

RISK ASSESSMENT

A. Outline of activity or task to be assessed: Wider re-opening of schools from June 1st

Form No.
May 2020

Workplace: Broseley Primary School
Date of Assessment: 17th May 2020

Work Activity

Working in the Schools during Covid19 Pandemic

Date for Re-assessment 22nd May

Written by: Sam Aiston

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
5	Very likely / Almost certain	Event is expected to occur in most circumstances
4	Likely	Event will probably occur in most circumstances
3	Fairly likely / Possible	Event could occur at some time
2	Unlikely	Event is not likely to occur in normal circumstances
1	Very unlikely	Event may occur only in exceptional circumstances

Score	Consequence/Severity	Description
5	Catastrophic / Severe / Fatality	Death or permanent disability to one or more persons
4	Major injury / ill health	Hospital admission required, eg, broken arm or leg
3	Moderate (over 7-day injury)	Medical treatment required, over 7-day injury
2	Minor injury / ill health	First aid is required
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	Achieved/ Actioned and by who	Comments
<p>1 Catching or spreading Coronavirus – General considerations</p>	<p>Staff, pupils Parents and carers</p>	<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 • aim and prepare to keep a social distance of 2 metres whilst recognising this is impossible in a school • 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 • ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach • cleaning frequently touched surfaces often using standard products, such as detergents and bleach • minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times) • review fire safety arrangements including emergency evacuation routes to maintain social distancing where practicable. 	<p>Med</p>	<p>Assess numbers when parents have informed school whether their children will be returning or not.</p>		

2	Maintaining Social Distancing at School	Staff including cleaning and catering staff (this includes lunchtime supervisors), pupils, Visitors. contractors	<ul style="list-style-type: none"> • organising children into small groups called bubbles • organising classrooms and other learning environments to accommodate those groups, maintaining space between seats and desks where possible • Designating separate spaces where practicable. • Adapting out curriculum offer and the timetable: <ul style="list-style-type: none"> ○ deciding which lessons or activities will be delivered ○ considering which lessons or classroom activities could take place outdoors ○ using the timetable and selection of classroom or other learning environment to reduce movement around the school or building ○ cancelling assemblies and ensuring reflection time takes place in classrooms ○ stagger break times (including lunch), so that all children are not moving around the school at the same time ○ stagger collection times from 3-3.30 and one parent comes to collect and wait in the marked area. Year 6 parents wait at the school gate and maintain 2m distance ○ parents' drop-off and pick-up between 8.30 and 9.00. Children use their class doors. Key workers enter through main office with 2m distance marked on the ground. ○ minimise adult to adult contact. Send e-mail or phone teacher or Mr Aiston if possible • equipment will be allocated to each bubble and staff will ensure it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously 	Med	Allocate children to bubbles of between 8 and 10 (if manageable. Max of 15 as recommended by DfE). Design a curriculum to adapt to the restrictions.		
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3	Mixing with other groups/ bubbles	Staff, pupils,	<ul style="list-style-type: none"> • accessing rooms directly from outside in the morning and after breaks • staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time • staggering lunch breaks - children and young people will clean their hands beforehand and enter in the bubbles they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If this is not possible, children should be brought their lunch in their classrooms • packed lunches will be eaten outside or in the classrooms if the weather is poor • bubbles will have their own allocated toilet (Rec and Y1 in class; Y6 downstairs, Key Worker group use toilet next to Mr Aiston's office) • lunchtime supervisors will be with different bubbles so need to ensure social distancing • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities to 2 at one time and ensuring any others queue outside • noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) <p>Use outside space:</p> <ul style="list-style-type: none"> • for exercise and breaks • for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff • (be mindful of exposure to the sun if children are outside frequently) • use outdoor equipment but ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do 	Med	Review if lunchtime supervisors need PPE if they are with children from a variety of bubbles		
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			<p>not use it simultaneously. Read COVID-19: cleaning of non-healthcare settings</p> <p>For shared rooms:</p> <ul style="list-style-type: none"> • use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. • ‘Bubbles’ 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 limit occupancy <p>Reduce the use of shared resources:</p> <ul style="list-style-type: none"> • nothing will be brought in from home in terms of toys • each bubble will have their own resources that will be cleaned frequently • children will have their own pen and pencil. We will limit the sharing of resources within the bubble • shared materials and surfaces will be cleaned and disinfected more frequently. • tubs of resources for particular individuals will be used if needed – e.g. maths cubes, etc • practical lessons will go ahead and equipment will be cleaned thoroughly • the learning environment will be occupied by the same children or young people in one day, or properly cleaned between cohorts 				
4	Managing Parents, Contractors	Staff including cleaning	<p>Parents</p> <ul style="list-style-type: none"> • ensure plans, risk assessments and FAQs are available for parents via text, facebook, e-mail 	Low	Confirm drop off and pick up times with		

