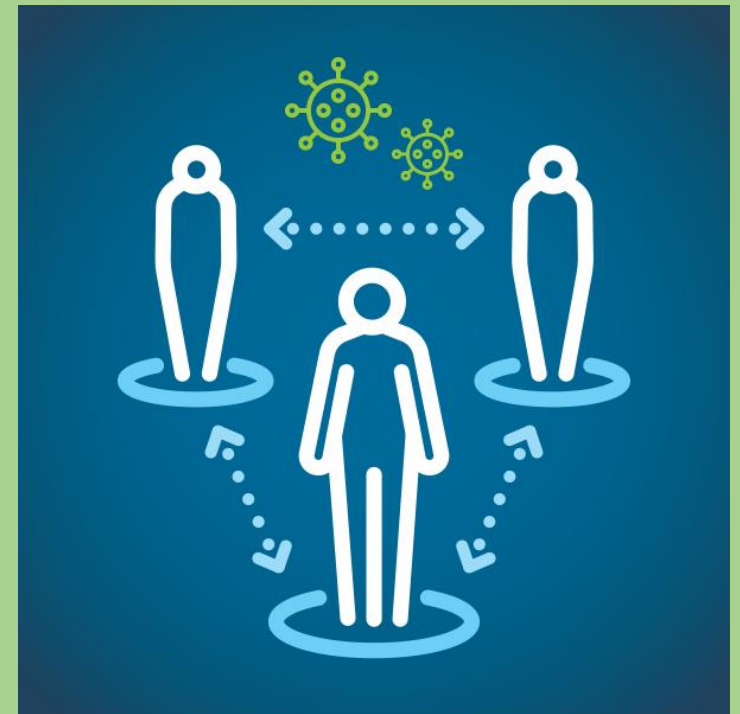


# St Mary's Catholic Primary School Coronavirus Risk Assessment (Version 1)





**Coronavirus (COVID-19): Risk Assessment Action Plan for potential opening from 1<sup>st</sup> June 2020**

**for St Mary's Catholic Primary School**

Assessment conducted by: Samantha Griffiths	Job title: Headteacher	Covered by this assessment: This assessment has been produced to minimise the risk to children and adults caused by COVID19
Date of assessment: 22 <sup>nd</sup> May 2020	Date of next review: Continually reviewed in light of new guidance. Original versions kept and changes will be dated and highlighted.	

The sole purpose of this risk assessment is to support schools in preparing for the possibility of providing some face-to-face contact with pupils in year groups < insert here> **while reducing the risk of coronavirus transmission**. The risk assessment has been written in collaboration with a number of local authorities.

- For the purpose of this risk assessment, the term 'coronavirus' to refer to coronavirus disease 2019 (COVID-19).
- Schools must ensure that this risk assessment reflects the local setting and context of the school. Staff must be consulted with regard to this risk assessment.
- This risk assessment is not exhaustive and some of the controls will be dynamic. This is issued to schools as a template to assist in the production of a comprehensive document that covers the particular circumstance of the setting – **as such, the risks and risk controls should be deleted/amended/added-to to reflect the school.**
- This should be viewed alongside relevant advice and guidance from the Department of Education and reflect any additional subsequent guidance issued to schools.
- For further reference, <https://www.gov.uk/government/latest?departments%5B%5D=department-for-education>, including the documents below, issued on the 11 May 2020:
  - [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#)
  - [Details on phased wider opening of schools, colleges and nurseries](#)
  - [Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)
  - [Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)
  - [What parents and carers need to know about schools and other education settings during the coronavirus outbreak](#)
  - [Opening schools for more children and young people: initial planning framework for schools in England \(updated 12 May \)](#)

<b>Key:</b>	
Level of risk prior to control	Identifies the risk before any steps to reduce the risk have been taken
Risk Description:	Outlines the area of concern. This list is not exhaustive, and schools should add/amend/delete where appropriate e.g. risks for pupils with complex needs.
Risk Controls:	The measures that will be taken to minimise the risk. These are generic and should be adapted for the school context.
Impact:	Could be L/M/H or numeric, depending on what is used in the school setting.
Likelihood:	Could be L/M/H or numeric, depending on what is used in the school setting. <b>NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.</b>
Responsible person:	The identified staff member(s) responsible for implementing the risk controls Head Teacher Sign ..... <i>S J Griffiths</i> ..... Date 26.5.20 Chair of Governors sign ..... <i>JMPayton</i> ..... Date .....26.5.20.....
Completion Date:	The date by which required plans for controls will be in place. <b>To support planning, identify which controls need to be in place before pupils return to the setting. Individual schools can then personalise to their own setting.</b>
Line Manager Check:	Sign off to ensure that the risk has been minimised as far as possible.

