

# St Mary's Catholic Primary School COVID19 Risk Assessment

## April 2022

### Overarching Guidance for all staff:

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions should be employed to do this. These can be seen as a hierarchy of controls that, when implemented, creates an inherently safer system, where the risk of transmission of infection is substantially reduced. These include:

- 1) minimising contact with individuals who are unwell
- 2) cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands and wrists are covered
- 3) ensuring good respiratory hygiene - promote the 'catch it, bin it, kill it' approach
- 4) cleaning frequently touched surfaces often using standard products, such as detergents and bleach
- 5) minimising contact and mixing by altering, as much as possible, the environment (classes to sit on separate tables in the dining hall, playground zones wherever possible)

### Staff Principles

1. Do not come to work if you have coronavirus symptoms or go home as soon as these develop (informing your manager)
2. Clean your hands and wrists more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents and bleach.
6. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
7. Keep your classroom door and windows open if possible, for air flow.

Aspect	Measures	DfE Guidance	Notes	Risk
<b>Staffing including communication</b>	<ul style="list-style-type: none"> <li>▪ Regular checks with staff to ensure their mental and physical health is taken into account.</li> <li>▪ Wellbeing champions to continue to look at anxiety and stress levels to support staff.</li> <li>▪ Individual support packages and interventions for staff where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ talk to staff about the plans (for example, safety measures, timetable changes)</li> <li>▪ Face coverings are no longer advised for pupils, staff and visitors in classrooms or communal areas.</li> </ul>		H

	<ul style="list-style-type: none"> <li>▪ Staffing – teachers and teaching assistants to be careful when interacting with pupils. Masks may be worn as appropriate.</li> <li>▪ Catch up groups, intervention groups, marking, preparation of resources to be carefully managed to mitigate risk.</li> <li>▪ Meetings with Class teachers to discuss pupils, etc., will be essential but staff should continue to remain vigilant.</li> <li>▪ Some staff may be asked to complete additional tasks outside of school hours such as research, webinars, website updates, etc.</li> <li>▪ Admin teams: Regular checks with staff to ensure their mental and physical health is taken into account.</li> <li>▪ Normal working in office.</li> <li>▪ One way system at the start and end of the day to remain in place.</li> </ul>			
<b>Staffing Rotas</b>	<ul style="list-style-type: none"> <li>▪ Staff assigned to different cohorts of pupils to remain the same for the duration of the term or teaching timetable. There may be a requirement to supervise different year groups to ensure continuity of learning and to match provision to need.</li> <li>▪ PE and French teachers to provide PPA or cover as required</li> </ul>	The DfE state 'Our priority is to support you to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances and mental and physical health.'		L
<b>Pupils</b>	<ul style="list-style-type: none"> <li>▪ Vulnerable pupils should attend school. For all purpose vulnerable pupils are defined as those who: <ul style="list-style-type: none"> <li>a. are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child</li> <li>b. have an education, health and care (EHCP) plan whose needs cannot be met safely in the home environment</li> <li>c. have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children's social care services, adopted children, or those who are young carers, and others at the provider and local authority discretion</li> </ul> </li> </ul>	Since January 31 2022, children aged 5 to 11 years who are at higher clinical risk, or who live with someone who is immunosuppressed, have been eligible for two 10 microgram doses of the Pfizer vaccine 8 weeks apart.	Reassure parents of vulnerable children	H