	and visitors	and catering staff, pupils, visitors and contractors	<ul style="list-style-type: none"> and website only one parent should pick up and drop off, younger siblings will need to be with the parent and will need to maintain social distancing 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 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) make it clear that parents should use the regular classroom doors. Key worker children should use the main entrance and maintain a 2 metre distance which will be marked on the ground <p>Visitors/Contractors</p> <p>Where possible work will be carried out remotely</p> <ul style="list-style-type: none"> Where site visits are required, site guidance on social distancing and hygiene will be explained to visitors on or before arrival by a member of the school staff Visitors will enter through the main door and go straight to their specified area of work Visitors should use the hand sanitiser at the entrance to school. Limit the number of visitors at any one time. Limit visitor times to a specific time window and restricting access to required visitors only. Determine 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. 		parents Enforce the rules		
5	Workplace and	Staff	<ul style="list-style-type: none"> removing unnecessary items from classrooms 	Med			

	<p>furniture contamination</p>	<p>including cleaning and catering staff, pupils, visitors and contractors</p>	<p>and other learning environments where there is space to store it elsewhere</p> <ul style="list-style-type: none"> • removing soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). • Limiting or restricting use of high-touch items and equipment. Eg. I-pads, printers or whiteboards. • ensuring children come into school in clean clothes each day • <p>Hygiene: handwashing, sanitation facilities and toilets</p> <ul style="list-style-type: none"> • Using signs and posters to maintain personal hygiene standards and build awareness of good handwashing technique, the need to increase handwashing frequency • 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 • each bubble has use of their own toilet and toilet block. In Reception, Year 1 and Year 6 only 2 children in at a time. The rules for using the toilet facilities are explained to the children. • enhanced cleaning for all areas 		<p>Inform cleaning staff of hours</p> <p>Ensure stock levels of cleaning fluids remain high</p> <p>Provide clear guidance for parents on what clothing should be worn and the need to be freshly washed</p> <p>Decide which classrooms will be used by which groups/bubbles</p>		
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| | | | <ul style="list-style-type: none">• 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, will be cleaned more regularly than normal• ensure that help is available for young children who have trouble cleaning their hands independently• teach children to practice these habits through games, songs and repetition• ensure that bins for tissues are emptied throughout the day• ensure all spaces are well ventilated by opening windows• prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation• Maintain 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. | | | | |
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6	Use of Personal protective equipment (PPE) in School settings against COVID -19	Staff including cleaning and catering staff, pupils, visitors and contractors	<ul style="list-style-type: none"> Wearing a face covering or face mask in schools or other education settings is not recommended therefore we will 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. any children 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 PPE will be worn if a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home. This will include gloves, an apron and a face mask. If there is a risk of splashing to the 	Med	<p>Ensure stock levels are high</p> <p>Assess how many staff would like to wear PPE</p> <p>Assess what support children need in terms of intimate care</p>		

			<p>eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. We will try and maintain a 2 metre distance but this may not be appropriate.</p>				
7	If someone in school becomes unwell	Staff and pupils	<ul style="list-style-type: none"> • if a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home they should be taken to the PPA room and the windows should be opened and the door closed – age and emotional state should be considered as to whether someone remains with the child full time. • The temperature will be taken by a member of staff • as stated above, staff should where possible stay 2 metres away or if not wear PPE. If contact with the child or young person is necessary, then gloves, an apron and a facemask 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. • office staff will be informed and they should telephone contacts to collect the child who will be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days. • if the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The disabled toilet has been identified for this purpose for now. The bathroom should be cleaned and disinfected using standard cleaning products 	Med	<p>Purchase a non-invasive infra red thermometer</p> <p>Make sure staff in school know that they should:</p> <p>Move pupils to this room if they're sick</p> <p>Wash their hands for 20 seconds after making contact with the ill pupil</p>		

			<ul style="list-style-type: none"> before being used by anyone else. In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital. any pupils who display signs of infection will be taken home immediately, or as soon as practicable, by their parents – the parents are advised to contact NHS 111 immediately or call 999 if the pupil becomes seriously ill or their life is at risk. any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the Administering Medications Policy. 				
8	Availability of testing	Staff including cleaning and catering staff and pupils.	<ul style="list-style-type: none"> to access testing parents will be able to use the 111 online coronavirus service if their child is 5 or over. Parents will be able to call 111 if their child is aged under 5. all staff and students will have access to a test if they display symptoms of coronavirus, and are encouraged to be tested in this scenario. Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation. 	Low	Is testing available in school?		
9	Catering facilities	Staff including catering staff and pupils.	<ul style="list-style-type: none"> lunchtimes will be staggered from 11.30 – 1.30 (depending on numbers) to maintain social distancing and hygiene measures tables and chairs will be cleaned between sittings children with packed lunches will eat their dinner outside (dependant on the weather) hot dinners will be available (subject to change dependant on practicality of serving) meals are free for children entitled to universal free school meals R,YR 1 free of charge where pupils meet the free 	Med	<p>Review whether hot dinners can be provided for Y6</p> <p>Review how children bring in packed lunches- does bringing it in disposable bags create difficulties?</p>		

