the upper school building. They will have access to one computer room in the main building, room 38 (which they will use the external entrance door for)



School H students will go to the restaurant each day via the route marked out below. They will be confined within the restaurant to the areas highlighted.

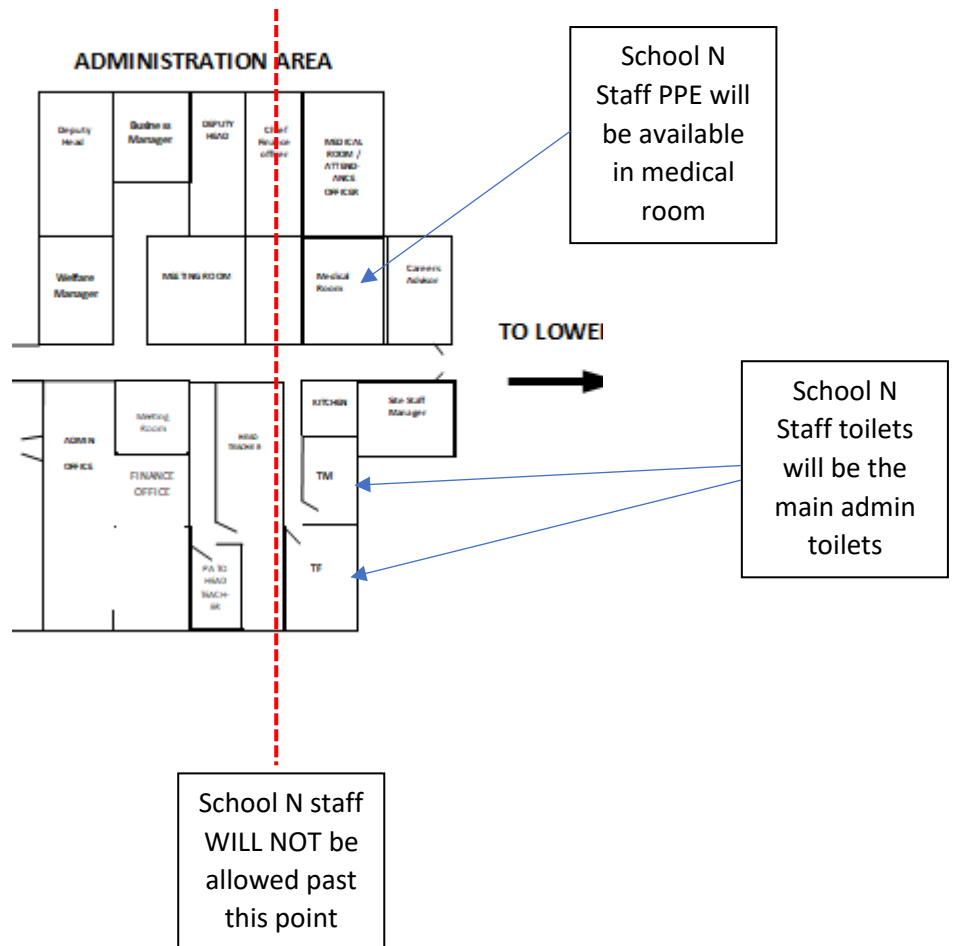
- Students will come down the main corridor, visiting the toilets for washing their hands, as indicated.
- They will use the first door to enter the restaurant (opposite staffroom door)
- They will be confined to the space to the side of the serving hatches



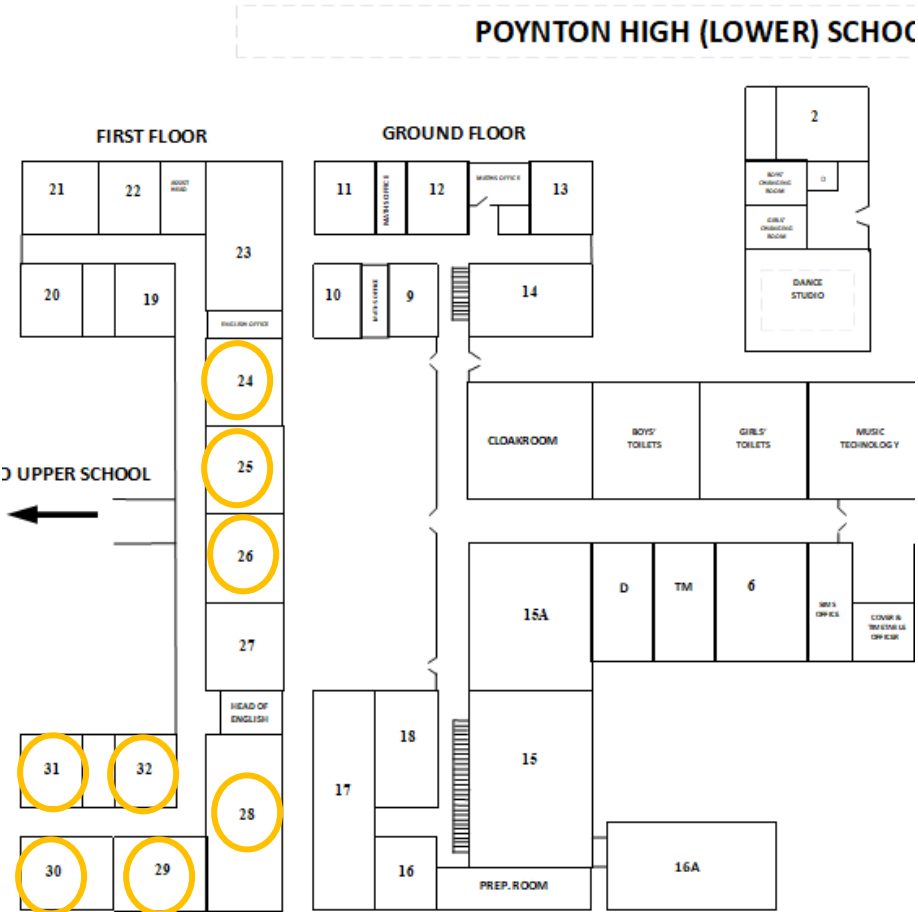
School H Staff will park Zone 3 car park and enter via the doors next to ADB's office



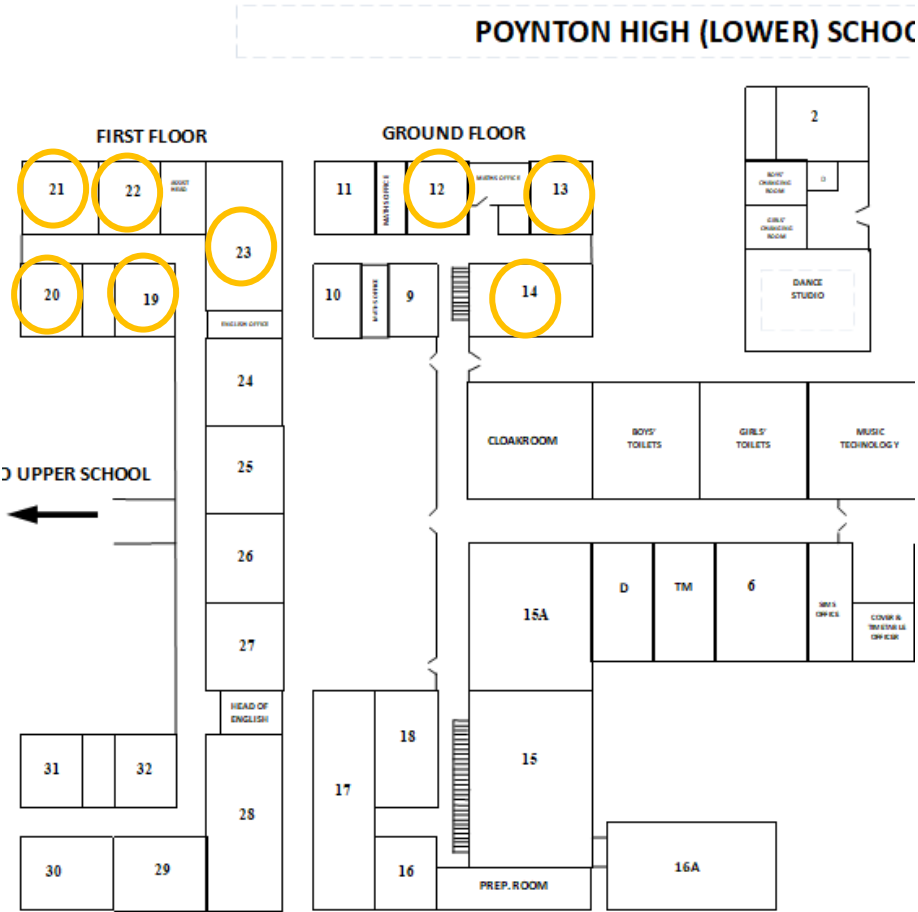
## School N (National) Year 10 Maps



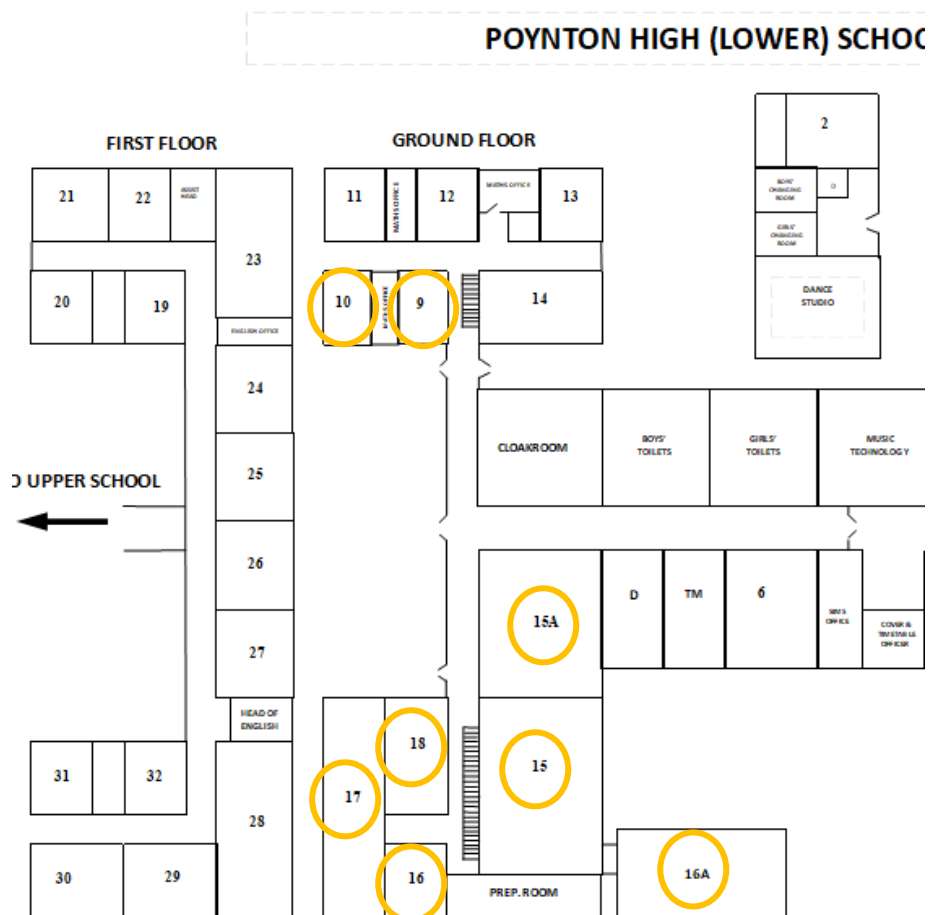
Monday School N Teaching Rooms:



Tuesday School N Teaching Rooms:



## Wednesday School N Teaching Rooms:



## Thursday School N Teaching Rooms:

### POYNTON HIGH (UPPER) SCHOOL LAYOUT



School N staff will be given a specific desk for working at if they require, these working spaces will be based in the following locations:

- Monday staff team = Top Floor Study Area, Sixth Form
- Tuesday staff team = Top Floor Study Area, Sixth Form
- Wednesday staff team = Rooms S01 and S02
- Thursday staff team = Rooms S03 and S05

Once we move from School N into School S we will transfer working spaces to the main building. Each member of staff will have their own 'name plate' set out on their allocated desk. It is not really expected that you will use this working space but it is there just in case you do wish to use it. You will only be required to attend in-school for the sessions you are delivering.



