



# St. Vincent's Catholic Primary School

## Coronavirus/Covid-19 Risk Assessment Template for Persons Attending a Primary School Setting

Effective from Autumn Term (September) 2020 onwards

School name:	St. Vincent's Catholic Primary School		
Name(s) of person(s) covered by this assessment:	<ul style="list-style-type: none"><li>▪ Teaching staff</li><li>▪ Pupils</li><li>▪ Catering staff</li><li>▪ Cleaners</li></ul>		
Tasks and activities covered by this risk assessment:	<ul style="list-style-type: none"><li>▪ General education/childcare provision during COVID-19 pandemic</li><li>▪ General site occupancy and site movement</li><li>▪ Personal hygiene</li><li>▪ Cleaning and sanitisation</li><li>▪ Serving school meals</li><li>▪ Interactions with maintenance contractors, not including the actual maintenance and compliance activities</li></ul>		
Equipment and materials used:	<ul style="list-style-type: none"><li>▪ General class and teaching and play materials (indoor and outdoor)</li><li>▪ Cleaning materials and equipment</li><li>▪ Dining hall equipment</li></ul>		
Location(s) covered by this risk assessment:	<ul style="list-style-type: none"><li>▪ All school premises</li></ul>		
Name of person completing this risk assessment:	Marina Coleman	Date of original completion:	17.07.2020
Risk assessment approved by:	Westminster H&S team	Date of original approval:	04.08.20
Date risk assessment to be reviewed by:	31.13.2021 (based on any new guidance/ updates)	Risk assessment no:	7

### Record of risk assessment reviews

Date of review:	25.01.21	Reviewed by:	MC, DD & HC	Comments / date of next review:	<ul style="list-style-type: none"> <li>▪ Updated following distribution of rapid self- testing kits for school staff</li> </ul>
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## Background

This risk assessment will consider the risks to pupils, staff and others impacted by the infection of a member of the school community attending school (e.g. pupils, staff, contractors, visitors and household members of pupils and staff) while the coronavirus leading to Covid-19 infection is in circulation in the general community in the UK. It is based on government guidance, which indicates that it cannot be a 'one-size-fits-all' approach and school leaders are best suited to identify the system of controls that will let them effectively minimise the risk while delivering the curriculum.

Note: this risk assessment only addresses hazards directly related to physical exposure to Coronavirus/Covid-19. The school should separately consider non-physical hazards e.g. stress to staff and hazards not directly related to exposure to the virus, e.g. working at home, catering, including food preparation and building management arrangements.

**Hazard** - Coronavirus (SARS-CoV2), which is spread in minute water droplets that are expelled from the body through sneezing, coughing, talking and breathing. The virus can be transferred to the hands and from there to surfaces. It can survive on surfaces for a period after transfer (depending on such things as the surface type, its moisture content and temperature).

**Risk Consequence** - The vast majority of people who become infected with COVID-19 will have mild to moderate symptoms which will self-resolve, and will not require further NHS treatment. While Covid-19 illness can be fatal, this likelihood disproportionately impacts adults and specifically those with pre-existing conditions who should follow the relevant government guidance.

- severity of disease in children – there is high scientific confidence that children of all ages have less severe symptoms than adults if they contract coronavirus (COVID-19)
- the age of children – there is moderately high scientific confidence that younger children are less likely to become unwell if infected with coronavirus (COVID-19)
- severity of disease in adults – a small proportion of adults suffer a very serious or fatal illness, if infected. The likelihood of serious or fatal consequences is much greater for older people and those with underlying health conditions e.g. the clinically vulnerable and extremely clinical vulnerable for whom personal risk assessments should be completed (see also risk reference 1A below).

**Likelihood** is based on the likelihood of transmission, which may lead to one or multiple fatalities.

If personal hygiene, school cleaning measures, and social distancing measures (in accordance with government guidance) are followed and all very high risk/very vulnerable (previously shielded, until shielding was suspended) persons and high risk/vulnerable persons (see NHS lists) work to a personal risk assessment that identifies how they can optimise their social distancing, likelihood of transmission leading to a fatality will be low for persons who are not clinically vulnerable and medium for clinically extremely vulnerable/clinically vulnerable persons. Where strict social distancing cannot be achieved for clinically extremely vulnerable persons, alternative controls should be considered in their personal risk assessment in addition to these shown in this risk assessment in order to prevent their risk becoming high.

This risk assessment is based on the "Guidance for full opening - schools", published 2 July 2020 and available at <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Schools with early years provision (nursery classes and younger children) should also refer to <https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>.

Both the schools and early years guidance follow the same basic system of controls to prevent transmission of infection occurring and respond to infection, if it occurs.