<b>Behaviour Policy</b>	<ul style="list-style-type: none"> <li>▪ Children are not to be inside the building alone during lunch time or dinner unless they have requested the toilet.</li> <li>▪ Children are expected to remain in class bubbles/areas as much as is possible.</li> </ul>	<p>Your policies should set clear, reasonable and proportionate expectations of pupil behaviour. Further information on behaviour and discipline in schools is available.</p> <p>Set out clearly the consequences for poor behaviour and deliberately breaking the rules.</p> <p>Lack of routine and classroom discipline may contribute to disengagement for some pupils who have returned to school. This could result in an increase in poor behaviour.</p> <ul style="list-style-type: none"> <li>• may struggle to engage in school</li> <li>• are at risk of being absent or persistently disruptive</li> </ul>		M
<b>Actions</b> <ul style="list-style-type: none"> <li>▪ Liaise with middays to ensure children remain with their year group if possible</li> </ul>				
<b>Hygiene</b>	<ul style="list-style-type: none"> <li>• All adults and children are aware of the required cleaning regime, which includes: <ul style="list-style-type: none"> <li>- frequently washing their hands with soap and water for 20 seconds and dry thoroughly.</li> <li>- cleaning their hands on arrival at the setting, before and after eating, and after sneezing or coughing</li> <li>- being encouraged not to touch their mouth, eyes and nose</li> </ul> </li> <li>▪ use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> </ul>	<p>The e-Bug COVID-19 website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</p> <p>e-Bug   England Home  <a href="https://www.e-bug.eu">https://www.e-bug.eu</a></p>		M
<b>Actions</b> <ul style="list-style-type: none"> <li>▪ Posters displayed all around school</li> <li>▪ Handwashing technique reminders given</li> </ul>				
<b>PPE</b>	<ul style="list-style-type: none"> <li>▪ Teacher should not wear gloves unless directed to do so in medical emergencies.</li> <li>▪ Staff may wear masks if they wish</li> <li>▪ Face shields may be worn if staff wish</li> </ul>	<p>Face coverings are not classified as PPE (personal protective equipment). PPE is used in a limited number of settings to protect wearers against hazards and risks, such as surgical masks or respirators used in medical and</p>	<p>Transmission rates for children under 11 are lower.</p>	H

		<p>industrial settings. A face covering is a covering of any type which covers your nose and mouth.</p> <p>Most staff in schools will not require PPE beyond what they would normally need for their work. If a pupil already has routine intimate care needs that involve the use of PPE, the same PPE should continue to be used.</p>		
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>▪ <b>Staff can use their own face masks if preferred.</b></li> <li>▪ <b>Shields are provided by school for staff</b></li> </ul>				
<b>Class Size and Groups</b>	<ul style="list-style-type: none"> <li>▪ Social distancing around school where possible.</li> <li>▪ Separate groups of pupils should remain apart from each other or socially distanced when in the hall for assemblies – Key Stage 1 and Key Stage 2 assemblies will take place separately.</li> <li>▪ Desks may now be grouped together</li> </ul>	<p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used to date in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of an outbreak.</p>		M
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>▪ <b>Encourage collaboration in class groups</b></li> </ul>				
<b>'Classroom Bubbles'</b>	<ul style="list-style-type: none"> <li>▪ Children should remain with their peer group where possible.</li> <li>▪ Lunch times should be with one designated midday per zone who serves and watches the children.</li> <li>▪ Middays to take over for the hour.</li> </ul>	<p>The DfE state 'Our priority is to support you to deliver face-to-face, high-quality education to all pupils. The evidence is clear that being out of education causes significant harm to educational attainment, life chances and mental and physical health.'</p>	<p>Collection and drop off points will remain as per the one-way system.</p>	L
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>▪ <b>List the children who are in each class bubble and make sure staff have a copy</b></li> </ul>				
<b>Physical Building</b>	<ul style="list-style-type: none"> <li>▪ Doors to be wedged open at all times including toilet doors (exceptions staff and disabled). This excludes fire doors.</li> <li>▪ Cloak rooms may now be used.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure that wherever possible children and young people use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of</li> </ul>		L