### Specific Notes: Special Educational Needs

Learning support SEND key focus:

- Each day 2 Learning Support Assistants will be based in School N (Yr10). They will be based entirely in Room 34. They will support any students who are withdrawn for additional needs and support.
- LSAs will have access to the PPE they require and/or feel comfortable with
- LSA's will have the facilities within Staffroom (computers have been socially distanced) to provide ongoing remote help to students working at home if their home IT set up does not allow effective support
- SEND Team will undertake individual assessment of the learning needs of Year 10 EHCP students before their potential re-introduction to school as part of School N
- If an LSA has the required IT set up at home, they will be able to facilitate the remote-learning provision under the direction of S Jackson and N Jackson

### Specific Notes: Medical Care Provision

The medical care provision will be based out of the library. This will give us a much greater sized room

Please note that the Medical Room is staffed and managed by a team of people with a variety of skills and backgrounds, some highly skilled medical professionals. The following list highlights the roles that the team members undertake in our school. It is very important at the time that specific language is used to describe the staff in this area.

- Sue Warburton – Teenage and family Worker/Mental Health co-ordinator /Safeguarding deputy.
- Sam Smith – First Aid officer
- Dorcas Whyte – First Aid Officer with additional training in medical first aid
- Hilary Booth – Support for First Aid officer with additional training in medical first aid.

### **Key Principles**

- The Medical Room will need to adapt practise in order to keep both students and staff as safe as possible during return to school during the ongoing Covid-19 pandemic
- Students should only use the Medical Room if they are acutely unwell, require medical attention or First Aid. Students should not be using the facility for ANY other reason.
- The Library and rooms 37 and 36A will be used to identify separate physical spaces for management /assessment of students (one for Non-Covid and one for students with Covid-19 symptoms) plus an area for students who need daily support e.g. Diabetic students.
- Any student who is presenting with a temperature and/or cough should be directed and seen immediately in an isolation room Rm36A. This is a separate physical space that has adequate external ventilation.
- If staff or young people become unwell on site with a new, continuous cough or a high temperature they will be sent home and advised to follow the staying at home guidance. (letter given to the person with the guidance along with the date when they can return)
- As per national guidance social distancing should be observed between Medical Room attendant and student
- If a student requires “hands on” medical care or first aid disposable PPE should be used for each individual student. Attending staff member should wear plastic disposable apron, surgical face mask or alternative and disposable gloves.

### **Day to Day Practice**

All Staff to be aware that the Medical/First room is only to be used in the following circumstances:

- If a student is visibly unwell, vomiting or fainting or has a known medical condition
- Displaying or complaining of covid symptoms

- Having received an injury sustained at school which requires first aid.

Each school (N-H-S) will have a fully stocked first aid kit for plasters and sundry items to avoid unnecessary movement around school.

If a student complains of anxieties, mental health issues or just concerns about their health relating to covid, please email their name and a brief note to the Welfare Leader for that Year and they will arrange to have a conversation with the student and refer to Sue Warburton if necessary.

Student must not be allowed to leave the classroom to go to the pastoral office.

Students will have to use hand sanitiser before they enter the Medical Room and once again when they leave they must wash hands for 2 minutes.

Students attending the Medical Room that require accompanying must only be accompanied by one member of staff or one other student (observing 2 metres social distancing at all times where (possible)

If a student is presenting with potential Covid-19 symptoms they will be asked to wait in isolation room until they can be seen. If there are more than one person waiting they will be spaced appropriately.

### **Students with diabetes**

Parents will be contacted ahead of return to review the care plan. An option if appropriate will be to ask for written consent for their child to self-monitor and test bloods wherever they may be in school and not to attend the Medical Room other than for emergency situation, anything listed above and any diabetic symptoms i.e. hypo and hyper blood levels. They may still store spare medication in the medical room.

Staff from the medical room will have set check in points with the students to monitor the care plan is working and does not need adapting.

### **SPECIFIC PROCEDURE IF A STUDENT OR STAFF PRESENTS WITH COVID-19 SYMPTOMS**

Medical Room staff member to call parent/carer and arrange immediate collection of the student

Advise parent/carer that student with symptoms should isolate for 7 days, and household members 14 days. (Guidance letter sent home with the student)

Ensure minimal interaction with student and wash hands after every contact

The student should remain in the isolation area.

Student belongings and waste should remain in the room

All waste should be double bagged and disposed of as clinical waste

The student should not be allowed to use communal toilet facilities. If toileting facilities are required

- Ensure corridor is quiet
- Escort them to the identified single use toilet ensuring a 2m distance is kept
- Ask them not to touch anything or anyone when walking to the toilet
- Ask them to wash their hands thoroughly after using the toilet
- Ensure the toilet is placed "Out of Use" and inform Site Team that it requires decontamination
- Escort back to the Isolation area
- Wash hands thoroughly

When parent/carer arrives, escort student out via the nearest exit.

Inform attendance lead (Hilary Booth) that student has left and what the isolation guidance is and minimum date of return. If a student arrives back in school prior to this date, then will immediately be sent home.

## IN AN EMERGENCY

In an emergency, the personal safety of student, bystanders and staff is the first priority during any resuscitation or first aid activity.

A member of staff must telephone immediately for ambulance assistance and ensure ambulance control are informed of the students' symptoms

Should a person suspected of Covid-19 collapse and require resuscitation, personal protective equipment (PPE) (gloves, eye protection, face masks, aprons) MUST be used

"hands-only CPR" can be used without the need for mouth-to-mouth breathing.

When performed early, "hands-only CPR" has been found to be as effective in increasing a victim's chance of survival as conventional CPR. Staff and students must be reminded to practice good personal hygiene after attending to an incident.

### **Students/staff returning after an absence**

Each student that has been absent requires a risk assessment over the phone prior to returning. The following questions must be answered. The medical team are available to undertake the risk assessment i.e. Sue Warburton, Sam Smith, Dorcas Whyte

- Do they have a condition whereby they should be social shielding or social distancing?
- Do they live with someone who is socially shielding or should be socially distancing?
- Are they considered a vulnerable student?

Knowing the answers to these questions will help risk assess whether individuals should return.

### **Cleaning of the Medical/First Aid room**

Ensure "regularly touched objects" are cleaned between each session of use – desks, handles, keyboards, light switches, seating, toilet areas

### **Medical Waste**

Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):

- Should be put in a plastic rubbish bag and tied when full.
- The plastic bag should then be placed in a second bin bag and tied.
- It should be put in a suitable and secure place and marked for storage until the individual's test results are known. (site staff to nominate room)

Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.

- if the individual tests negative, this can be put in with the normal waste
- if the individual tests positive, then store it for at least 72 hours and put in with the normal waste

If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment (Site Staff to manage this aspect)

### **Medical Tracking**

Keep an active tracker of who has symptoms/ who has the infection/who is self-isolating personally or as a family unit.

There may well be a contact tracing role too should the government decide to implement this technique nationally.

Agree communication with staff regarding students being sent home.

#### Specific Notes: Reprographics Support

Helen Grime and Kevin Sheehan will staff the reprographics room. They will be the only two members of staff allowed into that room.

Staff will e-mail their printing requirements to either Helen or Kevin with at least 48 hours' notice.

The printing will then be completed and delivered to the designated staff working desk for the member of staff requesting the work.

#### Specific Guidance Notes: Stationery

Students will be informed that they must bring all of their own stationary to their in-school sessions. No resources, other than packs of worksheets, will be handed over.

Each member of staff will ensure they have their own teaching and learning stationary resources (pens, whiteboard markers, etc.) If you do not have your own equipment, please e-mail Jenny Sykes and she will ensure you have a pack.

There will be no transfer of resources between student-student and student-staff, i.e. no use of glue pens, or shared pens, pencils, etc. The only transfer of resource will be any paper based handouts that the member of staff wishes to give to the student to take away.

#### Specific Guidance Notes: Adjustment to Behaviour Code

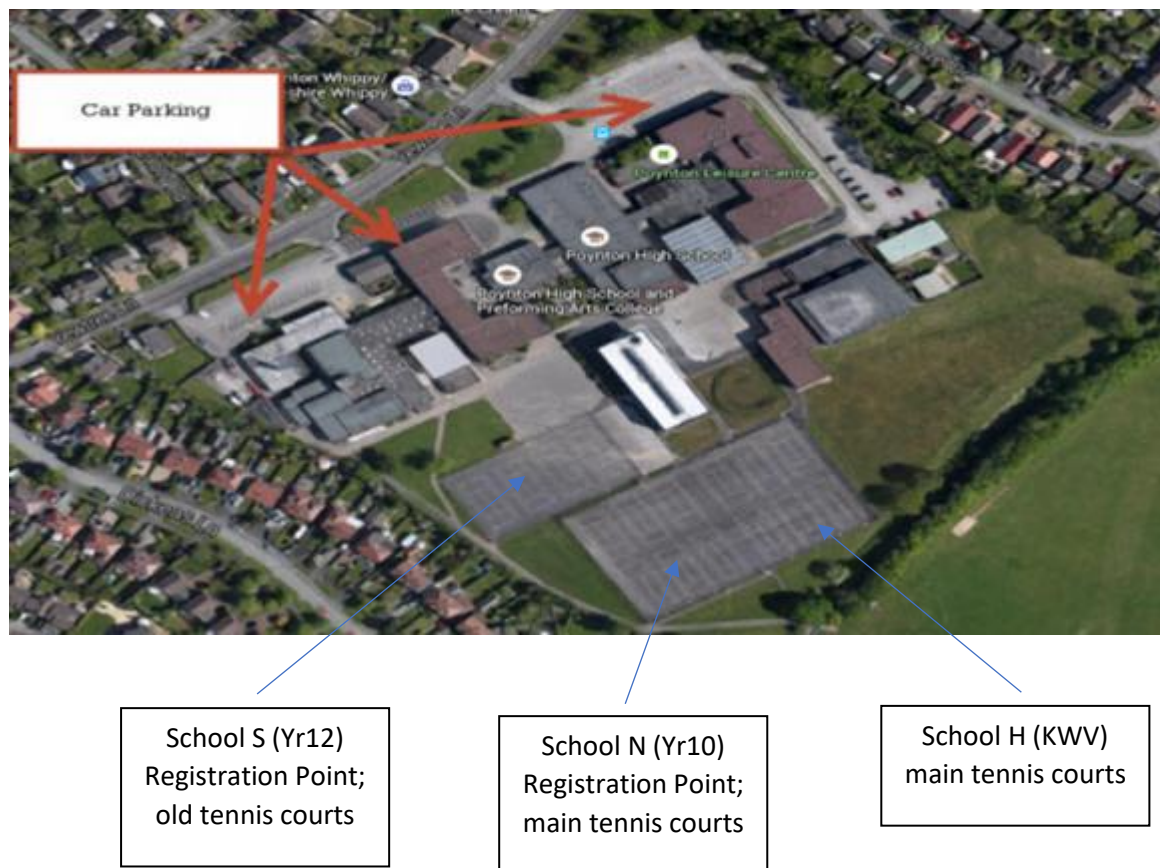
The Poynton-High-Expectations rewards and sanctions systems will continue throughout the Partial-Targeted phase. Catherine Holyland will produce a further set of examples which will give detail of additional scenarios that may arise given the current changes to standard operating procedures. For example:

- students who attend without appropriate stationary
- students who do not adhere strictly to the 2m social distancing rule (student – adult)
- students who do not adhere strictly to their 'bubble' zoned school
- students who do not adhere to the social distancing rule (student-student)
- Students who do not adhere to handwashing requirements

These, and other such scenarios, are presently under consultation with a group of staff and the professional associations and will be updated to staff in the staff meetings in week beginning 1<sup>st</sup> June.

## Fire Evacuation

The normal procedures for fire evacuation will be established with the exception of the registration points, as per the map below:



There are patches of yellow paint, 2m apart laid out on the tennis courts, students will stand on these patches to ensure social distancing of a fire evacuation.