## **A) Essential general control measures – applicable to all pupils, staff and others, in all schools, at all times**

Procedures in place, including reminders to all adults and children via regular classroom briefings, specific learning and poster displays to ensure:

- Pupils and staff stay at home if,
  - unwell with coronavirus (COVID-19) symptoms, *or*
  - in a household where somebody else is symptomatic, *or*
  - if instructed to do so by the NHS Test and Trace system or by a Public Health England, Westminster Public Health or other health protection team officer, *or*
  - where quarantine applies following travel abroad
- Pupils, staff and their households understand their obligation to be tested if displaying symptoms and follow NHS guidance.
- Frequent washing of hands with soap and water for 20 seconds and dry thoroughly using the correct hand washing technique. This includes on arrival at the setting, before and after eating, after breaks, after changing rooms and after sneezing or coughing
- Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').
- Not touch their mouth, eyes and nose.
- Follow the school's procedures for removing any face coverings used on the way to school safely (not touching the front) and either putting them in a plastic bag, if reusable, or disposing in a bin (if disposable), then washing hands.
- Implement normal personal hygiene and washing of clothes following a day in an educational or childcare setting.
- Follow the school's procedures to minimise physical contact between individuals and maintain social distancing.

## **B) School Infection Prevention Measures**

All schools **must** have processes and facilities in place,

1. To minimise contact with persons unwell with coronavirus symptoms or who have somebody in their household with symptoms, including
  - a. Procedures to ensure staff and pupils in these situations do not attend school
  - b. Procedures to isolate and send home any pupil or staff who develop symptoms while at school

- c. Procedures to support pupils and staff with engaging with NHS Test and Trace.
  - d. Procedures to contact the local health protection team if anybody who has attended school (staff, pupil, visitor or contractor) has tested positive and then follow Public Health's advice.
2. To enable thorough hand cleansing at appropriate times
    - a. Well maintained, regularly cleaned, hand washing facilities e.g. running water, soap and either electric dryers or disposable hand towels or (where running water not available) hand sanitiser stations stocked with suitable sanitiser available at appropriate locations.
    - b. Pupils and staff educated to cleanse their hands at appropriate times and age appropriate supervision and assistance provided for children where needed.
    - c. Regular reminders of the required behaviours and staff leading by example.
  3. Promote good respiratory hygiene by,
    - a. Ensuring tissues and bins with lids are available.
    - b. Bins regularly emptied and tissues re-stocked at appropriate intervals.
    - c. Appropriate education of "catch it, bin it, kill it" approach and support for pupils who need assistance e.g. EYFS and pupils with additional needs.
    - d. Arrangements to safely remove face coverings on arrival at school.
  4. Enhanced cleaning – use the methods to be published in Public Health England's revised guidance on general cleaning in non-healthcare settings (expected by end of Summer Term 2020)
    - a. Identify rooms and facilities/areas used by different groups/cohorts e.g. toilets, workshops, laboratories, specialist teaching rooms (art, music, etc.) dining halls, play areas, secondary school classrooms
    - b. Identify frequently touched surfaces (e.g. door handles, toilets, wash hand basins) that require enhanced "frequently touched surfaces" cleaning.
    - c. Schedule frequent and enhanced cleaning for frequently touched areas and areas used by different groups/cohorts, ensuring suitable competent staff and supplies of standard cleaning products and materials are available
    - d. Where cleaning is not practical (e.g. books), arrangements should be put in place to store items out of reach/out of use, so that they are left unused and untouched for 48 hours for most materials and 72 hours for plastics.
  5. Minimise contact between individuals and maintain social distancing wherever possible
    - a. Identify appropriate cohorts or bubbles of consistent groups to minimise the contact between individuals, but still maintain the ability to teach a broad and balanced curriculum. Consider the nature of the curriculum and the arrangement of the school's facilities (cohorts may be an EYFS age group, a single class, group of classes, year group or another consistent group, depending on the ages of the pupils and the curriculum requirements – the smallest consistent group practical while maintaining the curriculum should be selected).

- i. Information/education of staff, pupils, parents/guardians/carers and others in the school community to explain how the cohorts/bubbles work and why they must be maintained.
- b. Set up facilities to maintain social distancing as far as practical (it is acknowledged that EYFS pupils are not expected to fully socially distance) e.g. pupils' desks facing forward and spaced as far apart as practical
  - i. Staggered breaks and lunch times
  - ii. Minimise and manage corridor movements and circulations. This may involve one-way systems, corridors being marked with arrows to separate two-way flow, or a "traffic light" flow management system
- c. Set up staff facilities to enable 2 metre social distancing wherever possible, both in the classroom and non-teaching areas such as offices and welfare facilities/staff rooms.
  - i. In EYFS, it is acknowledged that social distancing will not be possible with and among the pupils, so staff should interact with one cohort wherever possible. Any specialist staff working across more than one class/cohort should review their work practices to minimise direct contact with pupils.
- d. Set up arrangements for pupils arriving and leaving school that keep cohorts/bubbles apart as far as practical, but also prevent gathering of parents and pupils at the school gates and minimise rush hour use of public transport.
  - i. Consider the school's site and demography to decide how this can be best achieved. Options to consider can include,
    - Staggered start and finish times (unless this leads to parents gathering outside the gates with siblings, which is not desirable). Staggering may assist in reducing congestion on public transport, however it will not work where pupils use school buses.
    - Using different entrances, so that cohorts arrive at different points and do not mix