	<ul style="list-style-type: none"> <li>Homework books and reading books can be used.</li> <li>Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> <li>Classroom spaces should be accessed from a singular entrance and preferably, directly from outside if possible.</li> <li>One-way circulation for corridors as much as possible.</li> </ul> <p><b>Classroom Spaces</b></p> <ul style="list-style-type: none"> <li>Hall to be used provided children can be spaced out</li> <li>Good ventilation</li> </ul> <p><b>Outdoor Space</b></p> <ul style="list-style-type: none"> <li>Different areas for each class – zones created for different year groups have worked well so school will continue with this provision.</li> <li>The field is divided into zones.</li> <li>Children are not to enter the building during break time unless for the toilet. After toileting they must go straight back outside.</li> </ul> <p><b>Signage</b></p> <ul style="list-style-type: none"> <li>Hand sanitiser station posters and ensure toilets have washing hands posters.</li> </ul>	the day. Pupils to be seated at the same desk each day.						
<b>Teaching, Learning and Curriculum</b>	<p>Catch up timetable to be shared with Teaching staff Teachers' planning is uploaded on class pages so parents can further support their child's learning journey.</p> <p>Other elements:</p> <ul style="list-style-type: none"> <li>Oral feedback from teachers to children and use of feedback slides</li> </ul>	<p>Refresh the timetable:</p> <ul style="list-style-type: none"> <li>decide which lessons or activities will be delivered</li> <li>consider which lessons or classroom activities could take place outdoors</li> </ul>	Staff feedback to support teaching and learning	L				
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li><b>Full curriculum offer however time constraints may shorten allocations, e.g. time taken to wash hands, etc.</b></li> </ul>								
<b>Social Distancing</b>	<ul style="list-style-type: none"> <li>Physical contact such as handshakes and hugs should be avoided between educational staff</li> <li>Staff and adults on site should use common sense when interacting with each other.</li> </ul>			L				
<b>Timetable for Day</b>	<ul style="list-style-type: none"> <li>Normal class timetables to resume factoring in window of time at the start of the day for wellbeing.</li> </ul> <table border="1" data-bbox="421 1345 981 1433"> <tr> <td>8.30 - 8.40</td> <td>Soft Entry to avoid groups of</td> </tr> <tr> <td>2.50 collection</td> <td>people gathering on the playground.</td> </tr> </table> <ul style="list-style-type: none"> <li>Hygiene rules at the start and end of day.</li> </ul>	8.30 - 8.40	Soft Entry to avoid groups of	2.50 collection	people gathering on the playground.	<p>Schools should provide meal options for all pupils who are in school, including vulnerable children</p> <p>Meals should be available free of charge to:</p>	All classes to eat in the hall but there will be no mixing of classes between tables. Dinner rota in place.	M
8.30 - 8.40	Soft Entry to avoid groups of							
2.50 collection	people gathering on the playground.							

	<ul style="list-style-type: none"> <li>▪ Staggered first break time so that all pupils are outside at the same time but in class bubbles – KS1 10.00 to 10.15 and KS2 10.30 – 10.45.</li> <li>▪ Children to stay in designated zones outside.</li> <li>▪ Classes to eat in hall.</li> </ul>	<ul style="list-style-type: none"> <li>• all infant pupils</li> <li>• pupils who meet the benefits-related free school meals eligibility criteria</li> </ul> <p>The government will continue to provide schools with their expected funding for benefits-related free school meals and universal infant free school meals.</p> <p>All meals provided in school must still comply with the <a href="#">school food standards</a>.</p>	Classes should be separated when queuing in the hall.	
<b>Lunchtimes</b>	<ul style="list-style-type: none"> <li>▪ Careful management of lunchtime rotas and numbers in the hall</li> <li>▪ Children are not to access the building during lunch time unless for toileting</li> <li>▪ One midday assigned to each class and manage inside and then outside with them.</li> <li>▪ Children not to be sent inside for first aid incidents, instead middays will use the walkie-talkies to signal for a First Aider. PPE equipment, masks and gloves to be worn if required</li> </ul>			M
<b>Movement- Children</b>	<ul style="list-style-type: none"> <li>▪ Continue to use the one-way system to ensure flow</li> </ul>	<ul style="list-style-type: none"> <li>▪ accessing rooms directly from outside where possible</li> </ul>		L
<b>Movement- Staff</b>	<ul style="list-style-type: none"> <li>▪ Spare classroom used by staff for lunch as it is more spacious</li> </ul>		Hot water stations with tea/coffee, etc. created in staff areas set aside for lunch	L
<b>Movement- Parents</b>	<ul style="list-style-type: none"> <li>▪ Parents should not enter the school building</li> <li>▪ Pedestrian gate entrance in. Gate nearest field for exit.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage parents and children and young people to walk or cycle to their education setting where possible</li> </ul>		L
<b>Working Hours</b>	<ul style="list-style-type: none"> <li>▪ Staff to continue their own wellbeing and see where they can reduce their workload</li> </ul>			L
<b>Premises checks</b>	<p><b>Cold water systems - including tanks, sinks/basins/showers and drinking water outlets (taps and water fountains)</b></p> <ul style="list-style-type: none"> <li>▪ Continue with outlet flushing and temperature monitoring to maintain water quality within the entire system. If required, consider additional water quality testing at water outlets (closest and further from the main water source) and drinking water outlets that remain in use.</li> </ul>	<ul style="list-style-type: none"> <li>▪ See DfE Good Estate Management for Schools Health and Safety page - <a href="https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety">https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety</a></li> </ul> <p>For reference, use the Approved Code of Practice &amp; HSG 274 for hot water.</p>		M