Risk Description/Area of Concern	Level of risk prior to control ↔	Risk Controls	Level of risk is now ↔	Likelihood ↔	Responsible person	Planned completion Date	Line Manager Check
The school lapses in following national guidelines and advice, putting everyone at risk	<b>HIGH</b>	To ensure that all relevant guidance is followed and communicated: <ul style="list-style-type: none"> <li>The school to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care, PHE, Telford &amp; Wrekin Council advice and review its risk assessment accordingly</li> <li>Information on the school website is updated.</li> <li>Pupils and parents/carers updated via classrooms/email/text as necessary.</li> <li>Any change in information to be shared with Chair of Governors, consulted with</li> </ul>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>	<b>This will be completed as and when any new advice and guidance is provided</b>	

		<p>employees directly, or through a safety representative that is either elected by the workforce or appointed by trade union and passed on to parents and staff by email</p> <p>As a result, the school has the most recent information from the government, and this is distributed throughout the school community.</p>					
Poor communication with parents and other stakeholders	<b>HIGH</b>	<ul style="list-style-type: none"> <li>All staff/pupils aware of current actions and requirements and reminded frequently using school communication systems 18.5.20/ 21.5.20</li> <li>Head teacher to share risk assessment with all staff 1.6.20 or earlier</li> <li>Parents notified of risk assessment plan and shared with parents via website.1.6.20</li> </ul> <p>As a result, all pupils and all staff working with pupils are adhering to current advice.</p>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>	<p><b>Communication is ongoing – weekly/two weekly updates via parentmail/website/ newsletter</b></p> <p><b>This will be published by June 1<sup>st</sup> 2020</b></p>	
Lack of awareness of policies and procedures	<b>HIGH</b>	<ul style="list-style-type: none"> <li>School leaders will ensure that all policies impacted on by coronavirus controls are updated 1.6.20</li> <li>All staff and pupils will make themselves aware of all relevant policies and procedures including, but not limited to, the following: <ul style="list-style-type: none"> <li>➤ Health and Safety Policy</li> <li>➤ Infection Control Policy/Poster</li> <li>➤ First Aid Policy</li> <li>➤ Intimate care policy</li> <li>➤ Behaviour policy</li> </ul> </li> </ul>	<b>LOW</b>	<b>LOW</b>	<p><b>Samantha Griffiths</b></p> <p><b>Suzanne Evans</b></p>	<b>In place by 1.6.20</b>	

		<ul style="list-style-type: none"> <li>➤ Business Continuity/Resilience</li> <li>• All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> <li>➤ The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</li> <li>➤ The Health Protection (Notification) Regulations 2010</li> <li>➤ Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</li> <li>➤ DfE and PHE (2020) 'COVID-19: guidance for educational settings'</li> </ul> </li> <li>• The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training 21.5.20</li> <li>• Staff are made aware of the school's infection control procedures in relation to coronavirus via face to face communication, training or email 18.5.20/21.5.20</li> <li>• Parents are made aware of the school's infection control procedures in relation to coronavirus via letter/social media/poster at entrance to school – they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus 13.3.20/15.5.20</li> <li>• Pupils are made aware of the school's infection control procedures in relation to</li> </ul>	<p><b>Medium risk</b> *relies on an external factor</p>	<p><b>Medium risk</b> *relies on an external factor</p>		<p><b>Information will be ongoing and any symptom updates shared.</b></p>	
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		<p>coronavirus via a coordinated programme of delivery from staff on the morning of the 1 June 2020. All are informed that they must tell a member of staff if they begin to feel unwell 1.6.20</p> <ul style="list-style-type: none"> <li>Daily electronic/face to face briefing issued to staff when necessary</li> </ul> <p>As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school.</p>					
High risk individuals		<ul style="list-style-type: none"> <li>Risk assessment to be completed for staff in high risk category exposure to Coronavirus (COVID – 19)</li> </ul>					
Vulnerable staff and pupils	<b>HIGH</b>	<ul style="list-style-type: none"> <li>children, young people and staff who have been classed as <u>clinically extremely vulnerable due to pre-existing medical conditions</u> have been advised to shield. We do not expect people in this category to be attending school or college, and they should continue to be supported to learn or work at home as much as possible. Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus.</li> <li>a child/young person or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting but will be given a low-risk role in school.</li> </ul>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b> <b>Suzanne Evans</b>	<b>22.5.20</b>	