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1	Pupils, household members or staff symptomatic	<p>Parents/carers, pupils, staff, contractors and other visitors informed that nobody who is symptomatic or in a household where somebody else is symptomatic may attend school or enter the premises - they must all follow the government's self-isolation, testing and tracing guidelines.</p> <p>Remind parents/carers/staff/pupils/visitors etc e.g. by notices at entrance, that nobody in such a household may attend school and that they must be tested and follow the NHS Test and Trace process. Posters around school and website news posts. 15.07.20 Letter to parents</p> <p>See also Ref 13 below for a suspected case of Covid-19 on site.</p>	Medium		
1.1	Pupil or staff member contacted by NHS Test and Trace as a contact	Self-isolate in accordance with NHS Test and Trace instructions <i>(if persons follow these instructions, the likelihood of transmission to others is minimised)</i>	Low	<p>Guidance may change before September: Staff to be reminded in Staff Handbook and at Inset day 01 and 02.09.20</p> <p>Parents to be informed in September of the procedure.</p>	

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1.2	Asymptomatic staff carrying virus into school	<p>Testing is important because staff could be carrying the virus without knowing it and may spread it to others. Testing all staff without symptoms will support schools and nurseries to continue to operate.</p> <p>Simple and quick tests using antigen Lateral Flow Devices (LFD) enable the rapid testing of staff, from their home, without the need for a laboratory. Primary schools, school-based nurseries and maintained nursery schools will be provided with these test kits to distribute to their staff so that they can conduct testing at home. Testing will help to break chains of transmission</p> <p>Staff need to:</p> <ul style="list-style-type: none"> <li>●carry out twice weekly testing at home (3 to 4 days apart) before they come into the workplace in the morning</li> <li>●maintain 'hands-face-space'</li> </ul> <p>IMPORTANT: Tests are only for the use of the person assigned the kits; they should not be taken by anyone else.</p> <p>This asymptomatic testing programme does not replace current guidance for those with symptoms or those identified as a close</p>	Low	Risk Assessment completed for tests. Consideration at COVID Committee 25.01.2021. Staff started collecting and self testing form 25.01.21. Google Form to collate results as well as reporting to NHS.	MC HC

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1A	Staff - Clinically extremely vulnerable (previously shielded) and clinically vulnerable staff working at the school/setting	<p>A personal risk assessment should be completed for each staff member. Where the nature of their job means that they cannot work from home (the situation that will apply to most teaching and many support roles in a school which is fully open). Shielding (extremely clinical vulnerable persons) can come to the workplace from 1 August 2020, however their risk assessment must address minimising their risk of exposure while undertaking their job role.</p> <ul style="list-style-type: none"> <li>i) Review work methods to optimise social distancing, where practicable.</li> <li>ii) Observe personal hygiene best practice.</li> <li>iii) Where the member of staff works with very young children e.g. nursery or reception, consider whether there are options for working with a slightly older age group where social distancing is more practical.</li> </ul> <p>The guidance for extremely clinically vulnerable/shielding persons is available at <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> and for clinically vulnerable persons is <a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</a></p>	Medium	<p>Clinically extremely vulnerable: One member of staff with shielding letter January 2021 Review and complete risk assessments-liaise with HR</p> <p>Clinically vulnerable: Four members of staff. Review arrangements and complete risk assessments-liaise with HR</p> <p>16.11.20 Change of set up in the office – NC moved to ICT suite, BL and EC to work different hours (BL until 13:00 and EC to work from home in the am and in school after 13:00) First Aid supplies including inhalers and Epipens to remain in Headteacher office.</p>	MC



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1B	Pupils who are clinically extremely vulnerable (previously shielded) or clinically vulnerable	<p>These pupils can return to school, in line with the government guidance. They should be assisted to socially distance where applicable.</p> <p>If a local rate of disease rises, clinically extremely vulnerable children may be advised to temporarily shield again, hence be temporarily absent from school.</p> <p>These children should take advice from their specialist health professional and, where applicable, the school should support the child in following this advice.</p> <p>Families can be referred to the school nursing team, who will individually be able to discuss their concerns and risks.</p> <p>Parents advised in letter 15.07.20.</p>	Low	<p>Liaise with health professionals and school nursing team re individual cases.</p> <p>January 2021: Most children are at home now</p>	MC
1C	Household members of pupils and staff who are clinically extremely vulnerable (previously shielded) or clinically vulnerable	<p>The staff and pupils living in households with extremely clinically vulnerable persons should attend school as normal.</p> <p>The pupils and staff should follow the government about personal hygiene measures and social distancing as far as practical, both at school and in the home environment.</p> <p>Pupils and staff members should be supported by the school to follow personal hygiene and social distancing best practices. Reminder to staff at inset day and to pupils as part of curriculum and welcome back PPT.</p> <p>Families can be referred to the school nursing team, who will individually be able to discuss their concerns and risks.</p>	Low	Liaise with school nursing team re individual cases.	MC
2	Classroom/general activities	<p>Consistent groups of pupils and related staff identified, to minimise the numbers of people each individual interacts with (see B5 above) – in primary settings, the cohort will often be a class of about 30 pupils and their staff (minimising other persons in room except in an emergency). Consideration can be given to other combinations of classes where the curriculum requires.</p> <p>Where cohorts/consistent groups are bigger than one class, if a member of the cohort is diagnosed with Covid-19, the entire cohort may be advised by Public</p>	Medium	<p>Continue grouping Children in Bubbles of 2 year groups:</p> <ul style="list-style-type: none"> <li>• EYFS / Nursery and Reception</li> <li>• KS1 / Y1 &amp; Y2</li> <li>• LKS2 / Y3 &amp; Y4</li> <li>• UKS2 / Y5 &amp; Y6</li> </ul>	MC & HC