	<p><b>Domestic hot water services – including calorifiers/direct fired water heaters/ sinks/ basins/ showers</b></p> <ul style="list-style-type: none"> <li>▪ Hot water generation servicing to continue in line with manufacturers’ criteria.</li> <li>▪ Water temperatures must be kept within limits recommended for the control of legionella bacteria in water systems.</li> <li>▪ Regularly check hot water generation for functionality and if required, temperature recording</li> <li>▪ If the hot water system has been left operational the hot water should be circulating as normal and regular checks, in line with guidance, should be carried out.</li> </ul> <p><b>Gas safety</b></p> <ul style="list-style-type: none"> <li>▪ Do not isolate gas supplies to boilers and hot water generation</li> <li>▪ Gas services should remain in normal operation.</li> <li>▪ Continue planned gas safety checks including gas detection/interlocking Fire safety</li> <li>▪ Review and if necessary, update fire management plans and ensure any changes to fire escape routes are clearly identified and communicated.</li> <li>▪ Carry out weekly checks of alarms systems, call points, and emergency lighting.</li> <li>▪ Carry out regular hazard spotting to identify escape route obstructions.</li> <li>▪ Check that all fire doors are operational. Fire drills should continue to be held as normal.</li> </ul> <p><b>Kitchen equipment that holds water, for example dishwashers and combination ovens</b></p> <ul style="list-style-type: none"> <li>▪ Run through at least a full cleaning cycle per week, to remove scale build up and standing water build up, to pre-empt possible bacteria growth.</li> </ul> <p><b>Security</b></p> <ul style="list-style-type: none"> <li>▪ All areas of the school should be kept secure.</li> <li>▪ Access to certain closed areas should only be possible by relevant staff – for example science laboratories, chemical stores and IT rooms.</li> <li>▪ Check that access control and lockdown systems are operational.</li> </ul> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>▪ All systems to remain energised in normal operating mode.</li> </ul>			
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	<ul style="list-style-type: none"> <li>▪ Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off.</li> <li>▪ Where possible, occupied room windows should be open.</li> </ul> <p><b>Other points to consider</b></p> <ul style="list-style-type: none"> <li>▪ Core building-related electrical systems, including internal and external lighting, small power, access control and alarm systems (fire, intruder, panic and accessible toilets) to remain in use/energised in normal operating mode.</li> <li>▪ For drainage systems, ensure water seals are in place to prevent smells within the building e.g. hygiene rooms, sports hall showers etc.</li> <li>▪ Update your keyholder information.</li> <li>▪ Intruder alarm / lift/ fire alarm companies often have remote monitoring stations (response centres) – follow advice from these providers.</li> <li>▪ Continue carrying out thorough examination and testing of lifting and pressure equipment during the coronavirus outbreak following updated HSE guidance: <a href="https://www.hse.gov.uk/news/work-equipment-coronavirus.htm">https://www.hse.gov.uk/news/work-equipment-coronavirus.htm</a></li> </ul>			
<b>Toilet facilities</b>	<ul style="list-style-type: none"> <li>▪ Pupils should use their class designated sink.</li> <li>▪ Different classroom bubble pupils to use their designated toilet.</li> <li>▪ Door wedges to keep the doors semi open to ensure privacy but keep ventilation.</li> <li>▪ Caretaker and cleaner to check soap supply is adequate</li> </ul>	<ul style="list-style-type: none"> <li>▪ ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> </ul>		H
<b>First Aid</b>	<ul style="list-style-type: none"> <li>▪ Individual teachers / middays (with first aid online training) should administer basic first aid in the first instance.</li> <li>▪ Serious injuries should be seen by a fully trained first aider.</li> <li>▪ Vomit is required to be cleaned up as soon after incident as possible (PPE to be worn). Children to wait outside their classroom door for parents.</li> </ul>			M
<b>Cleaning</b>	<p><b>Cleaning</b></p> <ul style="list-style-type: none"> <li>▪ Toilets will be deep cleaned at the end of each day.</li> <li>▪ Tables and contact points must be cleaned regularly.</li> <li>▪ No toys can be brought from home.</li> <li>▪ Tablets should be wiped several times daily and between use.</li> </ul>	<ul style="list-style-type: none"> <li>▪ clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches more regularly than normal</li> </ul>	COSHH rules regarding bleach	H