		<ul style="list-style-type: none"> <li>if a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the <u>guidance on shielding</u>, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home</li> <li>staff and children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household</li> <li>protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced</li> </ul>	Medium *relies on an external factor	Medium *relies on an external factor			
Poor hygiene practice in school - <b>General</b>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>Posters are displayed at the entrance to the school, around school and in every classroom reminding staff, pupils, parents and visitors of the hygiene practice required in school (e.g. washing hands</li> </ul>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>	<b>22.5. 20</b>	

		<p>before entering and leaving school)</p> <ul style="list-style-type: none"> <li>• Pupils to wash their hands with soap before and after outdoor activities for no less than 20 seconds/ use anti-bacterial gel</li> <li>• Classteachers to provide hand wash demonstrations supported by NHS training videos</li> <li>• Teachers to reiterate key messages in class-time (when directed) to pupils to: <ul style="list-style-type: none"> <li>- Cover coughs and sneezes with a tissue,</li> <li>- To throw all tissues in a lidded bin</li> <li>- To avoid touching eyes, nose and mouth with unwashed hands.</li> </ul> </li> <li>• Additional alcohol-based sanitiser (that contains no less than 60 percent alcohol) and tissues to be provided for the school reception area, dining hall, classrooms and other key locations for staff, pupils and visitors</li> <li>• Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE's guidance</li> <li>• Sufficient amounts of soap (or hand sanitiser where applicable), clean water, paper towels and waste disposal bins are supplied in all toilets and kitchen areas</li> <li>• Hand washing facilities are supervised by staff when pupils are washing their hands to avoid overcrowding in hand washing areas</li> <li>• Pupils and staff do not share cutlery or</li> </ul>					
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		<p>food. Staff to bring in their own utensils. One member of staff will anti-bac their hands before making drinks and will use anti-bac wipes to keep the kitchen area clean. Hot drinks will be left on external POD tables. Staff do not access the staffroom but can use Classroom 3 where tables are socially distanced. All tables need to be wiped with anti-bacterial wipes before and after use.</p> <ul style="list-style-type: none"> <li>• All utensils are thoroughly cleaned before and after use</li> <li>• Cleaners, teaching assistants and Headteacher employed by the school to carry out additional cleaning. Door handles, doors and toilets are cleaned during the day at 90 minute intervals at most and paper/hand towels are refilled daily and spares available from the SBM</li> <li>• Follow T&amp;W cleaning in school guidance</li> </ul> <p>As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission.</p>					
Poor hygiene practice – <b>specific – school entrance</b>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• Clear signage in place regarding social distancing</li> <li>• Barriers/screens to be used by reception staff when dealing with parents/visitors/contractors</li> <li>• Remove screen signing system, receptionist to have a written log of visitors/contractors</li> </ul>	<b>LOW</b>	<b>LOW</b>	<b>Suzanne Evans</b>  <b>Nicola Pryce</b>  <b>Samantha Griffiths</b>  <b>Peter</b>	<b>22.5.20</b>	

		<ul style="list-style-type: none"> <li>• Areas touched to be wiped down</li> <li>• Discourage parents from entering the school building</li> <li>• Reduce the amount of people accessing reception area at any one time with only one person accessing the reception area at a time and a marked 2 metre queuing system deployed outside the school reception area.</li> <li>• Rearrange/remove furniture in reception area to facilitate social distancing.</li> <li>• Request that parents contact school by telephone or email for enquiries rather than face to face unless a vital issue.</li> <li>• Provide alcohol-based sanitiser (that contains no less than 60 percent alcohol) at the school reception area</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, reception staff are protected.</p>			<b>Ashton (before school hours)</b>		
Poor hygiene practice – <b>specific – office spaces.</b>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• Start and end times for administrative staff are staggered to support social distancing</li> <li>• Ensure distancing is maintained between desks</li> <li>• Tissues/hand sanitiser to be available in office locations</li> <li>• Staff to anti-bac on arrival at school and staff signing in procedures are suspended to reduce risk. A staff list of attendees will be kept.</li> </ul>	<u>LOW</u>	<u>LOW</u>	<u>Samantha Griffiths</u>	<u>22.5.20</u>	

		<ul style="list-style-type: none"> <li>• Each individual is responsible for wiping down their own work area before and after use with wipes made available</li> <li>• Each individual responsible for wiping down equipment such as printers, staplers, hole punches etc</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, office practice in office spaces limits the risk of the spread of any infection.</p>					
Poor hygiene practice – <b>specific - spread of potential infection at the start of the school day.</b>	<b>HIGH</b>	<p>In line with government advice:</p> <ul style="list-style-type: none"> <li>• Issue information to young people, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus</li> <li>• Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up</li> <li>• Inform each year group and their parents of their allocated times for the beginning and end of their school day</li> </ul> <p><b><u>Drop-off</u></b>  8.40am – Key Stage Two Children  8.50am - Reception and Key Stage One Children</p> <ul style="list-style-type: none"> <li>• Inform each year group and their parents of the allocated entrance and exit points to school and where they should go on arrival</li> </ul> <p><i>Note to parents: The school day will be</i></p>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>  <b>Suzanne Evans</b>  <b>Nicola Pryce</b>	<b>22.5.20</b>	