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		<p>Health to self-isolate (in addition to the class of the pupil) – see B1d above.</p> <p>In some primary school roles, staff cannot remain with a single cohort, because they have specialist/subject teaching roles. These staff should be briefed to be particularly careful to optimise their social distancing, minimise their close contact with others and use other controls where they need to be close.</p> <p>Classrooms organised to optimise social distancing between pupils and staff – where appropriate, pupils should all face forward e.g. in traditional “all class” teaching (although not appropriate in our EYFS settings). Where possible, pupils should remain at the same desk. Where this is not possible e.g. Reception classroom, desks should have enhanced cleaning (see B4 above ref cleaning).</p> <p>Where possible, staff should not spend extended periods in very close proximity to pupils – see B5c above</p> <p>Pupils and staff should have their own personal frequently used equipment e.g. pens and pencils. This is already standard practice with pencils cases and trays. Books, games and other resources can be shared within the cohort and should be cleaned regularly, where appropriate. Where equipment is shared between cohorts, meticulous cleaning is needed between cohorts. As an alternative, or where cleaning is not practical, items can be left unused for a period – see B4d above reference rotation of items)</p> <p>Books and other shared resources can be taken home when it contributes to a child’s education and development. Appropriate cleaning and rotation (see B4d) should apply to these resources.</p> <p>Parents to be requested to not allow their children to bring toys, or any other non-essential items to school.</p> <p>Arrangements for frequent handwashing, including additional support where needed by pupils (see B2), good respiratory hygiene (B3) and classroom cleaning (B4) in place</p> <p>Removing ill/symptomatic persons from classroom (see B1b and ref 13 below).</p>		<p>Staff to remain with bubble. Break/ lunch to be timetable to avoid contact</p> <p>Measures within classroom: All desks facing the front (not EYFS) Adults ideally 2m away from each other</p> <p>Each class to have an additional set room for interventions within the bubble.</p> <ul style="list-style-type: none"> <li>-Year 1 to have the Creativity room to ensure space.</li> <li>-Year 2 to use the Deputy’s office</li> <li>-Year 3 to use the Reading Room (other chn not change their books – Support staff to take out books)</li> <li>-Year 4 to use EAL room</li> <li>-Year 5 to use the desks in Library by the computers</li> <li>-Year 6 to use the Support room.</li> </ul> <p>Assembly – pre-recorded assembly on Google Classroom (MC)</p>	

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		<p>Review timetable to consider the following:</p> <ul style="list-style-type: none"> <li>• use the timetable and selection of classrooms or other learning environment to reduce movement around the school building, where practical</li> <li>• do not having physical assemblies involving classes outside of the cohort, use virtual assemblies</li> <li>• See ref 10, 19, 20, 21 and 22 below about specific risks associated with certain aspects of specific curriculum activities (e.g. dance, drama, music, contact sports, visits)</li> </ul>		Stairs: Maintain the 'up stairs' and 'down stairs'	
3	Use of toilets	<p>Enhanced cleaning of toilet facilities (see B4 above).</p> <p>Where there is a toilet facility in or near a classroom/cohort; that cohort should use it as far as practicable (to minimise contact with others).</p> <p>All staff and pupils instructed and supported to wash hands correctly after using toilet (see B2 above).</p> <p>Where toilets are shared by different groups/cohorts, an enhanced cleaning regime should be put in place.</p> <p>Rather than individual person to indicate toilet in use, this will change to Bubble person to show Bubble using the toilet. Inform pupils in PPT and return to school induction.</p>	Medium	<p>NC to check / clean toilets regularly</p> <p>Encourage pupils to use toilets within break times. Coloured 'people' to show being used by different bubble</p>	MC

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4	One-on-one teaching and personal care for infants and children with additional needs	<p>PPE only needed for pupils whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way - see <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p>Where PPE is required, staff should be instructed in when it is needed and how to don and doff it correctly.</p> <p>Minimise close contact time without negative impact on personal care. Where close contact is necessary, stand behind or beside the pupil, where practicable, rather than face-to-face</p> <p>Where a pupil is displaying symptoms they should be removed from classroom and the appropriate procedures followed (see B1b and ref 13 below).</p>	Medium	<p>Staff to be reminded of up to date guidance at September Inset Day. Don and doffing techniques explained in June Inset and will be reviewed in September. PPE in Headteacher Office.</p> <p>Headteacher office will be safe, isolated space if any child is poorly (with coronavirus symptoms or other illness)</p>	MC & DD
5	<p>Playground activities</p> <p><i>Outdoor transmission likelihood believed to be much lower than indoors.</i></p>	<p>Staggered breaks and lunch times to ensure pupils and staff cohorts do not mix in the playground (if two or more cohorts are playing at the same time, each cohort should be in a separate area of the playground and using different equipment).</p> <p>Play equipment should be cleaned regularly. Where a school wishes to rotate cohorts between different areas of the playground, they should clean equipment between each group (see B4 above)</p> <p>Hand washing before and after each break and/or use of play equipment.</p> <p>Social distancing enforced as far as practical for pupils.</p> <p>All staff (teaching, premises, catering etc.) must try to maintain social distancing where possible to safeguard themselves and set an example to the pupils.</p> <p>Close contact sports/activities (e.g. football, rugby, dancing) should not be played until the guidance allows (see 10[sports] and 20[dance, drama, etc.] below).</p>	Low	<p>Reviewed activities and purchased more equipment</p> <p>EYFS outdoor equipment to be jet washed daily (16.11.20)</p> <p>Resources to be limited during lockdown period whilst Nursery is open.</p>	MC, DD & HC

