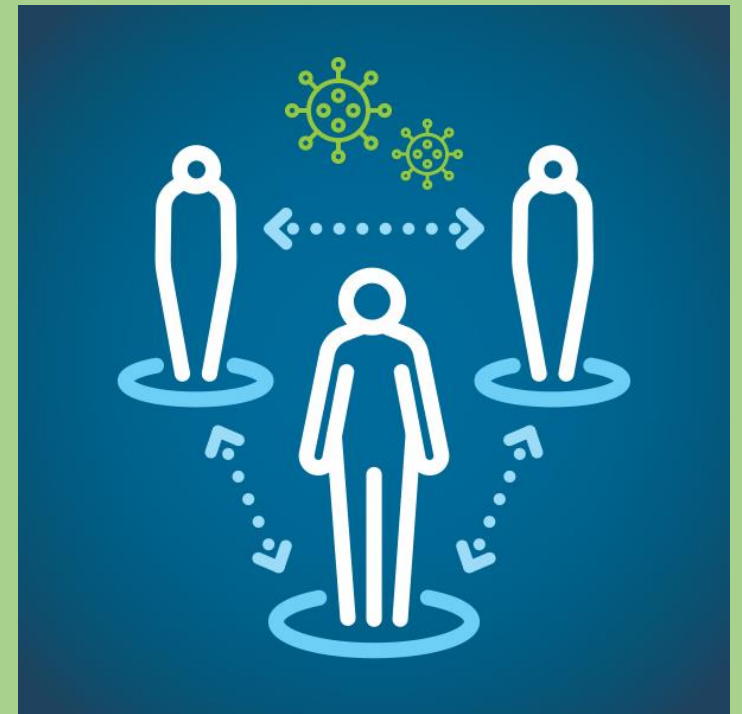


St Mary's Catholic Primary School Coronavirus Risk Assessment (Version 2. Amended 20.7.20)





Coronavirus (COVID-19): Risk Assessment Action Plan for potential opening from 1st September 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: 20 th July 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](#)
 - [Guidance for full opening: Schools \(July 2020\)](#)
 - [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 \(updated 12 May \)](#)

Key:	
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. NB IF IMPACT AND LIKELIHOOD ARE BOTH HIGH, THEN THE ACTIVITY SHOULD BE STOPPED UNTIL ADDITIONAL CONTROL MEASURES ARE PUT IN PLACE.
Responsible person:	The identified staff member(s) responsible for implementing the risk controls Head Teacher Sign <i>S J Griffiths</i> Date 20.7.20 Chair of Governors sign <i>JMPayton</i> Date 2/9/2020
Completion Date:	The date by which required plans for controls will be in place. 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.
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	HIGH	To ensure that all relevant guidance is followed and communicated: <ul style="list-style-type: none"> 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 & Wrekin Council advice and review its risk assessment accordingly Information on the school website is update Pupils and parents/carers updated via classrooms/email/text as necessary. Any change in information to be shared with Chair of Governors, 	LOW	LOW	Samantha Griffiths	This will be completed as and when any new advice and guidance is provided Advice has been updated for care provision 23.3.30/ partial opening 1.6.20 and for full opening 10.7.20	

		<p>consulted with 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	HIGH	<ul style="list-style-type: none"> All staff/pupils aware of current actions and requirements and reminded frequently using school communication systems 18.5.20/ 21.5.20/10.7.20 and trained in ways of working for September on 20.7.20 Head teacher to share risk assessment with all staff 25.7.20 and present it to staff on 1.9.20 – PD day Parents notified of risk assessment plan and shared with parents via website. 25.7.20. Reminder on newsletter 4.9.20 <p>As a result, all pupils and all staff working with pupils are adhering to current advice.</p>	LOW	LOW	Samantha Griffiths	<p>Communication is ongoing – weekly/two weekly updates via parentmail/website/ newsletter</p> <p>This will be published by July 25th 2020</p>	
Lack of awareness of policies and procedures	HIGH	<ul style="list-style-type: none"> School leaders will ensure that all policies impacted on by coronavirus controls are updated 1.9.20 All staff and pupils will make themselves aware of all relevant policies and procedures including, but 	LOW	LOW	<p>Samantha Griffiths</p> <p>Suzanne Evans</p>	In place and staff trained by 1.9.20	

