

RISK ASSESSMENT



A. Outline of activity or task to be assessed: Managers to use these generic controls to assist in documenting their local approach to the use of offices/buildings.

Form No.
May 2020

Group/Service Area:

Work Activity

Working in the Schools during Covid19
Pandemic

Workplace/Team: Minsterley

Primary School

Date of Assessment: 19.05.2020

Date for Re-assessment

(updated 13.07.2020 and then
25.02.2021)

Name of Assessors: Katie Wilcox
Manager:

Signature:

Signature:

Hazard is something with the **potential** to cause **harm**. **Risk** is the **likelihood** of someone being hurt multiplied by the **severity** of the occurrence.

Level of risk = likelihood x severity

B. Risk Matrix – This section is used for guidance to complete section C.

5 x 5 RISK ASSESSMENT MATRIX

Increasing consequence or severity ↑	5	5 low	10 med	15 med	20 high	25 high
	4	4 very low	8 low	12 med	16 med	20 high
	3	3 very low	6 low	9 low	12 med	15 med
	2	2 very low	4 very low	6 low	8 low	10 med
	1	1 very low	2 very low	3 very low	4 very low	5 low
		1	2	3	4	5

Increasing likelihood or probability →

PRIORITY OF ACTION

High 17 - 25 Unacceptable – Stop work or activity until immediate improvements can be made.

Medium 10 – 16 Tolerable but need to improve within a reasonable timescale, e.g., 1-3 months depending on the situation.

Low 5 - 9 Adequate but look to improve by next review.

Very Low 1 – 4 Residual risk acceptable and no further action will be required all the time the control measures are maintained.

Score	Likelihood / Probability	Description	Score	Consequence/Severity	Description
5	Very likely / Almost certain	Event is expected to occur in most circumstances	5	Catastrophic / Severe / Fatality	Death or permanent disability to one or more persons
4	Likely	Event will probably occur in most circumstances	4	Major injury / ill health	Hospital admission required, eg, broken arm or leg
3	Fairly likely / Possible	Event could occur at some time	3	Moderate (over 7-day injury)	Medical treatment required, over 7-day injury
2	Unlikely	Event is not likely to occur in normal circumstances	2	Minor injury / ill health	First aid is required
1	Very unlikely	Event may occur only in exceptional circumstances	1	Insignificant / no injury	Injuries not requiring first aid treatment

C. Use information from section B to identify level of risk for each hazard

What are the Hazards?	Who might be harmed and how the hazard could cause harm	What are you already doing? (Existing Controls)	Risk Level Low/ Med/ High	What further actions are necessary	Residual Risk Level Low/Med/ High	Action	
						Who	When
1 Catching or spreading Coronavirus – General considerations	Staff, pupils Parents, guardians	<ul style="list-style-type: none"> minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges where practicable keeping a social distance of 2 metres All adults in school to wear a face mask in communal areas of school where it is not possible to keep 2 metres distance from other adults not in their own bubble. cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered. <u>Hand cleaning will take place on arrival to school, after play, before and after food and before leaving school.</u> ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach. <u>Bins with lids in all classrooms.</u> cleaning frequently touched surfaces often using standard products, such as detergents and bleach. <u>Cleaning to take place by Shireservices at lunch time and afterschool. Additional cleaning of toys and equipment that has been used each day.</u> minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as 	Low	When a pupil or member of staff have been tested positive for Covid-19 the group of pupils and staff exposed in the same group will be closed and must stay at home.	Low	Head teacher	Ongoing

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			<p>staggered break times). <u>See plan in section 3.</u></p> <ul style="list-style-type: none"> Review fire safety arrangements including emergency evacuation routes to maintain social distancing where practicable. <u>All staff to be made aware of the changes in the fire plan.</u> <u>All staff that opt in to complete Lateral Flow tests 2x weeks if working full time.</u> 					
2	Maintaining Social Distancing at School	Staff including cleaning and catering staff, pupils, Visitors. contractors	<ul style="list-style-type: none"> Class sizes will be capped at no more than 12. Specific spaces available for pupils depending on room size. YR 10, YR1 10, Year 6 10, Key workers group 15 with the use of the spare classroom to use as additional space. Children will socially distance through bubbles in school where each class will be their own bubble and children will not mix during the school day where possible. 2m distance between desks where children will be seated in Yr1, Yr6 and Key workers. Reception class desks spread out when children are seated. Children will be seated facing forwards where possible from Wrekin Class up. During times children are unable to face forwards for example letter and sounds 	Low	Review how the social distancing is going daily <u>with all staff members. Use google classroom to feedback any questions or worries from staff.</u> -Adapt accordingly so that any possible issues that arise inform future planning.	Low	Head	Ongoing