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6	Corridors/movements to other rooms, etc.	<p>Corridors movements should be managed to prevent congestion – see B5biii above.</p> <p>Interaction between cohorts and staff should be avoided where possible, or limited to as short a period as possible (e.g. crossing briefly in corridors or playgrounds).</p> <p>Schools should consider one way systems and up/down stairs where practicable. Where this is not possible “walk on the left” signage and floor markings should be installed to minimise congestion.</p>	Low	<p>Given the nature of our building, a one way system is not possible in the corridors but we will continue with one way up/ down staircases with signage to remind of this.</p> <p>Movement around the building to be kept to a minimum and actively discouraged.</p>	MC
7	Lunch	<p>Lunch to be served to bubble, who should not meet/interact with any other cohort. If any other cohorts are in the dining hall, they must be socially distanced. Sit pupils in as socially distanced manner as far as is practicable.</p> <p>Tables are high touch surfaces and must be cleaned between each cohort usage (see B4) and there should be no shared items (e.g. water jugs, condiments) on tables.</p> <p>School kitchens must operate in line with the government guidance for food businesses on coronavirus/COVID-19 - <a href="https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19">https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19</a></p>	Low	<p>Hot meals to resume being served in the hall. Bubble to come in half hour slots (timetabled with outdoor play). Temporary menu</p> <p>11:30 EYFS</p> <p>12:00 KS1</p> <p>12:30 LKS2 &amp; UKS2 (opposite sides of the hall)</p> <p>Harrison to comply with guidance</p>	MC

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8	Physical activities	<p>Outdoor sports and physical education should be prioritised, where possible.</p> <p>Large sports halls/gyms can be used where outdoor facilities are not available (outdoor activities are lower risk than indoor activities).</p> <p>Where indoor spaces are used,</p> <ul style="list-style-type: none"> <li>• Maximum distancing between pupils must be applied, as breathing during exercise releases droplets from the mouth and nose.</li> <li>• Meticulous hand and respiratory hygiene must be practised (see B2 and B3 above).</li> <li>• Meticulous cleaning of indoor sports facilities between groups is required (see B4 above).</li> </ul> <p>No contact sports matches until government guidance changes.</p> <p>All sports should be played within cohorts (so no inter-school matches or house matches, unless also within the cohort) unless groups of up to six AND outdoors AND socially distanced at greater than 2 metres AND no physical contact (e.g. tennis).</p> <p>Bank of activities with no physical contact has been shared with all staff</p> <p>See the Association of Physical Education's guidance  <a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</a></p> <p>All children given additional break times to support the transition to school (fatigue) and these are staggered but this limits the amount of time for physical education lessons</p>	Medium	<p>Changed to one longer break as handwashing / settling taking too long with option of additional afternoon break if needed</p> <p>Only bubble to use any outdoor space at one time and each bubble to have its own set of equipment in storage containers.</p> <p>16.11.20 Playtime activities reviewed. Home activities to be introduced from 23.11.20 to try and support continuing physical activities</p> <p>Children completing QPR morning and lunchtime challenges 04.01.21</p>	MC LG

9	Arrival/departure	<p>Pupil arrival and departure arrangements to be managed to minimise interactions between other cohorts and other persons (other parents, visitors, etc.) – see B5d above.</p> <p>To begin with, children will have staggered start times. This will enable us to complete a full induction with each class upon their return. However, once all classes (apart from Nursery) have returned to school we will revert to a soft start for Reception – Year 6. The soft start will begin at 8 o'clock on Tuesday 8<sup>th</sup> September. Families may come to school any time between 8:00 and 8:55a.m. as works best for the parents. During this time a light breakfast (banana and cereal bar) can be provided if needed, for a small charge. Children will be able to wait with their bubble in their classroom and complete quiet supervised activities, such as quiet reading, finishing work or chatting with friends, until the start of the formal day. We hope this will support families who need to get to work and families with more than one child at the school, whilst maintaining the staggered approach advised by the DfE guidance. MC, DD or HC will be at the entrance to welcome pupils and to administer hand sanitiser for children to apply before entering the premises.</p> <p>No parents/carers/visitors to enter school unless essential and must be encouraged not congregate outside the school entrance / exit, consider signage. Parents will not be allowed beyond this point and we will be expecting all parents to support us by adhering to social distancing and leaving the vicinity immediately.</p> <p>Parents informed by letter 15.07.20. Dates confirmed on website calendar and news post to remind of arrangements</p> <p>As screen is now in place, 2 visitors are allowed in the office at one time. Sign on door to confirm and message in newsletter. Parents reminded in newsletters.</p> <p>Reflective screen fitted October 2020-parents no longer able to see children so no need to wait and wave.</p> <p><b>January 2021:</b> all before school and after school activities have been suspended so there is currently no breakfast club.</p>	<b>Medium</b>	<p><b>Arriving at school</b> Soft start from 8:45-9:00.</p> <p><b>Leaving school</b> 15:00 EYFS 15:05 KS1 15:10 LKS2 15:15 UKS2</p> <p>02.11.20 Request for all adults to wear face coverings when dropping off/ collecting Visitors not to come to office.</p> <p>04.01.21 All staff to wear face masks when seeing out the children at the end of the day.</p>	MC, DD & HC
10	Maintenance and contractor visits	<p>Contractors to be advised of school's social distancing and hygiene arrangements on or before arrival. Their telephone number should be recorded with the other visitor/contractor details, in case NHS Test and Trace need to contact them.</p>	<b>Low</b>	<p>NC to complete induction with any contractors needing to enter premises for emergency works (otherwise</p>	NC