Please note: doors will be open by wedges, staff to close the door by kicking the wedge as they pass through upon exiting of the building.

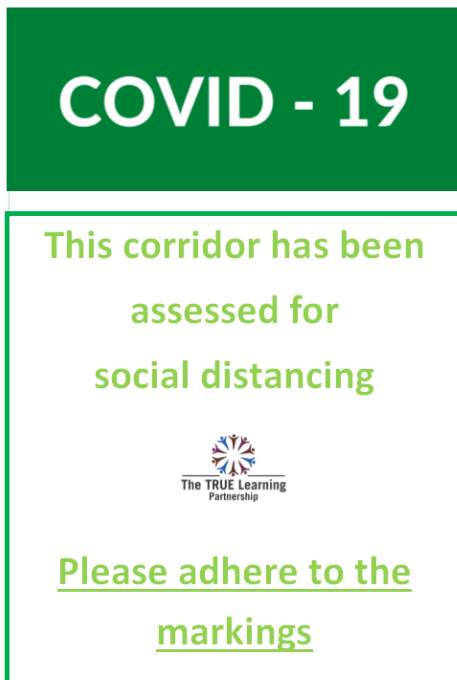
## Marking of Student Work

As a default, you will not collect in any physical pieces of work from students who are attending either of Schools N H or S. You will set work electronically, for students to submit electronically. If it is not possible to do, then you must store the marking in a clear plastic wallet and leave untouched for 72 hours before physically touching the resources that they are returning. Remember to wash hands and use gloves if you so require.

## Covid-19 Testing

TTLP is registered as an employer on the government portal for testing. Alison Ferneyhough will circulate details to all staff to support them if they need to secure a test.

| School N Timetable (Yr10)   | School H Timetable (KWV)   | School S Timetable (Yr12)  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
|---|--|--|-----------------------------|------------------|------------------------------|------------------|--------------------------------|------------------|-------------------------------|------------------|------------------------------|------------------|------------------------------|------------------|-------------------------------|------------------|---------------------------------|------------------|--------------------------------|------------------|------------------------------|------------------|
| Session 1: 9.30am – 11.00am   | Session 1: 8.45am – 9.25am   | Session 1: 10am – 12.00pm  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Break: 11.00am – 11.30am  | Session 2: 9.25am – 10.45am  | Lunch 12.00pm – 12.30pm  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Session 2: 11.30am – 1.00pm   | Break: 10.45am – 11.00am   | Session 2: 12.30pm – 2.30pm  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Lunch: 1.00pm – 1.30pm  | Session 3: 11.00am – 12.30pm   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Session 3: 1.30pm – 3.00pm  | Lunch: 12.30pm – 1.10pm  |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
|   | Session 4: 1.20pm – 2.10pm   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
|   | Session 5: 2.10pm – 3.00pm   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| <u>School N Detail</u><br>Students will attend for 3 x 1hr30 sessions per day.<br>Individual timetables will be established based on:<br><br>Students will attend for 3 consecutive weeks, on the same day each week. Thus giving them 9 sessions in total, one for each GCSE that they study.<br><br>1 x English Lang<br>1 x English Lit<br>1 x Maths<br>1 x RE<br>1 x Science<br>4 x options<br><br>• Total of 13.5 hours per student between 15 <sup>th</sup> June and 2 <sup>nd</sup> July.<br><br>Aim of sessions:<br>- Assess the learning gaps<br>- Assess the learning strengths<br>- Undertake some key support delivery to allow the students to progress rapidly<br>- Gain knowledge in order to inform planning for the students continued at home learning | <u>School H Detail</u><br>Students will continue with the timetable that has been set since mid-March, i.e.<br>Session 1 DVD<br>Session 2 On Line Learning<br>Session 3 On Line Learning<br>Session 4: Staff Specifically Planned Activity/Learning<br>Session 5: Staff Specifically Planned Activity/Learning | <u>School S Detail</u> <table><tr><td>Monday 6<sup>th</sup> July</td><td>2 x ½ x Option A</td></tr><tr><td>Tuesday 7<sup>th</sup> July</td><td>2 x ½ x Option B</td></tr><tr><td>Wednesday 8<sup>th</sup> July</td><td>2 x ½ x Option C</td></tr><tr><td>Thursday 9<sup>th</sup> July</td><td>2 x ½ x Option D</td></tr><tr><td>Friday 10<sup>th</sup> July</td><td>2 x ½ x Option E</td></tr><tr><td>Monday 13<sup>th</sup> July</td><td>2 x ½ x Option A</td></tr><tr><td>Tuesday 14<sup>th</sup> July</td><td>2 x ½ x Option B</td></tr><tr><td>Wednesday 15<sup>th</sup> July</td><td>2 x ½ x Option C</td></tr><tr><td>Thursday 16<sup>th</sup> July</td><td>2 x ½ x Option D</td></tr><tr><td>Friday 17<sup>th</sup> July</td><td>2 x ½ x Option E</td></tr></table><br>- Students will attend for full days made up of 2 x 2hr slots for the same option subject<br>- Groups will be split in half, e.g. half of Option A maths will attend on Monday 6 <sup>th</sup> July and the other half will attend on Monday 13 <sup>th</sup> July<br>- Each student will receive 4 hours face to face subject specific mentoring for each A-Level of BTEC subject | Monday 6 <sup>th</sup> July | 2 x ½ x Option A | Tuesday 7 <sup>th</sup> July | 2 x ½ x Option B | Wednesday 8 <sup>th</sup> July | 2 x ½ x Option C | Thursday 9 <sup>th</sup> July | 2 x ½ x Option D | Friday 10 <sup>th</sup> July | 2 x ½ x Option E | Monday 13 <sup>th</sup> July | 2 x ½ x Option A | Tuesday 14 <sup>th</sup> July | 2 x ½ x Option B | Wednesday 15 <sup>th</sup> July | 2 x ½ x Option C | Thursday 16 <sup>th</sup> July | 2 x ½ x Option D | Friday 17 <sup>th</sup> July | 2 x ½ x Option E |
| Monday 6 <sup>th</sup> July   | 2 x ½ x Option A   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Tuesday 7 <sup>th</sup> July  | 2 x ½ x Option B   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Wednesday 8 <sup>th</sup> July  | 2 x ½ x Option C   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Thursday 9 <sup>th</sup> July   | 2 x ½ x Option D   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Friday 10 <sup>th</sup> July  | 2 x ½ x Option E   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Monday 13 <sup>th</sup> July  | 2 x ½ x Option A   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Tuesday 14 <sup>th</sup> July   | 2 x ½ x Option B   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Wednesday 15 <sup>th</sup> July   | 2 x ½ x Option C   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Thursday 16 <sup>th</sup> July  | 2 x ½ x Option D   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |
| Friday 17 <sup>th</sup> July  | 2 x ½ x Option E   |  |                             |                  |                              |                  |                                |                  |                               |                  |                              |                  |                              |                  |                               |                  |                                 |                  |                                |                  |                              |                  |



These are examples of signs that we have established around school.

The large 2m banner will be placed around the 3 school entrances.

The corridor signs are placed 2m apart on the lower part of the walls to show 2 ms.

When a room has been assessed it has a sign on the door to confirm.





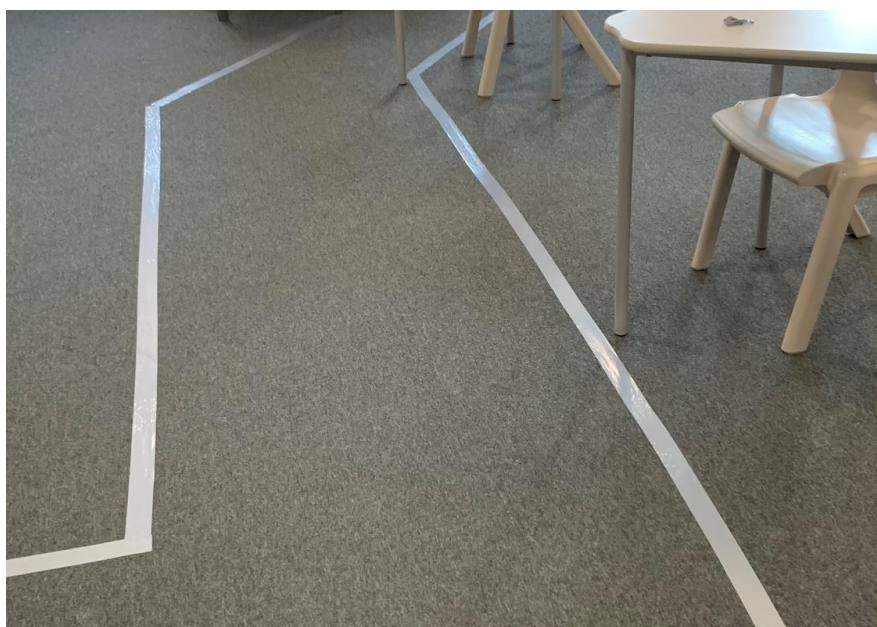
This room has been laid out with tables 2m apart and a 2m exclusion zone around the main whiteboard.



If the chairs are in the middle of the table then they are 2m apart. We have had 2m measuring sticks made up to support the assessments of distance.

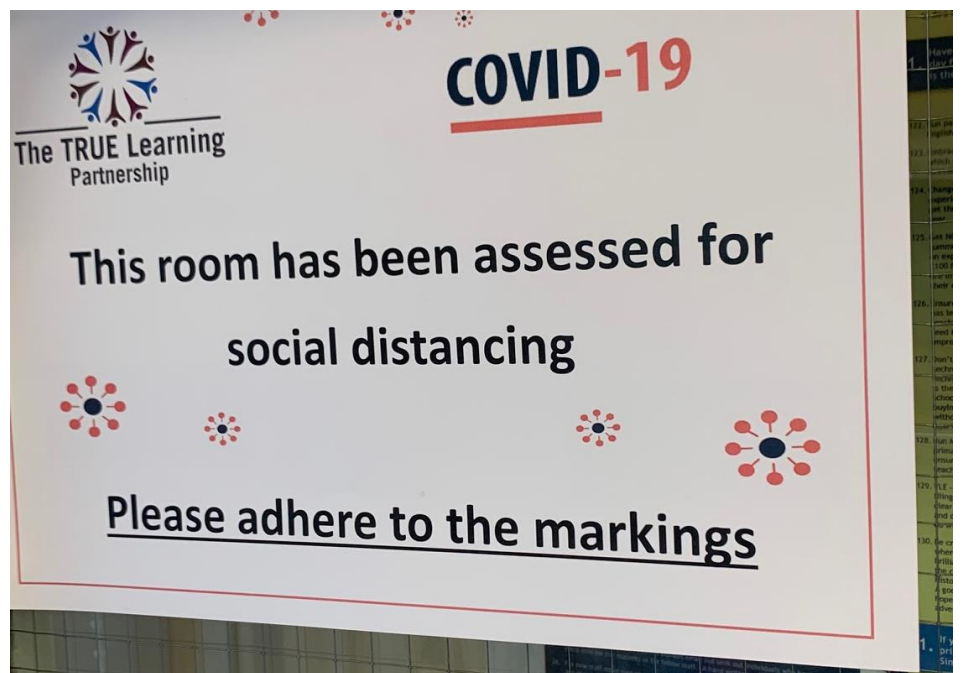


There are 2 lines at the front of the classroom, one gives 2m to the very front of the desk and the other gives 2m to where the student would be sat, thus creating a socially distanced space for when staff wish to write on the whiteboard.





When a room has been assessed and laid out a sign is put on the door to indicate this



We have on order floor signs like these to encourage social distancing.



We have on order 'TTLP Hooks'. You will use these, if you wish, to press buttons on pin card machines or to 'hook' things when you are out and about.

These were not purchased for school use but general supportive uses.



Staff will be given 3 lanyards so they can change them daily and recycle every 72 hours.

Note: no ties to be worn.



We have on order floor signs like these to encourage social distancing.