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			<p><u>(children will sit in a circle for no longer than 15mins)</u></p> <ul style="list-style-type: none"> • <u>Office space- 4-no more than 1 member of staff to use at one time. Addition administrator working from home.</u> • <u>Julie to work from home on Monday, Tuesday and Thursday. In school on Wednesday only.</u> • <u>Nobody to come into office on these days and use telephone to communicate with deliveries or information with Katie to pass to classes.</u> • <u>SENCO to move her office around so that she can secure 2m from the door. Nobody to enter office that she works in.</u> • refresh the timetable: <ul style="list-style-type: none"> ○ M<u>No music lessons will take place in class bubbles. during this time.</u> ○ Equipment used to be carefully thought out and spoken out with HT. All equipment used must be cleaned. ○ Outdoor areas to be used where possible. Each bubble of children to stay in a zone at all times. ○ One way area not possible in school due to passing through one classroom. Each class has designated areas to move through when moving around school. Yr6 through hall to outside and back door when using toilets. YR- Through either doors of classroom. Door 1 straight to toilet. Door 2 straight to outside. Adult to check that no other bubbles are moving through school at that time. Children must not move around school on their own unless using the toilet. ○ stagger break times (including lunch), so that all children are not moving around the school at the same time. ○ Drop-off and collection times opened up times to allow a 20min arrival of parents. ○ Parents asked where possible for only 1 adult to pick up and drop off. 	<p>Share information will staff on Google Classroom Staffroom so that all staff are aware.</p>			
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- o All children will stay in their own bubble. Toilets checked before children using them to make sure they are clear

3 Reduce mixing within education or childcare setting by:

Staff, pupils,

- Accessing rooms directly from outside where possible. At the start and end of the day each group use own doors.
- One-way circulation not possible but set areas throughout school for which routine to use around school. (See above)
- staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time. 5 min intervals used for each class to use toilets and move to outside zone.
- staggering lunch breaks - children to wash their hands in their classrooms. Lunch will be taken to a drop off area outside the classrooms for those that are hot dinners. Childre to eat in out classrooms and leave as a group to outside zone at set times.

BREAK

Break Time

	Zone 1 (right hand of field or bottom playground)	Zone 2 (Middle Field or near main entrance playground)	Zone 3 (Left hand field near main path or right hand playground- outside Wrekin)
Clee	10.10am-10.30		
Wrekin		10.15-10.35	
Lawley			10.20-10.40
Stiperstones	10.35-10.55		
Long Mynd		10.40-11.00	

Low

SLT to review daily on the timetables and communication throughout school to ensure that children no not mix.

Children to go to the toilet and wash hands before playtimes to ensure they minimise the need to use the facilities when other pupils are using them.

Low

SLT

Ongoing

Lunch

	Collect Food from hall and eat in classrooms.	Zone 1 (right hand of field or bottom playground)	Zone 2 (Middle Field or near main entrance playground)	Zone 3 (Left hand field near main path or right hand playground-outside Wrekin)
Clee	11.55 (Kerry)	12.25-12.55		
Wrekin	12.05 (Mrs Crooks)		12.30- 1.00	
Lawley	12.15 (Claire)			12.00-12.15 12.35-1.00
Stiperstones	12.25 (Emily)	11.55-12.25		
Long Mynd	12.30 (Sue/Sue)		11.55-12.30	

~~10.10 Clee Class wash hands. They then go through own class to field if it is dry. They will play for 20mins in zone 1. This is the top right hand side of the field including the canopy area. In~~

~~10.30 wash hands and back to class.~~

~~11.45am Wrekin class wash hands, clean tables and lunch will be taken to the library area. Staff to take it from their to the classroom for those that are hot dinners. Once all finished eating they will wash hands again and play outside from 12.10pm-12.40pm. Zone 3.~~