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		<p>Contractors not to mix with any cohort of pupils with their staff, and their arrival time to be pre-agreed.</p> <p>Emergency works procedures will be reviewed as necessary; if any classroom activities need to cease and relocate to an alternative space this will be the music room/ ICT suite.</p> <p>Contractors must provide RAMS for all activities on site bearing in mind Covid-19 risk. The school should induct contractors in their COVID-secure arrangements.</p> <p>Where possible, visits should happen outside of school hours.</p>		<p>works to be completed after school hours when children not on premises)</p> <p>Visitor entry system to be updated to include telephone number for track and trace. Wipes next to system for each use.</p>	
11	Meetings with staff, parents etc	<p>Wherever possible, all meetings to be conducted by telephone, video conferencing etc. Zoom meetings have been effective and these will continue.</p> <p>Essential other meetings to be conducted with social distancing and hygiene in place.</p> <p>Where visitors attend site, their telephone number should be recorded with the other visitor details, in case NHS Test and Trace need to contact them.</p>	<b>Low</b>	<p>Visitor entry system to be updated to include telephone number for track and trace .</p> <p>Wipes next to system for each use.</p> <p>All meetings are virtual.</p>	MC
12	First Aid/Ill Health (other than Covid-19 symptoms)	<p>Further guidance issued to first aiders on providing general first aid, CPR and resuscitation – see <a href="https://www.resus.org.uk/media/statements/resuscitation-council-uk-statements-on-covid-19-coronavirus-cpr-and-resuscitation/covid-community/">https://www.resus.org.uk/media/statements/resuscitation-council-uk-statements-on-covid-19-coronavirus-cpr-and-resuscitation/covid-community/</a></p> <p>Music Room / ICT suite to be held as an alternative, clean classroom space if there is illness in the classroom, which must be cleaned or isolated.</p>	<b>Medium</b>		MC
13	Suspected case on site	<p>Establish protocol and train all staff on swift and safe response to suspected cases on site.</p> <p>Communicate protocol clearly to parents and carers.</p> <p>Designate waiting room/s for symptomatic child/children waiting to be collected.</p>	<b>Medium</b>		MC



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		<p>Acquire PPE<sup>1</sup> for staff to use if supervising a child waiting to be collected, train staff on whereabouts and safe use of PPE. Set up PPE stock record/ ordering system.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p>Considerations for protocol:</p> <p><u>Reducing COVID-19 risk</u></p> <ul style="list-style-type: none"> <li>• Ensure that parents and carers are aware of COVID-19 symptoms: <ul style="list-style-type: none"> <li>○ a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)</li> <li>○ a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)</li> <li>○ a loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal</li> </ul> </li> <li>• Ensure that parents and carers are aware they should not send children to the school or EY setting if they are unwell with COVID-19 symptoms or if someone living in their household is unwell with COVID-19 symptoms. If the child is unwell they should self-isolate for 7 days &amp; get a test. Household members should also self-isolate for 14 days. If someone in the household is unwell, the child should self-isolate for 14 days.</li> <li>• Ensure all children are reminded daily to inform their teacher if they feel poorly</li> </ul>		<p>All incidents to be logged in CPOMS and isolation log to be updated (Excel)</p>	

<sup>1</sup> Obtain through local PPE chains, or if difficult to obtain, approach local resilience forum.

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		<p><u>Preparation for possible COVID-19 illness</u></p> <ul style="list-style-type: none"> <li>• Establish clear communication protocol in school, for quickly notifying key staff and parent/carer</li> <li>• Set up COVID-19 risk/ incident log, for oversight by the safeguarding governor and further debrief/ training</li> <li>• Ensure Business Continuity Plans are up to date and consider how to manage/what to do if a large number of staff are required to self-isolate.</li> </ul> <p><u>Responding to possible COVID-19 illness</u></p> <ul style="list-style-type: none"> <li>• Child/ staff member with symptoms should go home as soon as possible and get tested for COVID-19 as soon as possible, and at the latest within the first 5 days of symptoms starting. <ul style="list-style-type: none"> <li>○ <b>Tests for the general public</b> can be booked online at <a href="https://www.nhs.uk/ask-for-a-coronavirus-test">www.nhs.uk/ask-for-a-coronavirus-test</a> (or by calling 119)</li> <li>○ <b>Tests for essential workers</b> are prioritised and can be booked at: <a href="https://www.gov.uk/apply-coronavirus-test-essential-workers">https://www.gov.uk/apply-coronavirus-test-essential-workers</a></li> <li>○ <b>For help with testing:</b> <a href="https://www.nhs.uk/contact-us/get-help-with-asking-for-a-coronavirus-test/">https://www.nhs.uk/contact-us/get-help-with-asking-for-a-coronavirus-test/</a></li> </ul> </li> <li>• While waiting for collection, the child should wait in a well-ventilated room with a closed door, or if they cannot be isolated then move them to an area which is at least 2m away from others</li> <li>• PPE is required if a child or staff falls ill with coronavirus symptoms (young child or with complex needs) and requires direct personal care on site: <ul style="list-style-type: none"> <li>○ Fluid resistant surgical mask worn by supervising adult if 2m distance cannot be maintained</li> <li>○ Disposable gloves, disposable apron, fluid-resistant surgical mask worn if contact is necessary</li> <li>○ Eye protection if there is a risk of splashing (e.g. coughing, spitting, vomiting)</li> </ul> </li> </ul>		<p>Headteacher office will continue to be used as well-ventilated room with a closed door for isolation whilst waiting for child with symptoms to be collected.</p>	