	<ul style="list-style-type: none"> <li>▪ Contact points should be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used.</li> <li>▪ Bins must be emptied before they are full and at least once daily.</li> <li>▪ Bleach to be used to clean items which cannot be done with soap which then is removed by water in a sink.</li> <li>▪ Communication from teacher to cleaner should be left on the whiteboard in the classroom area at the end of each day.</li> </ul> <p><b>Classrooms</b></p> <ul style="list-style-type: none"> <li>▪ <b>Reception:</b> Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys. Children should be encouraged where possible not to touch their faces or to put objects in their mouths. Sharing stories, singing and playing outdoor games will help all children to socialise and resettle into familiar everyday classroom routines.</li> <li>▪ <b>Infants and Juniors:</b> Desks should be wiped regularly.</li> </ul>			
<b>Actions</b> <ul style="list-style-type: none"> <li>▪ <b>Ensure supply chains for cleaning products</b></li> </ul>				
<b>Communication to and from Parents</b>	<ul style="list-style-type: none"> <li>▪ Essential correspondence sent out via letter on ParentPay.</li> <li>▪ Any forms or messages from parents should be emailed to the school office</li> </ul>	<ul style="list-style-type: none"> <li>▪ make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely)</li> <li>▪ also think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></li> </ul>		L
<b>Procedures for medical care, isolation and confirmed cases</b>	<ul style="list-style-type: none"> <li>▪ Use of isolation booth if symptoms are apparent.</li> <li>▪ Parents to be called and children to be sent home as soon as possible if they develop symptoms</li> <li>▪ Temperature checks will not be used at the school.</li> <li>▪ Use the nurture where necessary for the isolation of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children and young people who are unwell and have a high temperature should stay at home and avoid contact with other people. They can go back to school, college or childcare when they no longer have a high temperature, and they are well enough to attend</li> </ul>	Nurture room near chapel corridor exit point separate from the main body of the school	H

		<ul style="list-style-type: none"> <li>▪ adults with the symptoms of a respiratory infection, and who have a high temperature or feel unwell, should try to stay at home and avoid contact with other people until they feel well enough to resume normal activities and they no longer have a high temperature</li> <li>▪ adults with a positive COVID-19 test result should try to stay at home and avoid contact with other people for 5 days, which is when they are most infectious. For children and young people aged 18 and under, the advice will be 3 days</li> <li>▪ Children and young people with mild symptoms such as a runny nose, sore throat, or slight cough, who are otherwise well, can continue to attend school.</li> </ul>		
<b>Shielding and clinically vulnerable children and adults.</b>	Clinically extremely vulnerable pupils and students should be in their school or other educational setting. This includes early years' provision, wraparound childcare and applicable out-of-school settings. Children who live in a household with someone who is clinically extremely vulnerable are not advised to shield.	Where parents are concerned about their child's attendance, they should speak to their child's school about their concerns and discuss the protective measures that have been put in place to reduce the risk. They should also discuss other measures that can be put in place to ensure their children can regularly attend school.		M
<b>Visitors</b>	<ul style="list-style-type: none"> <li>▪ Visitors for educational purposes may enter the school</li> <li>▪ Any communication from parents should be done via email, telephone or conference call if possible.</li> </ul>			L