Let's all be  
safe and stay  
2m apart



## **Appendices**

The pages below contain the following risk assessments:

1. School Re-opening Risk Assessment
2. Office and Reception Staff Risk Assessment
3. Teaching Staff and Teaching Assistant Risk Assessment
4. Site Staff Risk Assessment

The TTLP Risk Assessments are established in conjunction with our compliance and health and safety contractors and advisors, Compliance Education.

The risk assessments will be 'signed off' and approved by both TTLP (J Sykes and D Waugh), Compliance Education and the NASUWT Health and Safety representative on Tuesday 9<sup>th</sup> June.



|                                |   |                            |                           |
|--------------------------------|---|----------------------------|---------------------------|
| <b>Area/Activity Assessed</b>  | School Reopening Risk Assessment – COVID-19 | <b>Date</b>                | 12 <sup>th</sup> May 2020 |
| <b>Assessment Completed By</b> | Compliance Education                        | <b>Person(s) Consulted</b> | Head Teacher              |

|                              |   |  |  |   |  |   |
|------------------------------|---|--|--|---|--|---|
| <b>Persons Exposed</b>       | Employees <input checked="" type="checkbox"/> | Contractor <input checked="" type="checkbox"/> | Young Person <input checked="" type="checkbox"/> | Expectant Mother <input type="checkbox"/> | Visitors and/or Public <input checked="" type="checkbox"/> | Trespassers <input type="checkbox"/>                |
| <b>Frequency of Exposure</b> | Continually <input type="checkbox"/>          | Hourly <input type="checkbox"/>                | Daily <input checked="" type="checkbox"/>        | Weekly <input type="checkbox"/>           | Monthly <input type="checkbox"/>                           | Yearly <input type="checkbox"/>                     |
| <b>Duration of Exposure</b>  | Less than 1hr <input type="checkbox"/>        | 1-2 hrs <input type="checkbox"/>               | 3-4 hrs <input type="checkbox"/>                 | 5-6 hrs <input type="checkbox"/>          | 7-8 hrs <input type="checkbox"/>                           | More than 8 hrs <input checked="" type="checkbox"/> |

Probability - (5=Very Likely, 4=Likely, 3= Quite Possible, 2= Possible, 1= Unlikely)  
 Severity - (5=Catastrophic, 4=Major, 3=Moderate, 2=Minor, 1=Insignificant)

0-8 - Low risk No Action Required.  
 9-15 - Medium risk Ensure adequate controls are in use.  
 16-25 - High Risk Stop operation and implement adequate control measures

| No | Hazard                          | Initial  |             |      | Existing Control Measures   | Residual |             |      | Additional Controls |
|----|---------------------------------|----------|-------------|------|---|----------|-------------|------|---------------------|
|    |                                 | Severity | Probability | Risk |   | Severity | Probability | Risk |                     |
| 1  | School reopening after lockdown | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>The school has been deep cleaned before reopening</li> <li>All staff are competent and instructed with regards to the procedures in place for the protection against infection from the risk of Covid-19.</li> <li>A school reopening plan has been created in line with current Government, Public Health and DfE guidelines.</li> </ul> <p><b>As part of the Governments guidelines (11/05/2020)</b></p> <ul style="list-style-type: none"> <li>All staff and children will have access to Coronavirus tests.</li> <li>A phased return will see some staff and pupils returning to school at the earliest date of the 1<sup>st</sup> June 2020.</li> <li>A strict guideline has been produced and will be implemented by the school as far as reasonably practicable. (See School Reopening Plan)</li> <li>If necessary, the school will liaise with Local Authority or Academy Trust if a school cannot meet the governments guidelines due to staff shortages or space within the school.</li> </ul> | 4        | 3           | 12   | Yes                 |

| No | Hazard            | Initial  |             |      | Existing Control Measures   | Residual |             |      | Additional Controls |
|----|-------------------|----------|-------------|------|---|----------|-------------|------|---------------------|
|    |                   | Severity | Probability | Risk |   | Severity | Probability | Risk |                     |
| 2  | Social Distancing | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>Social Distancing rules have been created anybody disobeying the rules will be disciplined.</li> <li>All staff and Pupils must practice social distancing. This includes etc: <ul style="list-style-type: none"> <li>Pupils desks and dining tables are at least 2 metres (6ft) apart.</li> <li>Movement around the school is kept to a minimum.</li> <li>Children and staff are placed into class groups.(pods)</li> <li>Class sizes will be reduced, keeping children in small groups without mixing with others.</li> <li>A COVID classroom capacity assessment have been carried out on each classroom and learning area to ascertain how many children and staff can occupy that space safely.</li> <li>Queuing 2 metres (6ft) apart</li> <li>Stagger drop-off and collection times</li> <li>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact</li> <li>Practical lesson plans are reviewed to ensure social distancing can be maintained.</li> <li>Lessons and activities which can take place outdoors are encouraged</li> <li>Break times are staggered.</li> <li>Staff and pupils are discouraged from gathering in large groups.</li> <li>Walking in single file on the left-hand side of the corridors.</li> <li>Visiting the toilet one after the other.</li> <li>If necessary, the school will liaise with Local Authority or Academy Trust if a school cannot meet the governments guidelines due to staff shortages or space within the school. This may mean children and/or staff being relocated to another school or asked to teach another age group.</li> </ul> </li> </ul> <p>See School Reopening Plan for further details on how the school are going to implement social distancing</p> | 4        | 3           | 12   | Yes                 |

| No | Hazard   | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|--|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |  | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
| 3  | Practicing Social Distancing with young people with an EHC plan or children of EYFS age. | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>Social Distancing rules are followed as far as reasonably practicable.</li> </ul> <p><b>Extra support.</b></p> <ul style="list-style-type: none"> <li>Pupils are encouraged to practice social distancing.</li> <li>Parents/Carers are asked to reinforce this message at home.</li> <li>Lesson plans/play activities are reviewed with social distancing in mind.</li> <li>Teaching support staff are instructed to wash their hands regularly and to avoid touching their face.</li> <li>Staff assistance is available to pupils who are having trouble wash their own hands.</li> </ul> <p><b>Nappy or Pad Changing</b></p> <ul style="list-style-type: none"> <li>Parents/carers are requested to ensure their child has a clean new nappy/pad on when they arrive at school. This is to minimise the number of nappy/pad changers throughout the day.</li> <li>Where possible staff are to stand side-on when changing nappies/pads and to wipe away from themselves.</li> <li>Suitable personal protective equipment is available<br/>Disposable gloves<br/>Fluid resistant type IIR surgical mask <b>Only</b> if you suspect the child may have coronavirus as you will be within the 2 metres social distancing rule.</li> <li>Once used all PPE is disposed of together with the nappy.</li> <li>Hands are washed before and after each nappy/pad change.</li> <li>Handwashing facilities are available i.e. hot water, soap, hand sanitiser, paper towels etc.</li> <li>Pregnant staff or staff with a low immune system must take care and use the precautions available when dealing with bodily fluids</li> <li>Where possible potty training should be implemented</li> </ul> | 4        | 3           | 12   | Yes                 |

| No | Hazard   | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|--|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |  | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
| 4  | Staff/Pupils showing signs of an Infectious Disease (coronavirus COVID-19) | 4        | 2           | 8    | <ul style="list-style-type: none"> <li>Staff, Visitors and Contractors are instructed not to attend school if they are displaying Coronavirus symptoms.</li> <li>Parents/Carers are instructed to monitor their child's health and should refrain from sending their child to school if they or themselves are displaying Coronavirus symptoms.</li> <li>Staff and Parents are asked to follow the advice of their GP and should self-isolate for 7 to 14 days.</li> <li>Where possible the infected person will be tested before being allowed to return to work/school.</li> </ul>   | 4        | 1           | 4    |                     |
| 5  | Staff/Pupil confirmed of having an Infectious Disease.                     | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>Staff and Parents/Carers are asked to notify the school immediately.</li> <li>The school will contact Public Health England and Compliance as soon as a member of staff or pupil has tested positive.</li> <li>The school will follow Public Health England's advice.</li> <li>Staff who have caught the infection will refrain from attending school and should self-isolate for 7 to 14 days.</li> <li>Parents/Carers are asked to keep their child off school and should self-isolate for 7 to 14 days.</li> <li>Staff and Parents are asked to follow the advice of their GP and/or Public Health England.</li> <li>Where possible the infected person will be tested before being allowed to return to work/school.</li> </ul> | 4        | 2           | 8    |                     |
| 6  | Staff/Pupils displaying symptoms during school hours                       | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>The Head Teacher and/or SLT will be notified immediately.</li> <li>Staff or pupils displaying symptoms of Coronavirus will be sent home</li> <li>Where necessary Parents/Carers will be contacted to arrange for their child to be collected.</li> <li>Where possible the child will be isolated away from other staff and pupils.</li> <li>Staff and pupils who have been in contact with the ill person will wash their hands thoroughly for 20 seconds.</li> <li>A suspected coronavirus letter will be sent home with each child and parents/cares are asked to monitor the health of their child.</li> </ul>   | 4        | 2           | 8    | Yes                 |



|   |   |   |   |    |  |   |   |   |  |
|---|---|---|---|----|--|---|---|---|--|
| 7 | Stopping the virus from spreading<br>Personal Hygiene | 4 | 3 | 12 | <p><b>Transmission</b></p> <ul style="list-style-type: none"> <li>The virus that causes COVID-19 is mainly transmitted through droplets generated when an infected person coughs or sneezes.</li> <li>This virus can be readily isolated from respiratory secretions.</li> <li>There are two routes by which COVID-19 can be spread: directly from close contact with an infected person (within 2 metres) where respiratory secretions can enter the eyes, mouth, nose or airways - this risk increases the longer someone has close contact with an infected person who has symptoms.</li> <li>Secondly, indirectly by touching a surface, object or the hand of an infected person that has been contaminated with respiratory secretions and then touching one's own mouth, nose, or eyes.</li> </ul> <p><b>Handwashing</b></p> <ul style="list-style-type: none"> <li>Handwashing is one of the most important ways of controlling the spread of infections,</li> <li>The recommended method is the use of liquid soap, warm water and paper towels.</li> <li>Always wash hands after using the toilet, before eating or handling food, and after handling animals.</li> </ul> <p><b>Coughing and sneezing</b></p> <ul style="list-style-type: none"> <li>Coughing and sneezing easily spread infections. Children and adults should be encouraged to cover their mouth and nose with a tissue.</li> <li>Wash hands after using or disposing of tissues.</li> <li>Spitting should be discouraged.</li> </ul> <p><b>Personal protective equipment (PPE).</b></p> <ul style="list-style-type: none"> <li>The correct PPE should be used when handling cleaning chemicals.</li> <li>PPE is worn as per the cleaning chemicals COSHH risk assessment or MSDS.</li> </ul> <p><b>Nappy or Pad Changing (PPE)</b></p> <ul style="list-style-type: none"> <li>Disposable gloves</li> <li>Fluid resistant type IIR surgical mask Only if you suspect the child may have coronavirus as you will be within 2 metres social distancing rule</li> </ul> | 4 | 1 | 4 |  |
|---|---|---|---|----|--|---|---|---|--|

|   |   |   |   |    |  |   |   |   |  |
|---|---|---|---|----|--|---|---|---|--|
| 8 | Stopping the virus from spreading<br>General Cleaning | 4 | 3 | 12 | <p><b>Cleaning of the environment,</b></p> <ul style="list-style-type: none"> <li>• The school is cleaned with normal household disinfectant.</li> <li>• All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including:</li> <li>• Objects which are visibly contaminated with body fluids.</li> <li>• All potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells</li> <li>• Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings.</li> <li>• Monitor cleaning contracts and ensure cleaners are appropriately trained with access to PPE</li> </ul> <p><b>Cleaning of blood and body fluid spillages.</b></p> <ul style="list-style-type: none"> <li>• All spillages of blood, faeces, saliva, vomit, nasal and eye discharges should be cleaned up immediately (always wear PPE).</li> <li>• When spillages occur, clean using a product that combines both a detergent and a disinfectant. Use as per manufacturer's instructions and ensure it is effective against bacteria and viruses and suitable for use on the affected surface.</li> <li>• Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below. A spillage kit should be available for blood spills.</li> </ul> <p><b>Laundry</b></p> <ul style="list-style-type: none"> <li>• Should be dealt with in a separate dedicated facility.</li> <li>• Soiled linen should be washed separately at the hottest wash the fabric will tolerate.</li> <li>• Wear PPE when handling soiled linen.</li> <li>• Children's soiled clothing should be bagged to go home, never rinsed by hand.</li> </ul> <p><b>Clinical waste.</b></p> <ul style="list-style-type: none"> <li>• Always segregate domestic and clinical waste, in accordance with local policy.</li> <li>• Used nappies/pads, gloves, aprons and soiled dressings should be stored in correct clinical waste bags in foot-operated bins.</li> </ul> | 4 | 1 | 4 |  |
|---|---|---|---|----|--|---|---|---|--|