- for exercise and breaks
- for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff
- although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read [COVID-19: cleaning of non-healthcare settings](#)

For shared rooms:

- The hall ~~will not be can~~ used for PE or lunchtimes ~~but -w~~ where possible the outdoor area should be used or the classrooms.
- If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place, following the [COVID-19: cleaning of non-healthcare settings guidance](#)
- stagger the use of staff rooms and offices to

			<p>limit occupancy</p> <p>Reduce the use of shared resources:</p> <ul style="list-style-type: none"> • by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff • by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently. • Children will be provided with stationery by school which will only be used by them (packs of stationery labelled with their name on or kept in separate tray under their table) where possible. In EYFS frequent cleaning is required where this is not possible 					
4	Managing Customers, Contractors and visitors	Staff including cleaning and catering staff, pupils, Visitors. contractors	<p>Contractors</p> <ul style="list-style-type: none"> • Encouraging visits via remote connection/working where this is an option. • <u>Governors meetings to be held online through 'TEAMS'</u> • Where site visits are required, site guidance on social distancing and hygiene should be explained to visitors on or before arrival. • Limiting the number of visitors at any one time <u>to no more than 2 visitors. -</u> • Limiting visitor times to a specific time window and restricting access to required visitors only. • <u>Entry and exit routines have been minimised to reduce contact with people. Class doors are used for all children. Areas signed off that parents cannot go beyond.</u> • <u>School office closed to all parents. Sign on door.</u> • <u>Office glass will remain closed at all times,</u> • Determining if schedules for essential services and contractor visits can be revised to reduce interaction and overlap between people, for example, carrying out services at night. • <u>Maintaining a record of all visitors, if this is</u> 	Low	All contractors to only enter school premise when children are not on site unless an emergency. Children be moved away from area that needs to be worked on.	Low	Head	Ongoing

			<p>practical.</p> <ul style="list-style-type: none"> • <u>Handsanitiser to be used for all people entering the building and when leaving.</u> • <u>Revising visitor arrangements to ensure social distancing and hygiene, for example, where someone physically signs in with the same pen in receptions.</u> • <u>All visitors to the school site must wear a facemask at all times.</u> <p>Customers and Visitors-</p> <ul style="list-style-type: none"> • Providing clear guidance on social distancing and hygiene to people on arrival, for example, signage or visual aids and before arrival, for example, by phone, on the website or by email. • Establishing host responsibilities relating to COVID-19 and providing any necessary training for people who act as hosts for visitors. • Reviewing entry and exit routes for visitors and contractors to minimise contact with other people. 					
5	Workplace and furniture contamination	Staff including cleaning and catering staff, pupils, Visitors. contractors	<ul style="list-style-type: none"> • remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere • remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). • <u>Cleaning stations next to high touch items and equipment, for example, printers or photocopiers, whiteboards.</u> • Photocopier to be wiped down before and after use alongside any other communal areas. <p>Hygiene: handwashing, sanitation facilities and toilets</p> <ul style="list-style-type: none"> • Using signs and posters to maintain personal 	Low	Liase with staff regularly <u>weekly</u> and adapt with any concerns that are raised.	Med	SLT	Ongoing

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			<p>hygiene standards and build awareness of good handwashing technique, the need to increase handwashing frequency</p> <ul style="list-style-type: none"> • ensure that all adults and children: <ul style="list-style-type: none"> ○ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the guidance on hand cleaning ○ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing ○ are encouraged not to touch their mouth, eyes and nose ○ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments • Setting clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved as much as possible. • Enhancing cleaning for busy areas. • Providing more waste facilities and more frequent rubbish collection. • follow the COVID-19: cleaning of non-healthcare settings guidance • clean surfaces that staff, children and young people are touching, such as toys, books, desks, chairs, doors, handles, sinks, toilets, light switches, bannisters, more regularly than normal • ensure that help is available for children and young people who have trouble cleaning their hands independently • consider how to encourage young children to learn and practice these habits through games, songs and repetition • ensure that bins for tissues are emptied throughout the day • where possible, all spaces should be well 					
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			<p>ventilated using natural ventilation (opening windows) or ventilation units</p> <ul style="list-style-type: none"> prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. Please note fire doors should not be propped open. Use local suppliers for proportionate supplies of soap, anti-bacterial gel and cleaning products if needed there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting. <p>Handling goods, merchandise and other materials, and onsite vehicles if appropriate.</p> <ul style="list-style-type: none"> Cleaning procedures for goods and merchandise entering the school site. 					
6	Use of Personal protective equipment (PPE) in School settings against COVID -19	Staff including cleaning and catering staff, pupils, Visitors. contractors	<ul style="list-style-type: none"> Staff to wear a face mask in all communal areas including staff room (not when eating). Wearing a face covering or face mask in schools or other education settings is not recommended. Schools and other education or childcare settings should not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. However, teachers and teaching assistants may choose to wear a face mask while teaching if they wish to do so. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. The majority of staff in education settings 	Med	HT to initially be in charge of all first aid. PPE is available for first aid and will be placed around school in different locations. In an emergency any first aider must respond and use PPE that is in the closest place available.	Med	HT	Ongoing