		<p>not limited to, the following:</p> <ul style="list-style-type: none"> ➤ Health and Safety Policy ➤ Infection Control Policy/Poster ➤ First Aid Policy ➤ Intimate care policy ➤ Behaviour policy ➤ Business Continuity/Resilience • All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <ul style="list-style-type: none"> ➤ The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 ➤ The Health Protection (Notification) Regulations 2010 ➤ Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities' ➤ DfE and PHE (2020) 'COVID-19: guidance for educational settings' • The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training 21.5.20/10.7.20/ 21.7.20 • Staff are made aware of the school's infection control procedures in relation to coronavirus via face to face communication, training or email 18.5.20/21.5.20/10.7.20/ 21.7.20 • Parents are made aware of the school's infection control procedures 	<p>Medium risk *relies on an</p>	<p>Medium risk *relies on an</p>		<p>Information will be ongoing and any symptom updates shared.</p>	
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		<p>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/ Updated 10.7.20</p> <ul style="list-style-type: none"> • Pupils are made aware of the school's infection control procedures in relation to coronavirus via a coordinated programme of delivery from staff on the morning of the 1st September 2020. All are informed that they must tell a member of staff if they begin to feel unwell 1.9.20 • Daily electronic/face to face briefing issued to staff when necessary <p>As a result, all staff and pupils are aware of the policies and procedures in place to keep themselves safe in school.</p>	external factor	external factor			
High risk individuals		<ul style="list-style-type: none"> • Separate risk assessment to be completed for staff in high risk category exposure to Coronavirus (COVID – 19) if this becomes necessary 					

Vulnerable staff and pupils	HIGH	<ul style="list-style-type: none"> • a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) • shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding • if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). • some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people. 	LOW	LOW	Samantha Griffiths Suzanne Evans	1.9.20 Information distributed to parents by 17.9.20	
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		<ul style="list-style-type: none"> • staff and children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household • 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 	Medium *relies on an external factor	Medium *relies on an external factor			
Poor hygiene practice in school - General	HIGH	<ul style="list-style-type: none"> • 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 before entering and leaving school) • Pupils to wash their hands with soap before and after outdoor activities for no less than 20 seconds/ use anti-bacterial gel • Classteachers to provide hand wash demonstrations supported by NHS training videos 	LOW	LOW	Samantha Griffiths	22.5. 20 and updated by 1.9.20	

		<ul style="list-style-type: none"> • Teachers to reiterate key messages in class-time (when directed) to pupils to: <ul style="list-style-type: none"> - Cover coughs and sneezes with a tissue, - To throw all tissues in a lidded bin - To avoid touching eyes, nose and mouth with unwashed hands. • 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 • Infection control procedures are adhered to as far as possible in accordance with the DfE and PHE's guidance • 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 • Hand washing facilities are supervised by staff when pupils are washing their hands to avoid overcrowding in hand washing areas • Pupils and staff do not share cutlery, food or fridges. Staff to bring in their own utensils. Staff will need to wash or sanitise hands before entering and 					
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		<p>on exit. Only 3 staff members are allowed to enter the staffroom at any time and should remain 2m apart from each other.</p> <ul style="list-style-type: none"> • All utensils are thoroughly cleaned before and after use • 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 • Follow T&W cleaning in school guidance • Issue and use a classroom cleaning schedule <p>As a result, all pupils and staff are adhering to high standards of hygiene to minimise risk of transmission.</p>					
Poor hygiene practice – specific – school entrance	HIGH	<ul style="list-style-type: none"> • Clear signage in place regarding social distancing • Screen to be used by reception staff when dealing with parents/visitors/contractors • Remove screen signing system, receptionist to have a written log of visitors/contractors • Areas touched to be wiped down • Discourage parents from entering the 	LOW	LOW	<p>Suzanne Evans</p> <p>Nicola Pryce</p> <p>Samantha Griffiths</p> <p>Peter Ashton (before</p>	22.5.20	