	<p><i>staggered to ensure your children can be handed-over and collected safely. All children attending school need to be accompanied by an adult to and from school. If it is possible for you to come without your partner and other children, it would be most helpful in preventing overcrowding. Please stand on the playground with your child at 2 metres away from others on the dots and wait for your child to be called in and out to you. New classroom bases will be established on their return.</i></p> <ul style="list-style-type: none"> <li>• Pupils to be taught how to wash their hands thoroughly using the E-Bug resources (sent to teachers 26.520)</li> <li>• Pupils to be supervised in accessing hand-washing/ anti-bacterial sanitiser facilities on arrival, ensuring that pupils queue while maintaining social distancing as they wait for facilities</li> <li>• All staff to wash hands on arrival in school or use anti-bacterial hand gel</li> <li>• Make it clear to parents and pupils that they cannot congregate at the front of school prior to the start of the school day</li> <li>• Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport</li> <li>• Issue information to pupils in relation to</li> </ul>					
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		<p>restrictions on their movement around the site</p> <ul style="list-style-type: none"> <li>• Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day.</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection is reduced as pupils and staff arrive at school.</p>					
Poor hygiene practice – <b>specific – toilet/changing facilities.</b>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• Staff to wear additional PPE when supporting pupils with toileting routines – mask, gloves, apron (see PPE guidance for schools)</li> <li>• No intimate care will be provided currently</li> <li>• Restrict numbers of children to one at a time in the boys/girls to ensure 2m social distancing is maintained</li> <li>• Provide paper towels instead of blow dryers (less risk of aerosol)</li> <li>• Prop doors open where possible to reduce hand contact surfaces before school opens</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, safe practices are followed and the risk of infection is reduced for staff and pupils.</p>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>	<b>1.6.20</b>	

<p>Poor hygiene practice – <b>specific - end of the school day.</b></p>	<p><b>HIGH</b></p>	<ul style="list-style-type: none"> <li>• Issue information to parents about departure procedures, including safe pick-up</li> <li>• Inform pupils and parents of their allocated times for the end of their school day</li> </ul> <p><b>Collection</b>  3pm – Key Stage Two Children  2.50pm – Reception and Key Stage One Children</p> <ul style="list-style-type: none"> <li>• Inform pupils and their parents of the allocated exit points and pick up points.  <i>Parents are to wait on one of the socially distanced points on the playground and children will be sent out to their parents</i></li> <li>• Make it clear to parents and pupils that they cannot congregate at the front of school/in the playground prior to the end of the school day. If waiting to collect pupils, parents are to remain in cars and park safely</li> <li>• Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport and potential road closures.</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection is reduced as</p>	<p><b>LOW</b></p>	<p><b>LOW</b></p>	<p><b>Samantha Griffiths</b></p> <p><b>Suzanne Evans</b></p> <p><b>Nicola Pryce</b></p>	<p><b>1.6.20</b></p>	
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		pupils and staff leave school.					
Ill health in school.	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• Staff are informed of the symptoms of possible coronavirus infection, <ul style="list-style-type: none"> <li>➢ A high temperature – this means they feel hot to touch on their chest or back (they do not need to measure their temperature but non contact infra-red thermometers are available for use on arrival of pupils)</li> <li>➢ A new continuous dry cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if they usually have a cough, it may be worse than usual)</li> <li>➢ Loss of taste or smell.</li> </ul> </li> <li>• Appropriate PPE is sourced and guidance on its location, use and disposal issued to staff in line with government guidance on what to do if a pupil or staff member becomes unwell (see PPE guidance for schools)</li> <li>• All staff are informed of the procedure in school relating a pupil becoming unwell in school</li> <li>• Any pupil who displays signs of being unwell is immediately sent to the isolation area (Year 6 Art area, close to the exit) and referred to Samantha Griffiths (Headteacher) or in the absence of her, Suzanne Evans</li> <li>• Any staff member who displays signs of</li> </ul>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>  <b>Suzanne Evans</b>	<b>22.5.20</b>	