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			<p>will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> • children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way • if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn <p>Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE.</p>					
7	Catering facilities		<ul style="list-style-type: none"> • consultation with the catering company if separate from school staff, see what they are able to provide • Limited staff (2 members of staff) so that social distancing be achieved in the kitchen • Lunch to be eaten in all classrooms. • Use disposable plates <u>Empty plates to go into box that is placed outside the classroom and collected by cook after. Shier service follow own strick policies and procedures.</u> Children to use own water bottles for drinks. Cutlery to be placed in a box when used to be passed to 	LOW	Children will eat in their own Classroom. Catering staff do not need to come into contact with pupils. <u>Children to get food from hall and eat in own classrooms.</u> Fee	LOW	Catering Staff	Ongoing

			the kitchen. With gloves they will then place into dishwasher.		d will be delivered outside the classrooms.			
8	First Aid		<ul style="list-style-type: none"> HT to be first aider in charge where possible. ALL first aid should be reported to HT and only in an emergency should other first aiders attend. PPE available with all first aid boxes in school which have been allocated to every classroom. First aiders given additional support and training in use of additional PPE if close contact with a patient is required. E.g. changes to EAV/CPR due to Covid 19. Staff given procedures via google classroom. Additional measures may be required/implemented in view of staff shortages. 1 bubble can manage with 1 member of staff. HT to support 	Low	Staff offered training in use of PPE	Low	All first aiders	Ongoing
9	Accidents/ incidents		<ul style="list-style-type: none"> Normal reporting to various parties e.g. Reporting to Governors / Trustees / Local Authority. Reporting of COVID-19 cases to Health & Safety Team. (RIDDOR 2013 requirements for HSE reporting) Consider looking at high risk activities to minimise the potential for accidents and the need for staff to assist children/students 	LOW	All high risk activities will be avoided.	Low	All Staff	Ongoing
10	Emotional distress of the staff - including anxiety Emotional distress of the pupils		<ul style="list-style-type: none"> At least one SLT member of staff on site every day for staff to share concerns with Staff to be included with the decision making, risk assessments. Review staff work and rest rooms to ensure social distancing can be adhered to Have details of counselling available Pupils to be supported by staff Look at ways of being able to support a child if in need of comfort. SEN pupils - review assessments to be able to 	Med	Headteacher to deal with any incidents when possible if a child needs comfort. This should also be the main point for first aid.	Low	All Staff aware	Ongoing

			further assist pupils who will not understand the changes					
11	Transport arrangements	All	Staff, parents and children: <ul style="list-style-type: none"> encouraging parents and children and young people to walk to school where possible. making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel No school travel is used by any pupils in school. 	LOW	No school transport in place. Parents encouraged to walk when possible.	Low	KW	Ongoing
12	Use of Car park for cars, and other forms of transport	All	<ul style="list-style-type: none"> Car parking/spacing of cars for staff Pupils asked no to bring bikes or scooters into school 					
13	When schools reopened other areas will need consideration. e.g. building related hazards -e.g. fire safety management, building evacuation, equipment checks Legionella, etc.		<p>Please see appendix A a separate risk assessment for Premise building related issues for inspections, maintenance checks etc. required.</p> <p>Fire Risk Assessment will need reviewing in light of the control measures implemented due to staff shortage, alterations of evacuation routes, different exits used to maintain social distancing.</p>	Low	Headteacher to review Fire Risk Assessment. Ensure all staff aware of how this will look before pupils return.	Low	HT	Ongoing

If more hazards are identified please add more boxes

D. Safe Systems of Work to be outlined below by using the information in Section C once completed:

- All staff to be given sufficient information/training to be able to work safely and where practicable maintain the 2m distancing protocol.
- Additional measures will be necessary if dealing with shielded and clinically vulnerable children and young people see [COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#) for more advice.