| No | Hazard  | Initial  |             |      | Existing Control Measures   | Residual |             |      | Additional Controls |
|----|---|----------|-------------|------|---|----------|-------------|------|---------------------|
|    |   | Severity | Probability | Risk |   | Severity | Probability | Risk |                     |
|    |   |          |             |      | <ul style="list-style-type: none"> <li>All clinical waste must be removed by a registered waste contractor.</li> <li>All clinical waste bags should be less than two-thirds full and stored in a dedicated area.</li> </ul>   |          |             |      |                     |
| 9  | Failure to Deep Clean the school after a member of staff or child is suspected of having coronavirus COVID-19 | 4        | 3           | 12   | <b>Deep Cleaning.</b> <ul style="list-style-type: none"> <li>The school is cleaned with normal household disinfectant after someone with the suspected coronavirus COVID-19 has left to reduce the risk of others being infected.</li> <li>Where possible the area is closed and secure for 72 hours before the commencement of the deep cleaning.</li> <li>Suitable personal protective equipment is available Fluid resistant type IIR surgical mask<br/>Disposable gloves and apron<br/>Disposable eye protection (where there is a risk of splashing).</li> <li>Once used all PPE is disposed of</li> <li>Hands are washed before and after cleaning for at least 20 seconds.</li> <li>Handwashing facilities are available i.e. hot water, soap, hand sanitiser, paper towels etc.</li> <li>Pregnant staff or staff with a low immune system must take care and use the precautions available when dealing with bodily fluids</li> </ul> | 4        | 1           | 4    |                     |

|    |  |   |   |    |   |   |   |   |  |
|----|--|---|---|----|---|---|---|---|--|
| 10 | Stopping the virus from spreading<br>Deep Cleaning | 4 | 3 | 12 | <p><b>Cleaning of the environment,</b></p> <ul style="list-style-type: none"> <li>Public areas where a symptomatic individual has passed through and spent minimal time, such as corridors, but which are not visibly contaminated with body fluids can be cleaned thoroughly as normal.</li> <li>All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including:</li> <li>Objects which are visibly contaminated with body fluids</li> <li>All potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells</li> <li>Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings, following one of the options below:</li> <li>Use either a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine</li> <li>A household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants</li> <li>If an alternative disinfectant is used within the school, this should be checked and ensure that it is effective against enveloped viruses</li> <li>Avoid creating splashes and spray when cleaning.</li> <li>Any cloths and mop heads used must be disposed of and should be put into waste bags as outlined below.</li> <li>When items cannot be cleaned using detergents or laundered, for example,</li> <li>Upholstered furniture and mattresses, steam cleaning should be used.</li> <li>Any items that are heavily contaminated with body fluids and cannot be cleaned by washing should be disposed of.</li> <li>If possible, keep an area closed off and secure for 72 hours. After this time the amount of virus contamination will have decreased substantially, and you can clean as normal with your usual products.</li> </ul> <p><b>Laundry</b></p> | 4 | 1 | 4 |  |
|----|--|---|---|----|---|---|---|---|--|

| No | Hazard | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|--------|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |        | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
|    |        |          |             |      | <ul style="list-style-type: none"> <li>Wash items in accordance with the manufacturer's instructions. Use the warmest water setting and dry items completely. Dirty laundry that has been in contact with an unwell person can be washed with other people's items.</li> <li>Do not shake dirty laundry, this minimises the possibility of dispersing virus through the air.</li> <li>Clean and disinfect anything used for transporting laundry with your usual products, in line with the cleaning guidance above</li> </ul> <p><b>Clinical waste.</b></p> <ul style="list-style-type: none"> <li>Waste from possible cases and cleaning of areas where possible cases have been (including disposable cloths and tissues):</li> <li>1. Should be put in a plastic rubbish bag and tied when full.</li> <li>2. The plastic bag should then be placed in a second bin bag and tied.</li> <li>3. It should be put in a suitable and secure place and marked for storage until the individual's test results are known</li> <li>Waste should be stored safely and kept away from children. You should not put your waste in communal waste areas until negative test results are known or the waste has been stored for at least 72 hours.</li> <li>If the individual tests negative, this can be put in with the normal waste</li> <li>If the individual tests positive, then store it for at least 72 hours and put in with the normal waste</li> <li>If storage for at least 72 hours is not appropriate, arrange for collection as a Category B infectious waste either by your local waste collection authority if they currently collect your waste or otherwise by a specialist clinical waste contractor. They will supply you with orange clinical waste bags for you to place your bags into so the waste can be sent for appropriate treatment.</li> </ul> |          |             |      |                     |

| ACTION ARISING FROM RISK ASSESSMENT |             |  |                        |                       |                |
|-------------------------------------|-------------|--|------------------------|-----------------------|----------------|
| No                                  | Risk Rating | Action Required:   | Person (s) Responsible | Target Date           | Date Completed |
| 1                                   | Med         | <p>School is advised to create a reopening plan in line with current Government, Public Health and DfE guidelines. This Must include ways in which</p> <ul style="list-style-type: none"> <li>▪ Social Distancing can be maintained,</li> <li>▪ How Practical Lessons can be taught safely</li> <li>▪ The care of pupils on EHC plans or children of EYFS age can be maintained.</li> <li>▪ How EHC/EYFS lessons or play activities can be taught safely.</li> <li>▪ Deep Cleaning</li> <li>▪ Action Plan to deal with suspected Coronavirus cases.</li> </ul> | Head Teacher and SLT   | Before school reopens |                |
| 1                                   | Med         | Staff Training – The school is advised to provide staff training and instruction to all staff before the school is reopened to pupils. This training should be recorded to verify staff attending the training/instruction fully understand.   | Head Teacher and SLT   | Before school reopens |                |
| 2                                   | Med         | Social Distancing – The school is advised to create a set of social distancing rules that all staff and pupils should follow.  | Head Teacher and SLT   | Before school reopens |                |
| 3                                   | Med         | Social Distancing EHC plan or EYFS – The school is advised to liaise with the pupils teaching support staff and the pupils' parents to ensure all the child's needs are met.   | Head Teacher and SLT   | Before school reopens |                |
| 6                                   | Low         | Communication with Parents – The school is advised to create a Suspected Coronavirus Letter which should be sent out to all parents/carers if a member of staff or pupil were to take ill in school and was displaying Coronavirus symptoms. Parents/cares should be asked to monitor their child's health and to self-isolate if their child was to develop symptoms.   | Head Teacher and SLT   | Before school reopens |                |



**Acknowledgement**

The following members of staff have read this risk assessment.  
Their signatures are confirmation that they have read and understood all of that which is within its contents.

| Name | Signature | Date | Name | Signature | Date |
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|--------------------------------|-----------------------------------|----------------------------|---------------------------|
| <b>Area/Activity Assessed</b>  | Office/ Reception Staff- COVID-19 | <b>Date</b>                | 13 <sup>th</sup> May 2020 |
| <b>Assessment Completed By</b> | Karen Walsh                       | <b>Person(s) Consulted</b> |                           |

|                              |               |                                     |            |                                     |              |                                     |                  |                          |                        |                                     |                 |                                     |
|------------------------------|---------------|-------------------------------------|------------|-------------------------------------|--------------|-------------------------------------|------------------|--------------------------|------------------------|-------------------------------------|-----------------|-------------------------------------|
| <b>Persons Exposed</b>       | Employees     | <input checked="" type="checkbox"/> | Contractor | <input checked="" type="checkbox"/> | Young Person | <input checked="" type="checkbox"/> | Expectant Mother | <input type="checkbox"/> | Visitors and/or Public | <input checked="" type="checkbox"/> | Trespassers     | <input type="checkbox"/>            |
| <b>Frequency of Exposure</b> | Continually   | <input type="checkbox"/>            | Hourly     | <input type="checkbox"/>            | Daily        | <input checked="" type="checkbox"/> | Weekly           | <input type="checkbox"/> | Monthly                | <input type="checkbox"/>            | Yearly          | <input type="checkbox"/>            |
| <b>Duration of Exposure</b>  | Less than 1hr | <input type="checkbox"/>            | 1-2 hrs    | <input type="checkbox"/>            | 3-4 hrs      | <input type="checkbox"/>            | 5-6 hrs          | <input type="checkbox"/> | 7-8 hrs                | <input type="checkbox"/>            | More than 8 hrs | <input checked="" type="checkbox"/> |

Probability - (5=Very Likely, 4= Likely, 3= Quite Possible, 2= Possible, 1= Unlikely)  
 Severity - (5=Catastrophic, 4=Major, 3=Moderate, 2=Minor, 1=Insignificant)

0-8 - Low risk No Action Required.  
 9-15 - Medium risk Ensure adequate controls are in use.  
 16-25 - High Risk Stop operation and implement adequate control measures

| No | Hazard   | Initial  |             |      | Existing Control Measures   | Residual |             |      | Additional Controls |
|----|--|----------|-------------|------|---|----------|-------------|------|---------------------|
|    |  | Severity | Probability | Risk |   | Severity | Probability | Risk |                     |
| 1  | Staff showing signs or confirmed of having Coronavirus COVID-19  | 4        | 2           | 8    | <ul style="list-style-type: none"> <li>Staff are instructed <b>NOT</b> to attend school if they are displaying Coronavirus symptoms.</li> <li>Staff are asked to follow the advice of their GP and should self-isolate for 7 to 14 days.</li> <li>Where possible the infected person will be tested before being allowed to return to work or into any of our schools.</li> </ul>   | 4        | 1           | 4    |                     |
| 2  | Staff who have received medical advice regarding social distancing or shielding due to underlying health condition | 4        | 4           | 16   | <ul style="list-style-type: none"> <li>Staff who have been instructed to shield will work from home.</li> <li>Staff will follow the advice given to them by their General Practitioner.</li> <li>Staff have a responsibility to keep their manager informed of any changes to their condition or the advice given to them by their General Practitioner.</li> <li>The Head Teacher will review each individual case to ensure all necessary precautions are in place to protect the member of staff.</li> <li>Temporary adjustments when necessary will be put in place.</li> </ul> | 4        | 2           | 8    |                     |



| No | Hazard  | Initial  |             |      | Existing Control Measures   | Residual |             |      | Additional Controls |
|----|---|----------|-------------|------|---|----------|-------------|------|---------------------|
|    |   | Severity | Probability | Risk |   | Severity | Probability | Risk |                     |
| 3  | Staff displaying symptoms during school hours | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>The Head Teacher and/or SLT will be notified immediately.</li> <li>Staff displaying symptoms of Coronavirus will be sent home.</li> <li>All Staff and pupils who have been in contact with the ill person will wash their hands thoroughly for 20 seconds.</li> <li>A suspected coronavirus letter will be sent home with each child and parents/cares are asked to monitor the health of their child.</li> </ul>  | 4        | 2           | 8    |                     |
| 4  | Social Distancing in school                   | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>All staff <b>MUST</b> practice social distancing. This includes etc: <ul style="list-style-type: none"> <li>Following all temporary alterations to the school routine and procedures that have been implemented by the school SLT to protect both the staff and pupils.</li> <li>Protective screen installed to desk area if no protection is already in place.</li> <li>Staff are required to wash their hands for 20 seconds regularly throughout the day.</li> <li>To prevent cross contamination, All tools and equipment will be disinfected after use.</li> <li>Where possible staff will refrain from stooping down to a child's height and avoid close face to face contact.</li> <li>Staff are instructed to maintain a 2 metres (6ft) distance at all times.</li> <li>Floor markings in place to promote the 2-metre distancing advice.</li> <li>Staff are discouraged from gathering in large groups.</li> <li>All maintenance and repair jobs are scheduled outside of school hours.</li> <li>Non-essential visits to be limited.</li> </ul> </li> </ul> | 4        | 2           | 8    |                     |