		<p>school building</p> <ul style="list-style-type: none"> • 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. • Rearrange/remove furniture in reception area to facilitate social distancing. Do not allow visitors to sit and wait on the sofa. • Request that parents contact school by telephone between 9.30 and 11.30am or email for enquiries rather than face to face unless a vital issue. • Provide alcohol-based sanitiser (that contains no less than 60 percent alcohol) at the school reception area • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, reception staff are protected.</p>			school hours)		
Poor hygiene practice – specific – office spaces.	HIGH	<ul style="list-style-type: none"> • Ensure 2m+ distancing is maintained between desks • Tissues/hand sanitiser to be available in office locations • 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. • No other staff members are allowed 	<u>LOW</u>	<u>LOW</u>	<u>Samantha Griffiths</u>	<u>2.9.20</u>	

		<p>to enter the office area apart from DHT and HT</p> <ul style="list-style-type: none"> • Each individual is responsible for wiping down their own work area before and after use with wipes made available • Each individual responsible for wiping down equipment such as printers, staplers, hole punches etc • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, office practice in office spaces limits the risk of the spread of any infection.</p>					
Poor hygiene practice – specific - spread of potential infection at the start of the school day.	HIGH	<p>In line with government advice:</p> <ul style="list-style-type: none"> • Issue information to young people, parents, carers and visitors not to enter the school if they display any symptoms of coronavirus • Issue information to parents about arrival and departure procedures, including safe drop-off and pick-up • Inform each year group and their parents of their allocated times for the beginning and end of their school day <p>Drop-off 8.40am – Children with siblings in school 8.55am – Children with no other siblings in school</p>	LOW	LOW	Samantha Griffiths Suzanne Evans Nicola Pryce	22.5.20 and updated 10.7.20	

		<ul style="list-style-type: none"> • Inform each year group and their parents of the allocated entrance and exit points to school and where they should go on arrival • Pupils to be taught how to wash their hands thoroughly using the E-Bug resources (sent to teachers 26.5.20/updated 17.7.20) • 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 • All staff to wash hands on arrival in school or use anti-bacterial hand gel • Make it clear to parents and pupils that they cannot congregate at the entrance school prior to the start of the school day or to wait for gates to open • Make parents and pupils aware of government recommendations with regard to transport. Inform parents and pupils of restrictions and plans relating to school transport – individual parents contacted 15.7.20 • Issue information to pupils in relation to restrictions on their movement around the site • Sufficient supplies of hand-washing supplies should be provided to accommodate this procedure at the start of the day. Purchased and 					
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		<p>delivered 12.7.20</p> <ul style="list-style-type: none"> Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, the risk of infection is reduced as pupils and staff arrive at school.</p>					
Poor hygiene practice – specific – toilet/changing facilities.	HIGH	<ul style="list-style-type: none"> Staff to wear additional PPE when supporting pupils with toileting routines – mask, gloves, apron (see PPE guidance for schools) Intimate care will be restricted to needs that can be met safely. Restrict numbers of children to one at a time in the boys/girls to ensure 1+m social distancing is maintained Provide paper towels instead of blow dryers (less risk of aerosol) Prop doors open where possible to reduce hand contact surfaces before school opens Assess our schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, safe practices are followed and the risk of infection is reduced for staff and pupils.</p>	LOW	LOW	Samantha Griffiths	1.6.20 and updated 1.9.20	
Poor hygiene	HIGH	<ul style="list-style-type: none"> Issue information to parents about 	LOW	LOW	Samantha	1.6.20 and updated	

<p>practice – specific - end of the school day.</p>		<p>departure procedures, including safe pick-up</p> <ul style="list-style-type: none"> Inform pupils and parents of their allocated times for the end of their school day <p>Collection Collection</p> <p>2.45pm – Children with siblings in school 3pm – Children with no other siblings in school</p> <ul style="list-style-type: none"> Inform pupils and their parents of the allocated exit points and pick up points. 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 Make parents and pupils aware of government recommendations with regard to transport. Individual parents contacted 15.7.20 Assess our schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, the risk of infection is reduced as pupils and staff leave school.</p>			<p>Griffiths</p> <p>Suzanne Evans</p> <p>Nicola Pryce</p>	<p>10.7.20</p>	
<p>Ill health in school.</p>	<p>HIGH</p>	<ul style="list-style-type: none"> Staff and families are informed of the symptoms of possible coronavirus 	<p>LOW</p>	<p>LOW</p>	<p>Samantha Griffiths</p>	<p>22.5.20 and reminded 10.7.20. Staff training 20.7.20. Reminder</p>	