			<ul style="list-style-type: none"> school meal (FSM) continue to offer food from Molly's for children entitled to a FSM ensuring food will be served in a way that doesn't require adult intervention eg. cutting up of thick meats 				
10	First Aid/ accidents and incidents	Staff including cleaning and catering staff, pupils, visitors and contractors	<ul style="list-style-type: none"> first aiders should wear PPE when administering first aid. Children should also wear PPE if deemed appropriate. The children's requirements and emotional state need to be considered. waste should be disposed of in the usual way normal reporting to various parties e.g. Reporting to Governors / Trustees / Local Authority. normal reporting of COVID-19 cases to Health & Safety Team. (RIDDOR 2013 requirements for HSE reporting) limiting high risk activities to minimise the potential for accidents and the need for staff to assist children\students staff will use their discretion and provide comfort when required whilst attempting to maintain as much social distancing as possible 	Med	Ensure stock levels of PPE remain high		
11	Emotional distress of the staff - including anxiety Emotional distress of the pupils	Staff including cleaning and catering staff and pupils.	<ul style="list-style-type: none"> SLT members are on site every day for staff to share concerns with Mrs Hartland is available for staff to speak to staff to be including with the decision making, risk assessments. Staff have had the opportunities to speak to Mr Aiston about their concerns details of counselling available have been sent to staff the staff rota will provide opportunity for staff to prepare lessons and online learning pupils to be supported by staff as they would be normally Mrs Hartland will be available for children to talk to Staff will use their discretion and experience 	Med	Constantly review the needs and feelings of all staff and pupils SLT to engage in conversations regularly with staff to assess their well being		

			<p>as to the best way to support the children</p> <ul style="list-style-type: none"> Miss Simpson has prepared some PSHE resources to ensure children have the opportunity to discuss feelings and are supported within the curriculum SEN pupils – assess each child according to their specific needs and act appropriately, providing support to assist pupils who will not understand the changes 				
12	Use of Car park for cars, and other forms of transport	Staff including cleaning and catering staff, pupils, visitors and contractors and Nursery staff and parents	<ul style="list-style-type: none"> staff will continue to park as normal parents should not enter the car park unless previously agreed with Mr Aiston or Little owls parking/spacing of cars for staff bikes (should they be necessary and agreed to use by Mr Aiston) will be stored in the normal way under the bike sheds and will not be handled by any other person if the mini bus is required there will be a separate risk assessment taking into account appropriate guidelines 	Low			
13	Other areas will need consideration. e.g. building related hazards -e.g. fire safety management, building evacuation, equipment checks Legionella, etc.	Staff including cleaning and catering staff, pupils, visitors and contractors and Nursery staff and parents	<p>Please see appendix A a separate risk assessment for Premise building related issues for inspections, maintenance checks etc. required.</p> <ul style="list-style-type: none"> 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. 	Med	Review checklist before opening		
14	Children not attending school and therefore	Pupils	<ul style="list-style-type: none"> school will continue to provide remote learning for parents who choose not to let their child return or are unable to as they are classed as vulnerable. 	Low	Consider how this is done alongside daily teaching		

	falling behind their peers					
15	Communicating safeguarding concerns legislation and procedures with staff	Puils and staff	<ul style="list-style-type: none"> • safeguarding protocols will remain in place. • school keeps up-to-date with advice issued by, but not limited to, the following: <ul style="list-style-type: none"> • DfE • NHS • Department for Health and Social Care <p>This will be communicated by on line meetings, smaller staff meetings and briefings.</p>	Low	<p>All staff to receive a safeguarding update and briefing before June 1st from Mr Aiston via</p> <p>Consider the most effective way of delivering messages to all staff whilst maintaining social distancing</p>	

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)
- 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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Appendix A

The following checklist has been prepared to guide Mr Loynton. 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.:

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 		
Infrastructure:			

<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 without faults 		

<ul style="list-style-type: none"> • OHP / Whiteboards • Fire extinguishers • Access equipment / ladders • Kitchen equipment – kettles, microwaves etc. • Lifts (see below) / lifting equipment 	<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. 		