| No | Hazard                        | Initial  |             |      | Existing Control Measures   | Residual |             |      | Additional Controls |
|----|-------------------------------|----------|-------------|------|---|----------|-------------|------|---------------------|
|    |                               | Severity | Probability | Risk |   | Severity | Probability | Risk |                     |
| 5  | Cleaning up of bodily fluids. | 3        | 3           | 9    | <ul style="list-style-type: none"> <li>Suitable PPE have been provided by the school (cover shoes, disposable apron/gloves, facemask and goggles)</li> <li>The Body fluid clean-up kit is used to clean up the substance.</li> <li>All waste and contaminated cleaning up materials are double bagged and disposed of</li> <li>The area is cleaned</li> </ul> | 3        | 1           | 3    |                     |

| No | Hazard  | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|---|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |   | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
| 6  | Stopping the virus from spreading<br>Personal Hygiene | 4        | 3           | 12   | <p><b>Transmission</b></p> <ul style="list-style-type: none"> <li>The virus that causes COVID-19 is mainly transmitted through droplets generated when an infected person coughs or sneezes.</li> <li>This virus can be readily isolated from respiratory secretions.</li> <li>There are two routes by which COVID-19 can be spread: directly from close contact with an infected person (within 2 metres) where respiratory secretions can enter the eyes, mouth, nose or airways - this risk increases the longer someone has close contact with an infected person who has symptoms.</li> <li>Secondly, indirectly by touching a surface, object or the hand of an infected person that has been contaminated with respiratory secretions and then touching one's own mouth, nose, or eyes.</li> </ul> <p><b>Handwashing</b></p> <ul style="list-style-type: none"> <li>Handwashing is one of the most important ways of controlling the spread of infections,</li> <li>The recommended method is the use of liquid soap, warm water and paper towels.</li> <li>Always wash hands after using the toilet, before eating or handling food, and as soon as you enter and before you leave site.</li> </ul> <p><b>Coughing and sneezing</b></p> <ul style="list-style-type: none"> <li>Coughing and sneezing easily spread infections. Children and adults should be encouraged to cover their mouth and nose with a tissue.</li> <li>Wash hands after using or disposing of tissues.</li> <li>Spitting should be discouraged.</li> </ul> <p><b>Personal protective equipment (PPE).</b></p> <ul style="list-style-type: none"> <li>PPE will be provided and worn where necessary.</li> </ul> <p><b>After School visit</b></p> <ul style="list-style-type: none"> <li>Upon returning home all staff are instructed to change out of their work clothing and shower.</li> </ul> | 4        | 1           | 4    |                     |

| No | Hazard                               | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|--------------------------------------|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |                                      | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
| 7  | Work related stress                  | 3        | 3           | 9    | <ul style="list-style-type: none"> <li>All staff receive regular supervision/development reviews where workload, etc., can be discussed</li> <li>There is an open-door policy so that staff can approach their manager to discuss any potential stress factors</li> <li>Stress assessments and awareness training is available for those identified as at risk, or for staff members who feel it would be beneficial.</li> </ul>   | 3        | 1           | 3    |                     |
| 8  | Fire Equipment                       | 5        | 3           | 15   | <ul style="list-style-type: none"> <li>Fire Risk Assessment completed in accordance with the Regulatory Reform (Fire Safety) Order 2005.</li> <li>All alarm and emergency lighting systems are maintained by appointed competent contractor.</li> <li>COVID-19 risk assessments are requested and checked before contractors are allowed on site.</li> <li>The School Caretaker/Site Manger is responsible for checking all Fire Detection Equipment within the building(s) as per the school fire logbook.</li> <li>Regular fire evacuation drills are practiced termly as a minimum</li> <li>Caretakers/Site Managers are trained</li> <li>Smoking prohibited in the building in line with current legislation.</li> </ul> | 5        | 1           | 5    |                     |
| 9  | Electricity and electrical equipment | 5        | 3           | 15   | <ul style="list-style-type: none"> <li>Fixed electrical installation inspected.</li> <li>PAT testing up to date</li> <li>A Residual Current Device (RCD) is used when necessary.</li> <li>Extension reels are fully unwound before use.</li> <li>All equipment is maintained and subject to regular checks as instructed in the manufacture's guidelines.</li> <li>Daily visual checks are completed by Staff, any defective or damaged equipment is taken out of use until fixed or replaced.</li> <li>All electric cables are stored away under workstations, this prevents any cables from being pulled and becoming defective.</li> <li>Staff familiar with equipment used.</li> </ul>                                   | 5        | 1           | 5    |                     |

| No | Hazard   | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|--|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |  | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
| 10 | Manual Handling – carrying, lifting, pulling, pushing heavy loads e.g. furniture, PCs, stationary<br><br><i>Staff - could suffer from back pain if heavy/bulky objects carried incorrectly</i> | 3        | 4           | 12   | <ul style="list-style-type: none"> <li>Manual Handling is avoided wherever possible; staff are advised never to lift anything beyond their capabilities.</li> <li>The top shelves are used for storage of light objects only.</li> <li>Lifting aids are used when needed.</li> </ul>   | 3        | 2           | 6    |                     |
| 11 | DSE<br><br><i>Staff - may suffer from upper limb disorders (associated with repetitive actions) from regular PC use or suffer from eyestrain/headache if lighting/screen image is poor</i>     | 3        | 4           | 12   | <ul style="list-style-type: none"> <li>Necessary intervention is acted upon.</li> <li>Any problems identified prompt a full assessment with the findings reported to the head teacher, and arrangements are made for remedial action to be taken.</li> <li>Work scheduled so that staff have regular breaks from the computer.</li> <li>DSE assessments carried out previously.</li> <li>Training in new software use provided as necessary.</li> </ul>  | 3        | 2           | 6    |                     |
| 12 | Use of COSHH chemicals and materials   | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>All staff members who use COSHH materials have received training in the safe use.</li> <li>COSHH risk assessments/Material Data Sheets are available for all materials used and have been shared with the staff concerned.</li> <li>COSHH materials are never mixed together.</li> <li>When diluting a COSHH substance, the substance is always added to the water rather than the other way around.</li> <li>PPE is worn in accordance with COSHH risk assessments and MSDS.</li> <li>All COSHH materials are stored in a secure place (e.g. locked cupboard or storeroom) away from unauthorised persons</li> </ul> | 4        | 1           | 4    |                     |

| No | Hazard  | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|---|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |   | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
| 13 | Unauthorised Access/Personal Attack/Conflict with Parents and Children<br><br><i>Including unauthorised access to building.</i>                               | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>Staff are aware of any volatile families and deal with them as advised by head.</li> <li>Means of raising the alarm available.</li> <li>Security glass in place.</li> <li>Door release inside reception.</li> <li>Only staff have access keys.</li> <li>CCTV in operation.</li> <li>Electronic signing in is in place.</li> </ul> | 4        | 2           | 8    |                     |
| 14 | Environmental hazards<br>a) Thermal Comfort<br><br><i>Staff – may feel too hot/cold or suffer other general discomfort</i>                                    | 2        | 3           | 6    | <ul style="list-style-type: none"> <li>Building temperatures kept to a comfortable temperature as possible with supplementary heating/cooling available when necessary.</li> <li>Offices are adequately ventilated</li> </ul>  | 2        | 1           | 2    |                     |
|    | b) Space<br><br><i>Staff and others contact with furniture if insufficient space to move around</i>   | 2        | 3           | 6    | <ul style="list-style-type: none"> <li>Space provided is sufficient to enable free movement around the office, and for carrying out tasks.               <ul style="list-style-type: none"> <li>Individual space requirements are re-considered when additional equipment furniture is acquired.</li> </ul> </li> </ul>  | 2        | 2           | 4    |                     |
|    | c) Lighting<br><br><ul style="list-style-type: none"> <li>Staff and others – may suffer eyestrain if lighting is insufficient or of the wrong type</li> </ul> | 3        | 2           | 6    | <ul style="list-style-type: none"> <li>Lighting levels sufficient for the room, tasks undertaken and glare is minimised.</li> </ul>  | 3        | 1           | 3    |                     |

| ACTION ARISING FROM RISK ASSESSMENT |             |                  |                        |             |                |
|-------------------------------------|-------------|------------------|------------------------|-------------|----------------|
| No                                  | Risk Rating | Action Required: | Person (s) Responsible | Target Date | Date Completed |
|                                     |             |                  |                        |             |                |
|                                     |             |                  |                        |             |                |
|                                     |             |                  |                        |             |                |
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|                                     |             |                  |                        |             |                |

**Acknowledgement**

The following members of staff have read this risk assessment.  
Their signatures are confirmation that they have read and understood all of that which is within its contents.

| Name | Signature | Date | Name | Signature | Date |
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|--------------------------------|---|----------------------------|---------------------------|
| <b>Area/Activity Assessed</b>  | Teaching and Teaching Assistant Staff– COVID-19 | <b>Date</b>                | 11 <sup>th</sup> May 2020 |
| <b>Assessment Completed By</b> | Gillian Marshall                                | <b>Person(s) Consulted</b> |                           |

|                              |               |                                     |            |                                     |              |                                     |                  |                          |                        |                                     |                 |                                     |
|------------------------------|---------------|-------------------------------------|------------|-------------------------------------|--------------|-------------------------------------|------------------|--------------------------|------------------------|-------------------------------------|-----------------|-------------------------------------|
| <b>Persons Exposed</b>       | Employees     | <input checked="" type="checkbox"/> | Contractor | <input checked="" type="checkbox"/> | Young Person | <input checked="" type="checkbox"/> | Expectant Mother | <input type="checkbox"/> | Visitors and/or Public | <input checked="" type="checkbox"/> | Trespassers     | <input type="checkbox"/>            |
| <b>Frequency of Exposure</b> | Continually   | <input type="checkbox"/>            | Hourly     | <input type="checkbox"/>            | Daily        | <input checked="" type="checkbox"/> | Weekly           | <input type="checkbox"/> | Monthly                | <input type="checkbox"/>            | Yearly          | <input type="checkbox"/>            |
| <b>Duration of Exposure</b>  | Less than 1hr | <input type="checkbox"/>            | 1-2 hrs    | <input type="checkbox"/>            | 3-4 hrs      | <input type="checkbox"/>            | 5-6 hrs          | <input type="checkbox"/> | 7-8 hrs                | <input type="checkbox"/>            | More than 8 hrs | <input checked="" type="checkbox"/> |

Probability - (5=Very Likely, 4=Likely, 3= Quite Possible, 2= Possible, 1= Unlikely)  
 Severity - (5=Catastrophic, 4=Major, 3=Moderate, 2=Minor, 1=Insignificant)