		<p>infection,</p> <ul style="list-style-type: none"> ➤ 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) ➤ 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) ➤ Loss of taste or smell (anosmia) ➤ Gastrointestinal symptoms may occur in children <ul style="list-style-type: none"> • 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) • All staff are informed of the procedure in school relating a pupil becoming unwell in school • 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 			Suzanne Evans	1.9.20	
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		<ul style="list-style-type: none"> • Any staff member who displays signs of 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) • 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 • 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. • 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 • If contact with a child or young person is absolutely necessary, then gloves, an apron and a face mask should be 					
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		<p>work by the supervising adult. If there is a risk of splashing, eye protection should also be worn</p> <ul style="list-style-type: none"> • The relevant member of staff calls for emergency assistance immediately if the pupil's symptoms worsen • 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 • Areas used by unwell pupils who need to go home are identified as out of bounds, thoroughly cleaned and disinfected once vacated. • Following a suspected case we will follow the TAW guidance (Flow chart) • Engage with the Health Protection Hub at Telford and Wrekin and use the notification form to advise of any confirmed or suspected cases of CPVID19 and follow any advice provided by the Teat and Trace team • With support from TAW, manage confirmed cases of COVID19 amongst our school community • Work with TAW to contain any outbreak by following health protection hub advice and PHE advice • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority 					
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		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.					
Poor management of pupil numbers reduces the ability of pupils and staff to practice social distancing.	HIGH	<ul style="list-style-type: none"> • Leaders to identify and communicate clearly to parents and pupils who is to attend and the times they are to attend • Leaders to calculate capacities of classrooms. Classrooms allocated for provision and arranged so that pupils can remain 1 metres apart and 2 metres where practicable • Reduce transmission risk by ensuring children and staff where possible, only mix in a consistent bubble or in our case, class group and that stays away as much as possible from other groups. • We will also keep children and young people in those small groups 1+ metres away from each other whenever it is possible to do so. Timetable reviewed and refreshed and programme communicated to teachers and staff 20.7.20 • There will be no more than 30 children in a class • Desks will be spaced as far apart as possible • Where possible, pupil movement to 	LOW	LOW	Samantha Griffiths	1.6.20 and updated 10.7.20	

		<p>be limited to make social distancing easier and specialist teachers to move between allocated classrooms. This will be limited to the Spanish teacher, HLTAs who cover PPA and sports coaches</p> <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	HIGH	<ul style="list-style-type: none"> When all children year groups return to school we will; <ul style="list-style-type: none"> ➤ consider our pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn ➤ assess where pupils are in their learning, and hence what adjustments to their curriculum may be needed over the coming weeks ➤ identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils 	Medium	Medium	Samantha Griffiths	Assessments will be carried out as soon as possible after the child's return to school (phased return dates)	
Insufficient staff to run face-to-face sessions for pupils.	HIGH	<ul style="list-style-type: none"> Leaders to ensure that they have a complete list of shielded and vulnerable adults for their school Protocols for staff to inform leaders if 	Low	Low	Samantha Griffiths	15.5.20 and updated 10.7.20 for September start	

		<p>they need to self-isolate are clearly in place</p> <ul style="list-style-type: none"> • Leaders ensure there is a rota in place for cover in the instance that staff have to self-isolate. <p>As a result, sufficient staff cover in place to provide the face-to-face support sessions for pupils.</p>					
Pupil movement between transitions increases the risk of infection.	HIGH	<ul style="list-style-type: none"> • Breaktime and lunchtime are replaced by additional PE sessions and a DVD at lunchtime in class • One-way circulation in place for pupils arriving and leaving shared lunch space/lessons. • Accessing a lunch is staggered for different year groups POD R to POD 6 in order • Pupils to be supervised in washing hands/ using anti-bacterial sanitiser before and after lunch • 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 • Touch terminals/cashless catering is not used. Till operator searches for pupils by name on the electronic system (rather than using fingerprint recognition) 	Low	Low	<p>Samantha Griffiths</p> <p>Sharon Deaval</p>	1.6.20 ongoing	