- Or clinically vulnerable adults see [Staying at home and away from others \(social distancing\) guidance](#)
- Continue monitoring and review risk assessments and other health and safety advice for children, young people and staff in light of recent government advice, identifying protective measures (such as the things listed above) [Reviewed weekly by SLT, daily by all staff reporting to Headteacher.](#)
- Ensure that all health and safety compliance checks e.g. premise, safety and security systems have been undertaken before opening and sufficient staff are available to undertake these tasks See Appendix A for Premise checklist.
- All building equipment is deemed safe to use and has received appropriate checks by competent persons. Including all fire safety related equipment (emergency lights, fire detection equipment, fire extinguishers etc.) passenger lifts, etc.
- Site staff to manage the risk from legionella on site before schools open and then continue the test regimes.
- Lone working in parts of the building is managed – use of radios and regular check in etc etc. No higher risk activities e.g. work at height to be undertaken unless necessary.

Communication to all parties is essential:

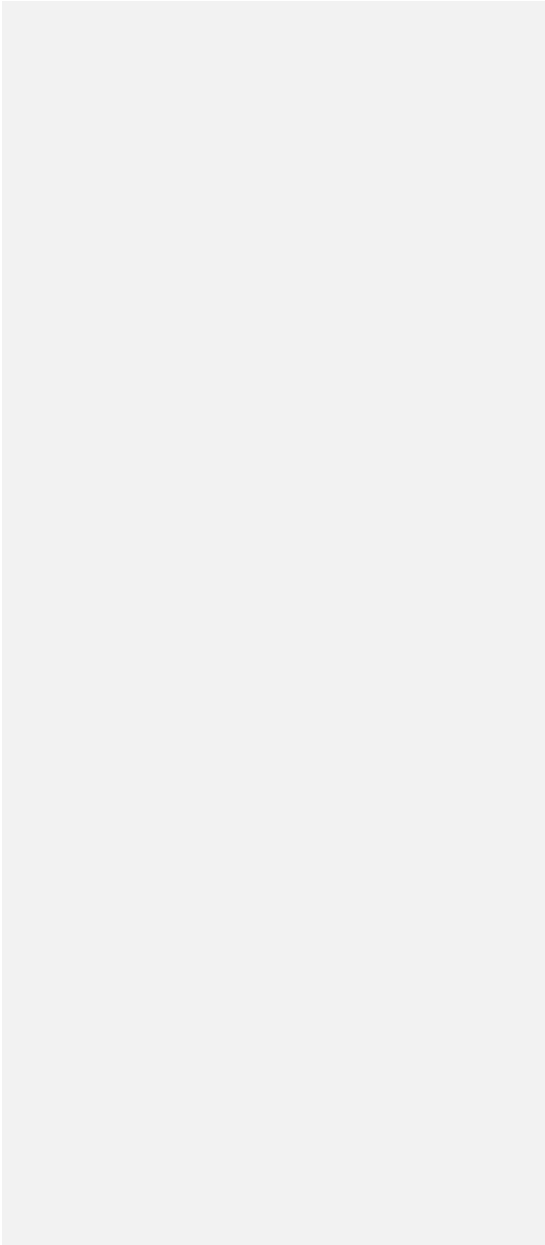
- tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the [COVID-19: guidance for households with possible coronavirus infection](#))
- tell parents that if their child needs to be accompanied to the education or childcare setting, only one parent should attend
- tell parents and young people their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use)
- make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)
- also think about engaging parents and children in education resources such as [e-bug](#) and [PHE schools resources](#)
- ensure parents and young people are aware of recommendations on transport to and from education or childcare setting (including avoiding peak times). Read the [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)
- talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful
- communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers
- discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this

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E. Circulation List

Please list people who have been informed of the assessment.