0-8 - Low risk No Action Required.  
 9-15 - Medium risk Ensure adequate controls are in use.  
 16-25 - High Risk Stop operation and implement adequate control measures

| No | Hazard   | Initial  |             |      | Existing Control Measures   | Residual |             |      | Additional Controls |
|----|--|----------|-------------|------|---|----------|-------------|------|---------------------|
|    |  | Severity | Probability | Risk |   | Severity | Probability | Risk |                     |
| 1  | Staff showing signs or confirmed of having Coronavirus COVID-19  | 4        | 2           | 8    | <ul style="list-style-type: none"> <li>Staff are instructed <b>NOT</b> to attend school if they are displaying Coronavirus symptoms.</li> <li>Staff are asked to follow the advice of their GP and should self-isolate for 7 to 14 days.</li> <li>Where possible the infected person will be tested before being allowed to return to work or into any of our schools.</li> </ul>   | 4        | 1           | 4    |                     |
| 2  | Staff who have received medical advice regarding social distancing or shielding due to underlying health condition | 4        | 4           | 16   | <ul style="list-style-type: none"> <li>Staff who have been instructed to shield will work from home.</li> <li>Staff will follow the advice given to them by their General Practitioner.</li> <li>Staff have a responsibility to keep their manager informed of any changes to their condition or the advice given to them by their General Practitioner.</li> <li>The Head Teacher will review each individual case to ensure all necessary precautions are in place to protect the member of staff.</li> <li>Temporary adjustments when necessary will be put in place.</li> </ul> | 4        | 2           | 8    |                     |

| No | Hazard  | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|---|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |   | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
| 3  | Staff displaying symptoms during school hours | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>The Head Teacher and/or SLT will be notified immediately.</li> <li>Staff displaying symptoms of Coronavirus will be sent home.</li> <li>All Staff and pupils who have been in contact with the ill person will wash their hands thoroughly for 20 seconds.</li> <li>A suspected coronavirus letter will be sent home with each child and parents/cares are asked to monitor the health of their child.</li> </ul>   | 4        | 2           | 8    |                     |
| 4  | Social Distancing in school                   | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>All staff <b>MUST</b> practice social distancing. This includes etc: <ul style="list-style-type: none"> <li>Following all temporary alterations to the school routine and procedures that have been implemented by the school SLT to protect both the staff and pupils.</li> <li>Staff are required to wash their hands for 20 seconds regularly throughout the day.</li> <li>To prevent cross contamination, Laptops, schoolbooks and paperwork should not be taken home.</li> <li>If it is deemed necessary, all appliances and bags should be disinfected.</li> <li>Where possible teachers will refrain from stooping down to the child's height and avoid close face to face contact.</li> <li>Teachers are instructed to maintain a 2 metres (6ft) distance at all times.</li> <li>Staff are discouraged from gathering in large groups</li> <li>See COVID Reopening Risk Assessment</li> </ul> </li> </ul> | 4        | 2           | 8    |                     |

|   |   |   |   |    |  |  |  |  |
|---|---|---|---|----|--|--|--|--|
| 5 | Practicing Social Distancing with young people with an EHC plan or children of EYFS age | 4 | 3 | 12 | <ul style="list-style-type: none"> <li>Social Distancing rules are followed as far as reasonably practicable.</li> </ul> <p><b>Extra support.</b></p> <ul style="list-style-type: none"> <li>Pupils are encouraged to practice social distancing.</li> <li>Parents/Carers are asked to reinforce this message at home.</li> <li>Lesson plans/play activities are reviewed with social distancing in mind.</li> <li>Teaching support staff are instructed to wash their hands regularly and to avoid touching their face.</li> <li>Staff assistance is available to pupils who are having trouble wash their own hands.</li> </ul> <p><b>Nappy or Pad Changing</b></p> <ul style="list-style-type: none"> <li>Parents/carers are requested to ensure their child has a clean new nappy/pad on when they arrive at school. This is to minimise the number of nappy/pad changers throughout the day.</li> <li>Where possible staff are to stand side-on when changing nappies/pads and to wipe away from themselves.</li> <li>Suitable personal protective equipment is available Disposable gloves</li> <li>Fluid resistant type IIR surgical mask Only if you suspect the child may have coronavirus as you will be within the 2 metres social distancing rule.</li> <li>Once used all PPE is disposed of together with the nappy.</li> <li>Hands are washed before and after each nappy/pad change.</li> <li>Handwashing facilities are available i.e. hot water, soap, hand sanitiser, paper towels etc.</li> <li>Pregnant staff or staff with a low immune system must take care and use the precautions available when dealing with bodily fluids</li> <li>Where possible potty training should be implemented</li> </ul> |  |  |  |
|---|---|---|---|----|--|--|--|--|

| No | Hazard  | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|---|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |   | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
| 6  | Practicing Social Distancing with young people with an EHC plan<br>"One to One Tuition" | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>Each pupils' needs are evaluated to ensure that staff and the child safety is at the forefront of every decision.</li> <li>Prior knowledge of the pupil's behaviour must be made known to the teacher who carries out the one-one (e.g. information from other schools, social worker, parents etc.).</li> <li>Experienced and trained teaching staff will be used for children who have known behavioural/violent tendencies/issues.</li> <li>The teaching spaces used for session is bright and well ventilated with minimal or no distractions.</li> <li>Seating should be arranged so that both parties have an easily accessible exit route should they require it.</li> <li>The teacher will keep a professional and social distance whilst taking the session.</li> <li>If the pupil is known for extreme behavioural issues, a system for regular checks to be carried out by a third party will be put in place.</li> <li>Classroom doors will remain open if staff have issues with potential accusations from pupils.</li> <li>Non-scheduled breaks may be taken to enable both parties "time out" if required.</li> <li>Teachers who work with potentially violent pupils should consider receiving appropriate training (e.g. Conflict resolution, Team Teach, Positive handling etc.).</li> <li>Where possible teachers will refrain from stooping down to the child's height and avoid close face to face contact.</li> <li>If at any time the teacher feels threatened or at risk, then the session is ended, and the teacher's line manager informed.</li> <li>Any incidents that do occur will be documented and investigated as per the school's local procedure.</li> </ul> | 4        | 1           | 4    |                     |

**Risk Assessment**

Risk Assessment No: Activities

| No | Hazard              | Initial  |             |      | Existing Control Measures   | Residual |             |      | Additional Controls |
|----|---------------------|----------|-------------|------|---|----------|-------------|------|---------------------|
|    |                     | Severity | Probability | Risk |   | Severity | Probability | Risk |                     |
| 7  | Work related stress | 3        | 3           | 9    | <ul style="list-style-type: none"> <li>All staff receive regular supervision/development reviews where workload, etc., can be discussed</li> <li>There is an open-door policy so that staff can approach their manager to discuss any potential stress factors.</li> <li>Stress assessments and awareness training is available for those identified as at risk, or for staff members who feel it would be beneficial.</li> </ul> | 3        | 1           | 3    |                     |

| No | Hazard  | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|---|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |   | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
| 8  | Stopping the virus from spreading<br>Personal Hygiene | 4        | 3           | 12   | <p><b>Transmission</b></p> <ul style="list-style-type: none"> <li>The virus that causes COVID-19 is mainly transmitted through droplets generated when an infected person coughs or sneezes.</li> <li>This virus can be readily isolated from respiratory secretions.</li> <li>There are two routes by which COVID-19 can be spread: directly from close contact with an infected person (within 2 metres) where respiratory secretions can enter the eyes, mouth, nose or airways - this risk increases the longer someone has close contact with an infected person who has symptoms.</li> <li>Secondly, indirectly by touching a surface, object or the hand of an infected person that has been contaminated with respiratory secretions and then touching one's own mouth, nose, or eyes.</li> </ul> <p><b>Handwashing</b></p> <ul style="list-style-type: none"> <li>Handwashing is one of the most important ways of controlling the spread of infections,</li> <li>The recommended method is the use of liquid soap, warm water and paper towels.</li> <li>Always wash hands after using the toilet, before eating or handling food, and as soon as you enter and before you leave site.</li> </ul> <p><b>Coughing and sneezing</b></p> <ul style="list-style-type: none"> <li>Coughing and sneezing easily spread infections. Children and adults should be encouraged to cover their mouth and nose with a tissue.</li> <li>Wash hands after using or disposing of tissues.</li> <li>Spitting should be discouraged.</li> </ul> <p><b>Personal protective equipment (PPE).</b></p> <ul style="list-style-type: none"> <li>PPE will be provided and worn where necessary.</li> </ul> <p><b>After School visit</b></p> <ul style="list-style-type: none"> <li>Upon returning home all staff are instructed to change out of their work clothing and shower.</li> </ul> | 4        | 1           | 4    |                     |

| ACTION ARISING FROM RISK ASSESSMENT |             |                  |                        |             |                |
|-------------------------------------|-------------|------------------|------------------------|-------------|----------------|
| No                                  | Risk Rating | Action Required: | Person (s) Responsible | Target Date | Date Completed |
|                                     |             | ▪                |                        |             |                |
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**Acknowledgement**

The following members of staff have read this risk assessment.

Their signatures are confirmation that they have read and understood all of that which is within its contents.

| Name | Signature | Date | Name | Signature | Date |
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# RISK ASSESSMENT

RISK ASSESSMENT NO. ACTIVITIES

|                                |  |                            |                           |
|--------------------------------|--|----------------------------|---------------------------|
| <b>Area/Activity Assessed</b>  | Site Manager/Caretaker Staff- COVID-19 | <b>Date</b>                | 11 <sup>th</sup> May 2020 |
| <b>Assessment Completed By</b> | Gillian Marshall                       | <b>Person(s) Consulted</b> |                           |

|                              |               |                                     |            |                                     |              |                                     |                  |                          |                        |                                     |                 |                                     |
|------------------------------|---------------|-------------------------------------|------------|-------------------------------------|--------------|-------------------------------------|------------------|--------------------------|------------------------|-------------------------------------|-----------------|-------------------------------------|
| <b>Persons Exposed</b>       | Employees     | <input checked="" type="checkbox"/> | Contractor | <input checked="" type="checkbox"/> | Young Person | <input checked="" type="checkbox"/> | Expectant Mother | <input type="checkbox"/> | Visitors and/or Public | <input checked="" type="checkbox"/> | Trespassers     | <input type="checkbox"/>            |
| <b>Frequency of Exposure</b> | Continually   | <input type="checkbox"/>            | Hourly     | <input type="checkbox"/>            | Daily        | <input checked="" type="checkbox"/> | Weekly           | <input type="checkbox"/> | Monthly                | <input type="checkbox"/>            | Yearly          | <input type="checkbox"/>            |
| <b>Duration of Exposure</b>  | Less than 1hr | <input type="checkbox"/>            | 1-2 hrs    | <input type="checkbox"/>            | 3-4 hrs      | <input type="checkbox"/>            | 5-6 hrs          | <input type="checkbox"/> | 7-8 hrs                | <input type="checkbox"/>            | More than 8 hrs | <input checked="" type="checkbox"/> |

Probability - (5=Very Likely, 4= Likely, 3= Quite Possible, 2= Possible, 1= Unlikely)  
Severity - (5=Catastrophic, 4=Major, 3=Moderate, 2=Minor, 1=Insignificant)

0-5 - Low risk No Action Required.  
6-15 - Medium risk Ensure adequate controls are in use.  
16-25 - High Risk Stop operation and implement adequate control measures

| No | Hazard   | Initial  |             |      | Existing Control Measures   | Residual |             |      | Additional Controls |
|----|--|----------|-------------|------|---|----------|-------------|------|---------------------|
|    |  | Severity | Probability | Risk |   | Severity | Probability | Risk |                     |
| 1  | Staff showing signs or confirmed of having Coronavirus COVID-19  | 4        | 2           | 8    | <ul style="list-style-type: none"> <li>Staff are instructed <b>NOT</b> to attend school if they are displaying Coronavirus symptoms.</li> <li>Staff are asked to follow the advice of their GP and should self-isolate for 7 to 14 days.</li> <li>Where possible the infected person will be tested before being allowed to return to work or into any of our schools.</li> </ul>   | 4        | 1           | 4    |                     |
| 2  | Staff who have received medical advice regarding social distancing or shielding due to underlying health condition | 4        | 4           | 16   | <ul style="list-style-type: none"> <li>Staff who have been instructed to shield will work from home.</li> <li>Staff will follow the advice given to them by their General Practitioner.</li> <li>Staff have a responsibility to keep their manager informed of any changes to their condition or the advice given to them by their General Practitioner.</li> <li>The Head Teacher will review each individual case to ensure all necessary precautions are in place to protect the member of staff.</li> <li>Temporary adjustments when necessary will be put in place.</li> </ul> | 4        | 2           | 8    |                     |