		<p>being unwell immediately goes to the isolation area and refers themselves to Samantha Griffiths (Headteacher) or in the absence of her, Suzanne Evans, and is sent home (See guidance on Dealing with incidents at school)</p> <ul style="list-style-type: none"> <li>• Where the named person is unavailable, staff ensure that any unwell pupils are moved to an empty area whilst they wait for their parent to collect them. School admin team to contact parents. Parents advised to follow the COVID-19: Guidance for households, including accessing testing</li> <li>• If a pupil needs to use the bathroom, they should use a separate bathroom- Men's toilets in reception which will be cleaned after use and anything else they have been in contact with.</li> <li>• Pupils displaying symptoms of coronavirus do not come in to contact with other pupils and as few staff as possible, whilst still ensuring the pupil is safe. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained</li> <li>• If contact with a child or young person is absolutely necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing, eye protection should also be worn</li> <li>• The relevant member of staff calls for</li> </ul>					
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		<p>emergency assistance immediately if the pupil's symptoms worsen</p> <ul style="list-style-type: none"> <li>• Unwell pupils who are waiting to go home are supervised in the Year 6 art area where they can be at least two metres away from others</li> <li>• Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected once vacated.</li> <li>• Following a suspected case head teachers should follow the guidance in appendix 2</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, any member of the school community who becomes unwell, is isolated quickly and appropriate action is taken to minimise the risk of infection.</p>					
Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• Leaders to identify and communicate clearly to parents and pupils who is to attend and the times they are to attend</li> <li>• Leaders to calculate capacities of classrooms. Classrooms allocated for provision and arranged so that pupils can remain 2 metres apart where practicable</li> <li>• Unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring</li> </ul>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>	<b>1.6.20</b>	

		<p>more children back to early years and schools, we are taking this into account. Schools should therefore work through the hierarchy of measures set out;</p> <ul style="list-style-type: none"> <li>➤ Avoiding contact with anyone with symptoms</li> <li>➤ Frequent hand cleaning and good respiratory hygiene practices</li> <li>➤ Regular cleaning of settings</li> <li>➤ Minimising contact and mixing</li> </ul> <p>It is still important to reduce contact between people</p> <p>As much as possible, and we can achieve that and</p> <p>Reduce transmission risk by ensuring children, young</p> <p>People and staff where possible, only mix in a small,</p> <p>Consistent group and that small group stays away</p> <p>From other people and groups.</p> <ul style="list-style-type: none"> <li>• Where settings can keep children and young people in those small groups 2 metres away from each other, they should do so</li> <li>• Timetable reviewed and refreshed and programme communicated to teachers and staff</li> <li>• No more than 10 children in a class where space allows</li> <li>• Desks should be spaced as far apart as possible</li> <li>• Where possible, pupil movement to be</li> </ul>					
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		<p>limited to make social distancing easier and specialist teachers to move between allocated classrooms</p> <ul style="list-style-type: none"> <li>• Children to access home learning packs available on the school's website</li> </ul> <p>As a result, staff and pupils are clear about where they should be, the times that they should be there and what they are delivering.</p>					
Mental Health and Wellbeing for pupils	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• Where year groups are returning to school we would expect leaders and teachers to; <ul style="list-style-type: none"> <li>➤ consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn</li> <li>➤ assess where pupils are in their learning, and hence what adjustments to their curriculum may be needed over the coming weeks</li> <li>➤ identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils</li> <li>➤ support pupils in year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to year 7</li> </ul> </li> </ul>	<b>Medium</b>  *This is an unknown factor until children return to school	<b>Medium</b>  *This is an unknown factor until children return to school	<b>Samantha Griffiths</b>	Assessments will be carried out as soon as possible after the child's return to school (phased return dates)	

A pupil is tested and has a confirmed case of coronavirus.	<b>HIGH</b>	<p>In line with government advice:</p> <ul style="list-style-type: none"> <li>• The rest of the class/group should be advised to self-isolate for 14 days</li> <li>• The Head teacher will contact PHE. Then PHE's local protection teams to conduct a rapid investigation and will advise school on appropriate action.</li> <li>• See advice in Dealing with Incident procedure</li> </ul> <p>As a result, school leaders taken appropriate action in the event of a confirmed case of coronavirus.</p>	<b>Medium</b>	<b>Medium</b>	<p><b>Samantha Griffiths</b></p> <p><b>Suzanne Evans</b></p>	<b>1.6.20</b>	
Insufficient staff to run face-to-face sessions for pupils.	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• Leaders to ensure that they have a complete list of shielded and vulnerable adults for their school</li> <li>• Protocols for staff to inform leaders if they need to self-isolate are clearly in place</li> <li>• Leaders ensure there is a rota in place for cover in the instance that staff have to self-isolate.</li> </ul> <p>As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils.</p>	<b>Low</b>	<b>Low</b>	<b>Samantha Griffiths</b>	<b>15.5.20</b>	
Pupil movement between transitions increases the risk of infection.	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• Breaktime and lunchtime are replaced by additional PE sessions and a DVD at lunchtime in class</li> <li>• One-way circulation where possible to be put in place for pupils arriving and leaving shared lunch space/lessons.</li> </ul>	<b>Low</b>	<b>Low</b>	<p><b>Samantha Griffiths</b></p> <p><b>Sharon Deaval</b></p>	<b>1.6.20</b>	