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		<ul style="list-style-type: none"> <li>• Parents/ carer/ symptomatic staff provided with self-isolation advice, and information about NHS Test and Trace</li> <li>• Safe disposal of PPE and areas occupied and equipment used by the affected person cleaned and disinfected, as per guidance <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></li> <li>• Clean the affected area with normal household disinfectant</li> <li>• Supervising staff member and cohort wash hands thoroughly, do not need to go home unless they develop symptoms or the child subsequently tests positive.</li> <li>• If the school needs support with a possible case or has an enquiry contact the local Public Health Team for support</li> <li>• Headteacher to follow up if test result is not received.</li> <li>• If the test result is: <ul style="list-style-type: none"> <li>○ <b>Negative:</b> unwell person can return to the setting if they feel well enough and their fellow household members can end their self-isolation.</li> <li>○ <b>Positive:</b> unwell person must complete 7 day self-isolation and log onto NHS Test and Trace to share their recent close contacts.</li> </ul> </li> <li>• The setting should notify PHE London Coronavirus Response Cell (LCRC 0300 303 0450) of all confirmed cases in the setting. Template letters and other communications materials for parents and staff members will be shared by LCRC and the local Public Health Team.</li> <li>• PHE LCRC will undertake a risk assessment and usually will advise that the class or year group who have been exposed should be sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless a household member becomes symptomatic.</li> <li>• As part of the NHS Test and Trace service, if other cases are detected within the cohort or wider setting, PHE LCRC will conduct a rapid investigation and advise schools. Closure of the whole setting will not generally be necessary.</li> </ul>			

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		<p>Arrangement updated ready for September following latest Westminster guidance. Published in Staff Handbook and on school website, and parents informed by email of any changes to procedure or confirmed cases.</p>			

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14	Cleaning	<p>Cleaning should be done in line with guidance in <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></p> <p><b>Note</b> – Public Health England are releasing new guidance about methods before the end of the summer Term</p> <p>Cleaning to be done after school while pupils not in classrooms.</p> <p>PPE for cleaning in line with COSHH/cleaning risk assessment, including of metal/hard surfaces and toilet facilities. Normal cleaning materials (e.g. detergents and bleach) to be used except when a case of Covid-19 is suspected – then follow <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></p> <p>Instruction provided on how to use PPE correctly including hand hygiene.</p> <p>Frequently touched surfaces being cleaned more often than normal.</p> <p>Cleaning staff should collect full waste bags at the end of the school day to avoid entering a classroom when carrying out cleaning in the classroom.</p> <p>Bins should have lids and foot pedals.</p> <p>Separate cleaning activities risk assessment must be completed by competent person and communicated to cleaning staff prior to cleaning activities.</p> <p>Every room to continue to have won supply of cleaning material for school staff to use. Additional supplies stored in Headteacher office.</p>	Medium	Full team of cleaners for full hours despite reduction in numbers of children and adults on site.	MC & NC

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15	Staff welfare facilities	<p>Consider maximum occupancy of the staff room bearing in mind social distancing guidelines. Staffroom is 30m<sup>2</sup> (not including kitchen area).</p> <p>Staff to socially distance at all times and clean down all equipment before and after use.</p> <p>Do not share cups, crockery and cutlery. Staff to bring and wash up their own items</p>	Medium	<p>Maximum of 6 staff to use at one time, with social distance. If excess numbers, the music room and class support rooms to be used</p> <p>16.11.20 Raised awareness of high touch points, more wipes and NC to clean after busy times. Sign for max no. of people in the staff room and signs to remind staff of high touch points</p>	MC
16	<p>Travel to/from school</p> <p>a)by foot, bike or private car</p>	<p>All persons (staff and pupils) to avoid public transport, where possible walking and other forms of travel should be encouraged.</p> <p>Where walking not possible for staff, arrangements to be made for them to park on-site, where possible.</p> <p>Bike storage to be provided</p>	Medium	<p>The majority of staff do not live within walking distance and there is no on site parking plus congestion charge to pay. Option of driving to nearby no longer possible as Westminster are not continuing to support parking.</p> <p>16.11.20 parking dispensation granted for clinically vulnerable staff</p>	MC