| No | Hazard  | Initial  |             |      | Existing Control Measures   | Residual |             |      | Additional Controls |
|----|---|----------|-------------|------|---|----------|-------------|------|---------------------|
|    |   | Severity | Probability | Risk |   | Severity | Probability | Risk |                     |
| 3  | Staff displaying symptoms during school hours | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>The Head Teacher and/or SLT will be notified immediately.</li> <li>Staff displaying symptoms of Coronavirus will be sent home.</li> <li>All Staff and pupils who have been in contact with the ill person will wash their hands thoroughly for 20 seconds.</li> <li>A suspected coronavirus letter will be sent home with each child and parents/cares are asked to monitor the health of their child.</li> </ul>  | 4        | 2           | 8    |                     |
| 4  | Social Distancing in school                   | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>All staff <b>MUST</b> practice social distancing. This includes etc: <ul style="list-style-type: none"> <li>Following all temporary alterations to the school routine and procedures that have been implemented by the school SLT to protect both the staff and pupils.</li> <li>Staff are required to wash their hands for 20 seconds regularly throughout the day.</li> <li>To prevent cross contamination, All tools and equipment will be disinfected after use.</li> <li>Where possible staff will refrain from stooping down to a child's height and avoid close face to face contact.</li> <li>Staff are instructed to maintain a 2 metres (6ft) distance at all times.</li> <li>Staff are discouraged from gathering in large groups.</li> <li>All maintenance and repair jobs are scheduled outside of school hours.</li> </ul> </li> </ul> | 4        | 2           | 8    |                     |
| 5  | Cleaning up of bodily fluids.                 | 3        | 3           | 9    | <ul style="list-style-type: none"> <li>Suitable PPE have been provided by the school (cover shoes, disposable apron/gloves, facemask and goggles)</li> <li>The Body fluid clean-up kit is used to clean up the substance.</li> <li>All waste and contaminated cleaning up materials are double bagged and disposed of</li> <li>The area is cleaned</li> </ul>   | 3        | 1           | 3    |                     |

| No | Hazard  | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|---|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |   | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
| 6  | Stopping the virus from spreading<br>Personal Hygiene | 4        | 3           | 12   | <p><b>Transmission</b></p> <ul style="list-style-type: none"> <li>The virus that causes COVID-19 is mainly transmitted through droplets generated when an infected person coughs or sneezes.</li> <li>This virus can be readily isolated from respiratory secretions.</li> <li>There are two routes by which COVID-19 can be spread: directly from close contact with an infected person (within 2 metres) where respiratory secretions can enter the eyes, mouth, nose or airways - this risk increases the longer someone has close contact with an infected person who has symptoms.</li> <li>Secondly, indirectly by touching a surface, object or the hand of an infected person that has been contaminated with respiratory secretions and then touching one's own mouth, nose, or eyes.</li> </ul> <p><b>Handwashing</b></p> <ul style="list-style-type: none"> <li>Handwashing is one of the most important ways of controlling the spread of infections.</li> <li>The recommended method is the use of liquid soap, warm water and paper towels.</li> <li>Always wash hands after using the toilet, before eating or handling food, and as soon as you enter and before you leave site.</li> </ul> <p><b>Coughing and sneezing</b></p> <ul style="list-style-type: none"> <li>Coughing and sneezing easily spread infections. Children and adults should be encouraged to cover their mouth and nose with a tissue.</li> <li>Wash hands after using or disposing of tissues.</li> <li>Spitting should be discouraged.</li> </ul> <p><b>Personal protective equipment (PPE).</b></p> <ul style="list-style-type: none"> <li>PPE will be provided and worn where necessary.</li> </ul> <p><b>After School visit</b></p> <ul style="list-style-type: none"> <li>Upon returning home all staff are instructed to change out of their work clothing and shower.</li> </ul> | 4        | 1           | 4    |                     |

| No | Hazard                      | Initial  |             |      | Existing Control Measures   | Residual |             |      | Additional Controls |
|----|-----------------------------|----------|-------------|------|---|----------|-------------|------|---------------------|
|    |                             | Severity | Probability | Risk |   | Severity | Probability | Risk |                     |
| 7  | Work related stress         | 3        | 3           | 9    | <ul style="list-style-type: none"> <li>All staff receive regular supervision/development reviews where workload, etc., can be discussed</li> <li>There is an open-door policy so that staff can approach their manager to discuss any potential stress factors</li> <li>Stress assessments and awareness training is available for those identified as at risk, or for staff members who feel it would be beneficial.</li> </ul>  | 3        | 1           | 3    |                     |
| 8  | Fire Equipment              | 5        | 3           | 15   | <ul style="list-style-type: none"> <li>Fire Risk Assessment completed in accordance with the Regulatory Reform (Fire Safety) Order 2005.</li> <li>All alarm and emergency lighting systems are maintained by appointed competent contractor.</li> <li>COVID-19 risk assessments are requested and checked before contractors are allowed on site.</li> <li>The School Caretaker/Site Manager is responsible for checking all Fire Detection Equipment within the building(s) as per the school fire logbook.</li> <li>Regular fire evacuation drills are practiced termly as a minimum</li> <li>Caretakers/Site Managers are trained</li> <li>Smoking prohibited in the building in line with current legislation.</li> </ul> | 5        | 1           | 5    |                     |
| 9  | Routine Maintenance Checks. | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>Contractor visits are arranged outside of school hours where possible and COVID-19 risk assessments are requested and checked before contractors are allowed on site.</li> <li>All statutory maintenance, services and inspections are carried out by an appointed competent contractor</li> <li>The School Caretaker/Site Manager is responsible for carrying out a number of routine checks to ensure the building and equipment is maintained.</li> <li>A system for reporting maintenance issues is in place.</li> <li>All repairs are carried out by a competent and/or qualified person.</li> <li>Caretaker/Site Manager training is provided when necessary.</li> </ul>         | 4        | 1           | 4    |                     |



| No | Hazard   | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|--|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |  | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
| 10 | Electricity and electrical equipment                                 | 5        | 3           | 15   | <ul style="list-style-type: none"> <li>Fixed electrical installation inspected.</li> <li>PAT testing up to date</li> <li>A pre-use visual check of all electrical equipment is carried out by the user</li> <li>110-volt or battery powered hand tools are used where possible.</li> <li>A Residual Current Device (RCD) is used when necessary.</li> <li>Extension reels are fully unwound before use.</li> <li>All equipment is maintained and subject to regular checks as instructed in the manufacture's guidelines.</li> </ul>   | 5        | 1           | 5    |                     |
| 11 | Working at Height (e.g. changing light bulbs, cleaning gutters etc.) | 5        | 3           | 15   | <ul style="list-style-type: none"> <li>All ladders and stepladders used in school are Class 1 industrial (BSEN131).</li> <li>The Caretaker/Site Manager has been trained and instructed in the safe use of ladders and stepladders.</li> <li>When using the ladder. It is secured by either being tied off, use of an effective ladder-stability device or a second person footing the ladder.</li> <li>Ladders and stepladders are subject to a formal annual and pre-use visual inspection.</li> <li>Any external work is only carried out if weather conditions allow. (no high winds)</li> </ul> | 5        | 1           | 5    |                     |
| 12 | Working at Height (e.g. Roof work)                                   | 5        | 4           | 20   | <ul style="list-style-type: none"> <li>Caretakers/Site Managers are not allowed on the building roof unless all the following checks have been verified first. <ul style="list-style-type: none"> <li>The school insurance policy covers the Caretaker/Site Manager to work at Height (Roof)</li> <li>Permission is obtained by Local Authority, Academy Trust, Governors/Head Teacher.</li> <li>The Caretaker/Site Manager has completed Working at Height training within the last 3 years.</li> </ul> </li> <li>See Working at Height Risk Assessment.</li> </ul>                                 | 5        | 1           | 5    |                     |

| No | Hazard                               | Initial  |             |      | Existing Control Measures  | Residual |             |      | Additional Controls |
|----|--------------------------------------|----------|-------------|------|--|----------|-------------|------|---------------------|
|    |                                      | Severity | Probability | Risk |  | Severity | Probability | Risk |                     |
| 13 | Moving furniture and equipment       | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>Resources that need to be moved on a regular basis are broken down into manageable sizes/loads.</li> <li>A trolley or other lifting aid is used to assist with the handling task.</li> <li>Caretaker/Site Managers have received Manual Handling Training.</li> <li>Dynamic manual handling risk assessments are carried for items that have to be moved (Pushed/pulled/lifted etc) where there is a significant risk of injury.</li> <li>Where needed more than one person will assist in the handling task</li> <li>Staff are instructed not to lift more than they can handle.</li> </ul>                          | 4        | 1           | 4    |                     |
| 14 | Security call outs                   | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>A non-confrontational approach is taken by the Caretaker/Site Manager.</li> <li>The Police will be called, and the Caretaker/Site Manager will arrange them at an agreed location before entering the building</li> <li>Caretaker/Site Manager are among a number of staff who are allowed to carry a mobile phone and/or walkie talkie.</li> </ul>   | 4        | 1           | 4    |                     |
| 15 | Use of COSHH chemicals and materials | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>All staff members who use COSHH materials have received training in the safe use.</li> <li>COSHH risk assessments/Material Data Sheets are available for all materials used and have been shared with the staff concerned.</li> <li>COSHH materials are never mixed together.</li> <li>When diluting a COSHH substance, the substance is always added to the water rather than the other way around.</li> <li>PPE is worn in accordance with COSHH risk assessments and MSDS.</li> <li>All COSHH materials are stored in a secure place (e.g. locked cupboard or storeroom) away from unauthorised persons</li> </ul> | 4        | 1           | 4    |                     |

| No | Hazard                                      | Initial  |             |      | Existing Control Measures   | Residual |             |      | Additional Controls |
|----|---|----------|-------------|------|---|----------|-------------|------|---------------------|
|    |   | Severity | Probability | Risk |   | Severity | Probability | Risk |                     |
| 16 | Use of Electric handheld tools or cleaners. | 4        | 3           | 12   | <ul style="list-style-type: none"> <li>Caretaker/Site Manager has received full training in how to use the machine safely.</li> <li>Electric machines are subject to a Portable Appliance Tested (PAT) on a regular basis and serviced/maintained annually as a minimum.</li> <li>All wires and cables are visually inspected before each use.</li> <li>Task is only carried out when the area is not in use (e.g. outside of the school day).</li> <li>Warning signs are erected where necessary.</li> <li>If symptoms of HAVS are noted (e.g. numbness of fingers /white fingers etc.), then medical attention is sought and reported to the school.</li> </ul> | 4        | 1           | 4    |                     |
| 17 | Use of Petrol handheld tools                | 5        | 3           | 15   | <ul style="list-style-type: none"> <li>Caretaker/Site Manager has received full training in how to use the machine safely.</li> <li>Petrol operated machines are serviced/maintained annually.</li> <li>All petrol operated machinery is kept in a metal cabinet in an outside store which is located away from the school building.</li> <li>No more than 5lt of petrol is purchased or stored on site at any one time.</li> <li>Task is only carried out when the area is not in use (e.g. outside of the school day).</li> <li>Warning signs are erected where necessary.</li> </ul>   | 5        | 1           | 5    |                     |
| 18 | Litter Picking                              | 2        | 2           | 4    | <ul style="list-style-type: none"> <li>Grabbers/litter picking sticks are available.</li> <li>Safety gloves are provided and used.</li> <li>Sharps box is used to dispose of any needles.</li> <li>Broken glass is wrapped in strong paper/cardboard etc. and is clearly marked before disposal.</li> </ul>   | 2        | 1           | 2    |                     |
| 19 | Cleaning animal fouling                     | 3        | 3           | 9    | <ul style="list-style-type: none"> <li>Suitable rubber gloves have been provided by the school.</li> <li>A collection trowel and container/plastic bag are provided and used.</li> <li>Hands are washed thoroughly after fouling has been cleaned up.</li> </ul>  | 3        | 1           | 3    |                     |



| ACTION ARISING FROM RISK ASSESSMENT |             |                  |                        |             |                |
|-------------------------------------|-------------|------------------|------------------------|-------------|----------------|
| No                                  | Risk Rating | Action Required: | Person (s) Responsible | Target Date | Date Completed |
|                                     |             | ▪                |                        |             |                |
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**Acknowledgement**

The following members of staff have read this risk assessment.  
Their signatures are confirmation that they have read and understood all of that which is within its contents.

| Name | Signature | Date | Name | Signature | Date |
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