NAME	DESIGNATION	SIGNATURE	DATE



Appendix A

The following checklist has been prepared to guide premise managers. It is aimed at identifying actions that need to be taken to make the building and site safe. Within the checklist are items that have statutory duties attached such as examination, inspection, maintenance, servicing and testing. All of these will have been managed before the lockdown and should have been continued even though buildings have been closed or partially open.

It is essential that compliance is achieved before reoccupation.:

Each building should have an identified person responsible for premise management.

Building / Infrastructure / Systems	Action	Checked	Comments / Defects / Damage
Site: <ul style="list-style-type: none"> • Perimeter fencing, hedges, gates etc. • Trees • Waste storage areas and waste bins 	<ul style="list-style-type: none"> • Boundary integrity • Risk assessments up-to-date; no damage • Secure – waste collection still occurring 		
Building: <ul style="list-style-type: none"> • Roof (inc. chimneys) • Facias, gutters, downpipes • Walls • Windows • Exterior doors • Door canopies • Paths • Roads, car park, gates / barriers 	<ul style="list-style-type: none"> • Defects or damage • Doors opening properly with no restrictions • No defects or damage; in working order • Slip or trip hazards (uneven, holes etc.) • 		
Interior: <ul style="list-style-type: none"> • Ceilings • Walls • • Doors – final exits open (fire, emergency) • Fire doors (close and fit as intended) • Stairs / steps / ramps • Handrails • Floors (floor coverings) • 	<ul style="list-style-type: none"> • No defects or damage likely to affect building users • Fire Doors checked for fit and opening • • No slip or trip hazards 		

<p>Infrastructure:</p> <ul style="list-style-type: none"> • Gas (turned on, no leaks) • Electricity (CB / RCD checks, sockets) • Water system • Heating (boiler etc.) • Ventilation • Kitchens • Toilets / showers • Swimming pools / hydrotherapy pools 	<ul style="list-style-type: none"> • Gas supply confirmed; no smell of gas on entering building / room • Check circuit breakers to see if any have tripped; Operate RCD(s) to confirm operation; inspect sockets for damage / overload • Ensure supply; check for leaks; legionella controls (see below) • Boiler operational (heating and hot water) – maintenance and servicing carried out according to schedule • Check system operation; change filters • Check all equipment; inspect kitchen and food storage areas for insects / vermin; dispose of food past sell-by date; enhanced cleaning • Enhanced cleaning; legionella controls • Cleaning regime • Follow PWTAG guidance 		
<p>Systems:</p> <ul style="list-style-type: none"> • Fire detection and alarm (see below) • Emergency lighting (see below) • Security • Communications - telephony • IT – WiFi • Pressure systems 	<ul style="list-style-type: none"> • All detectors, call points and detectors operational; weekly testing performed • Battery test to check e-lighting operational • Alarm system working • Phone lines operational • WiFi working • Statutory examination, maintenance and servicing undertaken according to schedules 		
<p>Equipment:</p> <ul style="list-style-type: none"> • IT – computers, monitors etc. 	<ul style="list-style-type: none"> • All IT equipment operational and 		

<ul style="list-style-type: none"> • OHP / Whiteboards • Fire extinguishers • Access equipment / ladders • Kitchen equipment – kettles, microwaves etc. • Lifts (see below) / lifting equipment 	<p>without faults</p> <ul style="list-style-type: none"> • Equipment in good working order • Serviced annually • Visual inspections for damage / defects • Visual inspections; PAT tests if required • Statutory examination, maintenance and testing completed according to schedule 		
<p>Maintenance, testing and servicing:</p> <ul style="list-style-type: none"> • Gas safe certificate • EIRC (Fixed wiring) and PAT (electricity) • Water (temperature, flushing, cleaning, disinfecting etc.) – see below 	<ul style="list-style-type: none"> • Gas safe certificate within date • EIRC within date; PA tests completed according to schedule • Legionella controls undertaken according to schedule. NB. If controls have not been performed during lockdown a separate procedure must be followed before reopening/ reoccupation. Check with Tim Othen IN THIS CASE. 		
<p>Other Areas:</p> <ul style="list-style-type: none"> • Science and D&T departments need to be checked by experienced staff and follow CLEAPSS Guidance 	<ul style="list-style-type: none"> • Seek further advice from CLEAPSS for practical lessons guidance documents GL344 for further advice on D&T (including food Tech) or GL345 guidance for science departments in a partially re-opened school. 		