	<ul style="list-style-type: none"> <li>• Allocated outdoor areas for each year group to be identified for break time and lunchtime</li> <li>• Lunchtime to be staggered for different year groups POD 1 to POD 6 in order</li> <li>• Pupils to be supervised in washing hands/ using anti-bacterial sanitiser before and after lunch</li> <li>• Children will no longer eat in the hall but in their classroom where they are socially distanced, food in canteen will be displayed at a distance with tables in front of trolleys to prevent contact</li> <li>• Touch terminals/cashless catering is not used. Till operator searches for pupils by name on the electronic system (rather than using fingerprint recognition)</li> <li>• Tables in classrooms where the children eat to be cleaned prior to use and at the end of session</li> <li>• Catering staff to maintain strict levels of hygiene in food preparation areas and follow whole staff guidance in reporting illness</li> <li>• Pupils who bring a packed lunch, to eat in classrooms to reduce movement and maintain social distancing. Tables must be cleaned prior to lunch</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection during</p>					
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		unstructured time is reduced.					
Spread of infection in classrooms/shared areas.	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• All unnecessary items to be removed from classrooms and learning environments and stored elsewhere</li> <li>• All soft furnishings and items that are hard to clean to be removed *The reception sofa not to be used</li> <li>• Class sizes reduced to ensure social distancing can be adhered to, with all desks 2m apart and group sizes not exceeding 10</li> <li>• Pupils to be directed to specific seats in classrooms and to maintain seats during the day as far as possible</li> <li>• Tissues, anti-bac wipes, and hand sanitiser to be located in each classroom/learning space</li> <li>• Bins to be emptied by our caretaker at least twice daily. No bins inside class areas.</li> <li>• Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open</li> <li>• Where possible, windows to be opened to provide ventilation.</li> <li>• Inform all the pupils that they must bring the required equipment to school and not share it with other POD members to reduce the risk of infection</li> <li>• Staff to clean IT equipment (esp keyboards) with anti-bacterial wipes before and after each use</li> <li>• Shared telephone handsets to be cleaned</li> </ul>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>  <b>Sarah Rushton</b>  <b>Suzanne Evans</b>	<b>22.5.20</b>	

		<p>with anti-bacterial wipes before and after each use</p> <ul style="list-style-type: none"> <li>• Shared teaching resources to be cleaned prior to and after use. This will only happen in EYFS, Cleaned twice during the school day and the environment cleaned at the end of the day.</li> <li>• If any bodily fluids come into contact with classroom equipment, ensure that gloves are worn to remove the piece of equipment before it is thoroughly cleaned. Inform Samantha Griffiths or Suzanne Evans of any instances.</li> <li>• Guidance issued to staff on the use of the staff room and staff toilet area, including maximum numbers at any one time. 2 staff members will be working in the staffroom, no other staff members to enter. 1 person in the toilet at a time. Staff to be reminded to adhere to social distancing at all times</li> <li>• Hand sanitiser and anti-bacterial wipes to be in place at photocopiers/shared keyboards/telephones etc</li> <li>• Staff must not wash plates and utensils. These should be taken home and washed. Cups will be collected in and washed in a hot dishwasher cycle.</li> <li>• Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, the risk of infection to staff and pupils in classrooms is reduced.</p>					
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<p>Poor pupil behaviour increases the risk of the spread of the infection.</p>	<p><b>MEDIUM</b></p>	<ul style="list-style-type: none"> <li>• Pupils are reminded of the behaviour policy on their return to school</li> <li>• Sanctions (and how they will be applied in the context of social distancing) are clearly communicated to pupils and parents. Behaviour policy is adjusted as a consequence</li> <li>• Pupils' individual behaviour plans are reviewed and specific control measures identified and shared with pupils and staff where necessary.</li> <li>• Follow T&amp;W PPE guidance</li> </ul> <p>As a result, pupils and staff understand the behaviour policy/individual plans in context.</p>	<p><b>LOW</b></p>	<p><b>LOW</b></p>	<p><b>Samantha Griffiths</b></p> <p><b>Dan Freeman</b></p> <p><b>Alice Carver</b></p> <p><b>Emma Williams</b></p>	<p><b>1.6.20</b></p>	
<p>Pupils with complex needs are not adequately prepared for a return to school or safely supported.</p>	<p><b>MEDIUM</b></p>	<ul style="list-style-type: none"> <li>• Specific arrangements for pupil transport have been risk assessed and agreed with local providers N/A at present</li> <li>• Leaders and staff should review individual pupils' handling plans, including the use of PPE (see PPE guidance) N/A at present</li> <li>• Additional advice should be sought from external agencies where appropriate in relation to moving and handling (physiotherapy, occupational therapy) N/A at present</li> <li>• Review individual communication plans where close proximity is expected e.g. on-body signing NA at present</li> <li>• Plans should be understood, shared and followed consistently by all staff working</li> </ul>	<p><b>Low</b></p>	<p><b>Low</b></p>	<p><b>Samantha Griffiths</b></p>	<p><b>This will be reviewed when applicable.</b></p>	



