

# St Mary's Catholic Primary School Coronavirus Risk Assessment (Version 5)



## Coronavirus (COVID-19): Risk Assessment Action Plan (Updated version 5)

### 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: 1 <sup>st</sup> September 2021	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>

<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. NB <b>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 1.9.21 Chair of Governors sign ..... <i>JMPayton</i> ..... Date ..... 1.9.21 .....
Completion Date:	The date by which required plans for controls will be in place.
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>	<p>To ensure that all relevant guidance is followed and communicated:</p> <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 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</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>	

		As a result, the school has the most recent information from the government, and this is distributed throughout the school community.					
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</li> <li>• Head teacher to share risk assessment with all staff and share updates</li> <li>• Parents notified of risk assessment plan and shared with parents via website.1.6.20/1.9.20/6.1.21</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>	<b>Communication is ongoing – weekly/two weekly updates via parentmail/website/newsletter</b>	
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 1.6.20/1.9.20/6.1.21</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> <li>➤ Business Continuity/Resilience</li> </ul> </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</li> </ul> </li> </ul>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>  <b>Suzanne Evans</b>	<b>In place by 1.6.20</b>	

		<p>(RIDDOR) 2013</p> <ul style="list-style-type: none"> <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> <li>• The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training 21.5.20/ 1.9.20/6.1.21</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/ 21.5.20/1.9.20/6.1.21</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/ 15.5.20/1.9.20/6.1.21</li> <li>• 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 1 June 2020. All are informed that they must tell a member of staff if they begin to feel unwell 1.6.20/1.9.20/6.1.21</li> <li>• Daily electronic/face to face briefing</li> </ul>	<b>Medium risk</b> <b>*relies on an external factor</b>	<b>Medium risk</b> <b>*relies on an external factor</b>		<b>Information will be ongoing and any symptom updates shared.</b>	
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		<p>issued to staff when necessary</p> <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>					
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 before entering and leaving school)</li> <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</li> </ul>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>	<b>22.5. 20</b>	

		<p>and visitors</p> <ul style="list-style-type: none"> <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>• 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>• Barriers/screens to be used by reception staff when dealing with parents/visitors/contractors</li> <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</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>	

		<p>one person accessing the reception area at a time and a marked 2 metre queuing system deployed outside the school reception area.</p> <ul style="list-style-type: none"> <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>• 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> <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>	<b><u>LOW</u></b>	<b><u>LOW</u></b>	<b><u>Samantha Griffiths</u></b>	<b><u>22.5.20</u></b>	



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> <li>• Pupils to be taught how to wash their hands thoroughly using the E-Bug resources (sent to teachers 26.5.20/1.920)</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>• 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>	<b>LOW</b>	<b>LOW</b>	<p><b>Samantha Griffiths</b></p> <p><b>Suzanne Evans</b></p> <p><b>Nicola Pryce</b></p>	<b>22.5.20</b>	
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		As a result, the risk of infection is reduced as pupils and staff arrive at school.					
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>• 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>	
Poor hygiene practice – <b>specific - end of the school day.</b>	<b>HIGH</b>	<ul style="list-style-type: none"> <li>• Parents are asked to continue to wear masks</li> </ul>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>  <b>Suzanne Evans</b>  <b>Nicola Pryce</b>	<b>1.9.20</b>	
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</li> </ul> </li> </ul>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>  <b>Suzanne Evans</b>	<b>22.5.20</b>	

		<p>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)</p> <p>➤ Loss of taste or smell.</p> <ul style="list-style-type: none"> <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. Siblings will also be sent home until a test result is received.</li> <li>• 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)</li> <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:</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</li> </ul>					
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		<p>been in contact with.</p> <ul style="list-style-type: none"> <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 emergency assistance immediately if the pupil's symptoms worsen</li> <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>• 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>					
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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 It is still important to reduce contact between people and implement distancing whenever it is possible to do so without impacting upon school routines.</li> </ul>	<b>LOW</b>	<b>LOW</b>	<b>Samantha Griffiths</b>	<b>1.6.20</b>	
Mental Health and Wellbeing for pupils	<b>HIGH</b>	<ul style="list-style-type: none"> <li>Where individual children 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> </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, we will await any instruction from Track and Trace or TAW Health Hub</p> <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>	<b>Samantha Griffiths</b>  <b>Suzanne Evans</b>	<b>1.6.20</b>	

Pupil movement between transitions increases the risk of infection.	<b>HIGH</b>	<ul style="list-style-type: none"> <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>• Catering staff to maintain strict levels of hygiene in food preparation areas and follow whole staff guidance in reporting illness</li> </ul> <p>As a result, the risk of infection during unstructured time is reduced.</p>	<b>Low</b>	<b>Low</b>	<b>Samantha Griffiths</b>  <b>Sharon Deaval</b>	<b>1.6.20</b>	
Spread of infection in classrooms/shared areas.	<b>HIGH</b>	<ul style="list-style-type: none"> <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>• Windows to be opened to provide ventilation.</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 with anti-bacterial wipes before and after each use</li> <li>• Shared teaching resources 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>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.</p> <ul style="list-style-type: none"> <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>• Hand sanitiser and anti-bacterial wipes to be in place at photocopiers/shared keyboards/telephones etc</li> </ul> <p>As a result, the risk of infection to staff and pupils in classrooms is reduced.</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>	<b><u>Low</u></b>  *most pupils in these groups will be returning	<b><u>Low</u></b>	<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>	
Emergency evacuation due to fire etc.	<b>MEDIUM</b>	<ul style="list-style-type: none"> <li>• Lockdown, fire and emergency evacuation procedures to be reviewed so that social distancing can be maintained</li> <li>• Practice fire drill completed in third week</li> <li>• Leaders to communicate procedures to all staff</li> </ul>	<b>Low</b>	<b>Low</b>	<b>Samantha Griffiths</b>  <b>Suzanne Evans</b>	<b>This will have to be done weekly until all returning children have been phased in – starting 3.6.20</b>	

		<ul style="list-style-type: none"> <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>					
Cleaning is not sufficiently comprehensive.	<b>HIGH</b>	<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>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 daily procedures (i.e. a focus on door handles, toilets, changing room, toys in the Early Years).</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, high standards of cleanliness are maintained in school.</p>	<b>Low</b>	<b>Low</b>	<b>Samantha Griffiths</b>  <b>Deborah Fisher</b>  <b>Ron Hotchkiss</b>	<b>1.6.20</b>	
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> </ul>	<b>Low</b>	<b>Low</b>	<b>Suzanne Evans</b>  <b>Nicola Pryce</b>	<b>23.3.20</b>	



		<ul style="list-style-type: none"> <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 area) Drivers are not permitted to enter the school premises when making deliveries</li> <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> </ul> <p>As a result, any external visitors/contractors are kept safe and the risk to other members of the school is minimised.</p>					
Professional	<b>MEDIUM -</b>	<ul style="list-style-type: none"> <li>• All visitors to be checked to ensure that</li> </ul>	<b>Low</b>	<b>Low</b>	<b>Suzanne</b>	<b>1.6.20</b>	

Visitors	<b>HIGH</b>	<p>they are essential visitors prior to entry to the school</p> <ul style="list-style-type: none"> <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>• 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</li> <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>			<b>Evans</b> <b>Samantha Griffiths</b>		
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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](https://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>