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	b) by public transport	If public transport use is unavoidable, consideration to be given to arrangements to minimise, where practical, rush hour use of public transport by staff and pupils.  Face coverings to be worn on public transport, in line with government guidance. School to put suitable procedures /arrangements in place to support the hygienic removal of face coverings on arrival at school (see B3d above)	High	Masks can be provided for public transport. Staff to be instructed about hygienic removal on Inset Day.  Tubes and buses much busier.  16.11.20 Cleaning box with hand gel next to front door for staff to use on arrival	MC
17	Curriculum activities creating high velocity droplets from mouth/nose e.g. Singing  Playing woodwind (oboe, clarinet, flute, recorder, etc.) or brass (trumpet, trombone, etc.) instruments  Drama	Physical distancing (e.g. 2 metres to be applied).  Small groups – maximum 15  Pupils to be back-to-back or side-to-side (NOT facing).  No sharing of woodwind or brass instruments and regular cleaning of instruments, particularly mouthpieces.  Well ventilated rooms or outside.  Music guidance updated 28.08.20  Singing lessons to be in hall, with class of 30 sitting a metre apart and all facing the front with the music teacher more than 2m away. All doors open or ventilation system on.	Medium	Max 30 pupils facing forward in the hall with doors and windows open for singing, which is a key strength or our school curriculum, crucial to wellbeing and to our faith.	IR

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18	Curriculum activities requiring close proximity or touching of other persons, e.g.  Dance  Drama  Close contact sport e.g. where person to person tackling occurs (rugby, football).	Consistent pupil groups (e.g. teams within the Bubbles) maintained.  2 metre social distancing to be maintained (drama/dance curriculum will need to be managed around this).  Equipment to be cleaned regularly.  Personal hygiene (handwashing) to be maintained.  No plays and concerts allowed until government guidance changes.  <i>See Reference 8 above for sports and physical education activities, including matches.</i>	Medium		LG
19	School activities involving multiple cohorts e.g.  Wraparound activities (breakfast and after-school clubs, etc.)  House activities, clubs/societies  Plays and concerts  Sports matches	Keep in cohorts, where practical. Where not practical, keep in consistent small groups for wraparound care, optimise social distancing and ensure any equipment is regularly cleaned.  Where practical e.g. visits by speakers to a society, rooms to be set up to enable social distancing (say using a large school hall, rather than a classroom).  <i>See reference 8 above for sports matches</i>  No visitors will be allowed in person in September but this will be reviewed at half term	Medium	All before school and after school extra-curricular activities will be suspended.  02.11.20 Only absolutely essential visitors such as SALT	MC, DD & MS



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20	Educational visits ( <i>domestic, non-residential</i> )	<p>Guidance dated 2 July 2020 advises against overseas or residential domestic trips. However, non-residential (non-overnight) domestic educational visits can be resumed in the autumn term (<a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a>).</p> <p>These trips should be risk assessed in the normal way and recorded on the EVOLVE platform (or other equivalent arrangements, if used by the school). The risk assessments should include consideration of,</p> <ul style="list-style-type: none"> <li>• Maintaining consistent groups (cohorts/bubbles) of pupils or ensuring full 2 metre social distancing is maintained.</li> <li>• COVID-secure arrangements at the destination.</li> <li>• Public transport to be avoided.</li> </ul>	Low	<p>Sayers Croft September 2020 has been cancelled and parents informed 03.07.20.</p> <p>Trips not to happen.</p>	MC & MS
21	Unsafe premises (general)	<p>Ensure all 'normal' tasks / compliance checks are being carried out/planned such as fire alarm testing, legionella controls, servicing of equipment, PAT testing etc.</p> <p>Ensure all key services are operational</p> <p>Flush all water outlets thorough in areas of the school which have been closed for period of time.</p> <p>Ensure key fire doors are not being compromised / wedged open (those protected stairwells, cross corridor, on single directional routes etc.)</p> <p>Fire drill – children to line up in their bubbles on St Vincent Street. Regular practices to continue.</p>	Low	Appendix A: Premises Guidance and Checklist completed and signed August 2020	NC

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22	Water Fountains	Turn off water fountains and follow the Legionella management programme weekly. Encourage pupils to bring in their own water, in a named bottle. Reminder in PPT. MC, DD and HC to check as pupils enter the building.  Children are able to refill water bottles using classroom drinking water taps (wipe down between use)	Low		NC All staff
23	SEN Support	As this is an essential service for some of our most vulnerable pupils, that cannot be delivered effectively online, we will prioritise the admittance of SEN support workers into the building. Music Room to be timetabled-Mon, Tues or Wed (not music days). Cleaning box with wipes. PPE available. Visitor to use music room toilet and kitchen facilities Visitor to be responsible for cleaning between sessions. NC to clean after departure and to advise cleaners when it has been used externally. LSA or TA to bring child to the room (rather than visitor moving around the school) LSA to remain at a distance of at least 2m (or to wear a face mask) Visitor to arrive after 9:10 and leave before 2:45 to avoid mixing with parents/pupils at drop off/ pick up times	Med		DD

### Key Local Authority Contacts:

Health and Safety – Mark Orton – [morton@westminster.gov.uk](mailto:morton@westminster.gov.uk)

Public Health: [wccovid19@westminster.gov.uk](mailto:wccovid19@westminster.gov.uk)