		<p>with those pupils NA at present</p> <ul style="list-style-type: none"> <li>• Prepare additional social stories to support pupils with autism / learning difficulties (highlighting changes to classrooms/arrangements/use of PPE, for example) and share with parents and pupils prior to pupils returning to school.</li> <li>• Follow T&amp;W PPE guidance</li> </ul> <p>As a result, pupils with complex needs are well supported.</p>					
Vulnerable pupils and pupils with SEND do not receive appropriate support.	<b>MEDIUM</b>	<ul style="list-style-type: none"> <li>• Appropriate planning is in place to support the mental health of pupils returning to school</li> <li>• Agree what returning support is available to pupils with SEND in conjunction with families and other agencies.</li> </ul> <p>As a result, pupils with SEND and those concerned about returning to school are well supported.</p>	<u>Low</u>  *most pupils in these groups will be returning	<u>Low</u>	<b>Samantha Griffiths</b>  <b>Alice Carver</b>	<p>As soon as children return and assessed, appropriate support will be put in place – <b>ongoing.</b></p> <p>Maintain continuous contact with children and their families at home and signpost to services.</p>	
Increased number of safeguarding concerns reported after lockdown.		<ul style="list-style-type: none"> <li>• Agree safeguarding provision to be put in place to support returning pupils</li> <li>• Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns</li> <li>• Follow up any referrals made by staff swiftly, while maintaining social distancing.</li> </ul> <p>As a result, safeguarding remains of the highest priority and practice.</p>	<b>Medium</b>  *unknown factor until children return	<b>Medium</b>  *unknown factor until children return	<b>Samantha Griffiths</b>	<b>1.6.20</b>	
Emergency	<b>MEDIUM</b>	<ul style="list-style-type: none"> <li>• Lockdown, fire and emergency</li> </ul>	<b>Low</b>	<b>Low</b>	<b>Samantha</b>	<b>This will have to be</b>	

<p>evacuation due to fire etc.</p>		<p>evacuation procedures to be reviewed so that social distancing can be maintained</p> <ul style="list-style-type: none"> <li>• Practice fire drill completed in first week</li> <li>• Leaders to communicate procedures to all staff</li> <li>• Staff to communicate emergency evacuation procedures to pupils at the beginning of each day.</li> </ul> <p>As a result, social distancing is maintained in the event of an emergency evacuation.</p>			<p><b>Griffiths</b> <b>Suzanne Evans</b></p>	<p><b>done weekly until all returning children have been phased in – starting 3.6.20</b></p>	
<p>Cleaning is not sufficiently comprehensive.</p>	<p><b>HIGH</b></p>	<ul style="list-style-type: none"> <li>• Ensure that all cleaning and associated health and safety compliance checks have been undertaken prior to opening</li> <li>• A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures</li> <li>• Where possible, additional cleaning staff employed (or given additional hours) to increase the regularity of cleaning</li> <li>• Whilst pupils are at PE (replacing Breaktimes), Ryan Stevens and Lorraine Edgerton to clean tables/door handles with a disinfectant spray. Gloves to be worn during this and hands washed afterwards. PPE and sprays for this role are kept in the HTs office.</li> <li>• Disposable gloves/wipes/sprays are next to photocopiers/printers etc</li> <li>• Cleaners to act upon guidance normally linked to ‘deep cleans’ as part of their</li> </ul>	<p><b>Low</b></p>	<p><b>Low</b></p>	<p><b>Samantha Griffiths</b> <b>Deborah Fisher</b> <b>Ron Hotchkiss</b></p>	<p><b>1.6.20</b></p>	

		<p>daily procedures (i.e. a focus on door handles, toilets, changing room, toys in the Early Years).</p> <ul style="list-style-type: none"> <li>Assess the schools ability to follow T&amp;W cleaning in school guidance, if unable to complete notify the Local Authority</li> </ul> <p>As a result, high standards of cleanliness are maintained in school.</p>					
Contractors, deliveries and visitors increase the risk of infection.	<b>HIGH</b>	<ul style="list-style-type: none"> <li>All contractors to be checked to ensure that they are essential visitors prior to entry to the school</li> <li>Agree arrival and departure times with contractors to ensure that there is no contact with staff or pupils</li> <li>All contractors/visitors to wash hands either prior to or on entry to the school site</li> <li>Contractors and visitors are directed to specific/designated handwashing facilities/ use anti-bacterial hand gel</li> <li>All areas in which contractors work are cleaned in line with government guidance</li> <li>Contractors to bring own food, drink and utensils onto site. This must be eaten outside in their own vehicle.</li> <li>Staff who receive deliveries to the school to wash hands/use anti-bacterial sanitiser in line with government guidance after handling</li> <li>Where possible, staff to identify safe/designated place for delivery without need for contact with staff (Reception</li> </ul>	<b>Low</b>	<b>Low</b>	<b>Suzanne Evans</b>  <b>Nicola Pryce</b>	<b>23.3.20</b>	

		<p>area) Drivers are not permitted to enter the school premises when making deliveries</p> <ul style="list-style-type: none"> <li>• If drivers have to enter school site, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building</li> <li>• Surfaces to be cleaned after any deliveries have been made.</li> <li>• No use of toilet facilities will be available for short-stay visitors to the school to reduce the risk of cross contamination.</li> </ul> <p>As a result, any external visitors/contactors are kept safe and the risk to other members of the school is minimised.</p>					
Professional Visitors	<b>MEDIUM - HIGH</b>	<ul style="list-style-type: none"> <li>• All visitors to be checked to ensure that they are essential visitors prior to entry to the school</li> <li>• Pre questionnaire completed by professional visitor</li> <li>• Agree arrival and departure times and where they can and cannot be located with professional visitor to ensure that there is no contact with staff or pupils</li> <li>• All professional visitors to wash hands on entry to the school site</li> <li>• Professional visitors are directed to specific/designated handwashing facilities and anti-bacterial sanitiser dispensers.</li> <li>• All areas in which Professional visitor work are cleaned in line with government guidance</li> </ul>	<b>Low</b>	<b>Low</b>	<b>Suzanne Evans</b>  <b>Samantha Griffiths</b>	<b>1.6.20</b>	

		<ul style="list-style-type: none"> <li>Professional visitors are not to eat on site and should eat in their vehicle if necessary.</li> <li>Professional visitors to be responsible for cleaning their own equipment and personal belongings</li> </ul> <p>As a result, any professional visitors are kept safe and the risk to other members of the school is minimised.</p>					
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**Staff: Please refer to St Mary’s Catholic Primary School COVID19 Staff Handbook for further detail regarding:**

**Capacity and organisation of teaching spaces**

**Arrival to and departure from school**

**Movement around the school**

**Classroom allocations**

**Timetable arrangements**

**Role of teaching assistants**

**Break time plan**

**Lunchtime plan**

**Catering staff**

**Cleaning**

**Toilets**

**Staffroom and offices**

**Transport**

**Classroom expectations**

**Pupil expectations**

Useful links:

- Safeguarding: <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Remote learning: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Attendance: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- Premises: <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak>
- Prevention and control- <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- Advice: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>
- Vulnerable: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
- Extremely vulnerable: <https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

- SEND - <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>
- Home learning support: <https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>
- Remote support: <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19>
- Accountability measures: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>
- Pupils' mental health support/pastoral care at home: <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stress> Parents: <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>
- Parents with pupils with SEND: <https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19>
- Supporting parents: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing#working-with-parents>
- Financial support: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care>
- Exceptional costs: <https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020>
- Reducing burdens: <https://www.gov.uk/government/publications/coronavirus-covid-19-reducing-burdens-on-educational-and-care-settings/reducing-burdens-on-educational-and-care-settings>
- Social distancing: <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>
- PPE: <https://www.gov.uk/government/collections/coronavirus-covid-19-personal-protective-equipment-ppe>
- Public health England <https://www.gov.uk/government/organisations/public-health-england>
- NHS: <https://www.nhs.uk/conditions/coronavirus-covid-19/what-to-do-if-you-or-someone-you-live-with-has-coronavirus-symptoms/>
- Government advice: <https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance>
- DfE <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>
- A detailed checklist and key guidance for action for health and safety is available at: [www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak](http://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)
- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>