		<ul style="list-style-type: none"> • Tables in classrooms where the children eat to be cleaned prior to use and at the end of session • Catering staff to maintain strict levels of hygiene in food preparation areas and follow whole staff guidance in reporting illness • Pupils who bring a packed lunch, to eat in classrooms to reduce movement and maintain social distancing. Tables must be cleaned prior to lunch • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, the risk of infection during unstructured time is reduced.</p>					
Spread of infection in classrooms/shared areas.	HIGH	<ul style="list-style-type: none"> • All unnecessary items to be removed from classrooms and learning environments and stored elsewhere • All soft furnishings and items that are hard to clean to be removed *The reception sofa not to be used • Pupils to be directed to specific seats in classrooms and to maintain seats during the day as far as possible • Tissues, anti-bac wipes, and hand sanitiser to be located in each classroom/learning space • Bins with lids to be emptied every day or sooner if necessary 	LOW	LOW	Samantha Griffiths Sarah Rushton Suzanne Evans	22.5.20	

		<ul style="list-style-type: none"> • Contact with communal surfaces, such as door handles etc to be minimised. Doors to be kept open • Where possible, windows to be opened to provide ventilation. • 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 • Staff to clean IT equipment (esp keyboards) with anti-bacterial wipes before and after each use • Shared telephone handsets to be cleaned with anti-bacterial wipes before and after each use • 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. • 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. • 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 					
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		<p>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</p> <ul style="list-style-type: none"> • Hand sanitiser and anti-bacterial wipes to be in place at photocopiers/shared keyboards/telephones etc • 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. • Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, the risk of infection to staff and pupils in classrooms is reduced.</p>					
Poor pupil behaviour increases the risk of the spread of the infection.	MEDIUM	<ul style="list-style-type: none"> • Pupils are reminded of the behaviour policy on their return to school • 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 • Pupils' individual behaviour plans are reviewed and specific control measures identified and shared with pupils and staff where necessary. • Follow T&W PPE guidance 	LOW	LOW	<p>Samantha Griffiths</p> <p>Dan Freeman</p> <p>Alice Carver</p> <p>Emma Williams</p>	1.6.20/15.6.20/22.6.20/2.9.20	

		As a result, pupils and staff understand the behaviour policy/individual plans in context.					
Pupils with complex needs are not adequately prepared for a return to school or safely supported.	MEDIUM	<ul style="list-style-type: none"> • Specific arrangements for pupil transport have been risk assessed and agreed with local providers N/A at present • Leaders and staff should review individual pupils' handling plans, including the use of PPE (see PPE guidance) N/A at present • Additional advice should be sought from external agencies where appropriate in relation to moving and handling (physiotherapy, occupational therapy) N/A at present • Review individual communication plans where close proximity is expected e.g. on-body signing NA at present • Plans should be understood, shared and followed consistently by all staff working with those pupils NA at present • 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. 30.4.20 - sent • Follow T&W PPE guidance 	Low	Low	Samantha Griffiths	Developed during the week beginning 13.7.20	

		As a result, pupils with complex needs are well supported.					
Vulnerable pupils and pupils with SEND do not receive appropriate support.	MEDIUM	<ul style="list-style-type: none"> • Appropriate planning is in place to support the mental health of pupils returning to school • Agree what returning support is available to pupils with SEND in conjunction with families and other agencies. <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>	Samantha Griffiths Helen Lambie	As soon as children return and assessed, appropriate support will be put in place – ongoing. Respond to any contact with children and their families at home and signpost to services. List of services provided 17.7.20	
Increased number of safeguarding concerns reported after lockdown.		<ul style="list-style-type: none"> • Agree safeguarding provision to be put in place to support returning pupils • Ensure that key staff (DSL and deputies) have capacity to deal with any arising concerns • Follow up any referrals made by staff swiftly, while maintaining social distancing. <p>As a result, safeguarding remains of the highest priority and practice.</p>	Medium *unknown factor until children return	Medium *unknown factor until children return	Samantha Griffiths	1.6.20/ Updates made 5.6.20	
Emergency evacuation due to fire etc.	MEDIUM	<ul style="list-style-type: none"> • Lockdown, fire and emergency evacuation procedures to be reviewed so that social distancing can be maintained • Practice fire drill completed in first week • Leaders to communicate procedures 	Low	Low	Samantha Griffiths Suzanne Evans	This will have to be done as returning children have been phased in – starting 3.6.20/ 15.7.20/21.9.20	

		<p>to all staff</p> <ul style="list-style-type: none"> Staff to communicate emergency evacuation procedures to pupils at the beginning of each day. <p>As a result, social distancing is maintained in the event of an emergency evacuation.</p>					
Cleaning is not sufficiently comprehensive.	HIGH	<ul style="list-style-type: none"> Ensure that all cleaning and associated health and safety compliance checks have been undertaken prior to opening A nominated member of staff monitors the standards of cleaning in school and identifies any additional cleaning measures Where possible, additional cleaning staff employed (or given additional hours) to increase the regularity of cleaning Whilst pupils are at PE (replacing Breaktimes), classroom staff 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 SE office Disposable wipes/sprays are next to photocopiers/printers etc Cleaners to act upon guidance normally linked to 'deep cleans' as part of their daily procedures (i.e. a 	Low	Low	<p>Samantha Griffiths</p> <p>Suzanne Evans</p> <p>Deborah Fisher</p>	1.6.20 and updated 10.7.20	

		<p>focus on door handles, toilets, changing room, toys in the Early Years).</p> <ul style="list-style-type: none"> Assess the schools ability to follow T&W cleaning in school guidance, if unable to complete notify the Local Authority <p>As a result, high standards of cleanliness are maintained in school.</p>					
Contractors, deliveries and visitors increase the risk of infection.	HIGH	<ul style="list-style-type: none"> All contractors to be checked to ensure that they are essential visitors prior to entry to the school Agree arrival and departure times with contractors to ensure that there is no contact with staff or pupils All contractors/visitors to wash hands either prior to or on entry to the school site Contractors and visitors are directed to specific/designated handwashing facilities/ use anti-bacterial hand gel All areas in which contractors work are cleaned in line with government guidance Contractors to bring own food, drink and utensils onto site. This must be eaten outside in their own vehicle. Staff who receive deliveries to the school to wash hands/use anti-bacterial sanitiser in line with government guidance after handling Where possible, staff to identify safe/designated place for delivery 	Low	Low	<p>Suzanne Evans</p> <p>Nicola Pryce</p>	23.3.20 ongoing	

		<p>without need for contact with staff (Reception area) Drivers are not permitted to enter the school premises when making deliveries</p> <ul style="list-style-type: none"> • If drivers have to enter school site, ensure that they are asked to maintain social distancing and use hand sanitiser before entering the building • Surfaces to be cleaned after any deliveries have been made. • No use of toilet facilities will be available for short-stay visitors to the school to reduce the risk of cross contamination. <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	MEDIUM - HIGH	<ul style="list-style-type: none"> • All visitors to be checked to ensure that they are essential visitors prior to entry to the school • Pre-questionnaire completed by professional visitor • 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 • All professional visitors to wash hands on entry to the school site • Professional visitors are directed to 	Low	Low	Suzanne Evans Samantha Griffiths	1.6.20 ongoing	

		<p>specific/designated handwashing facilities and anti-bacterial sanitiser dispensers.</p> <ul style="list-style-type: none"> • All areas in which Professional visitor work are cleaned in line with government guidance • Professional visitors are not to eat on site and should eat in their vehicle if necessary. • Professional visitors to be responsible for cleaning their own equipment and personal belongings <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 and Returning in September: A Handbook for Parents 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>
- [Guidance for full opening: Schools \(July 2020\)](#)
- 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

- Information re testing: <https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested>