



**St Clement's Catholic Primary School**  
**Protective Measures Risk Assessment 1<sup>st</sup> September 2020**

Hazard identified:		The risk of spreading the coronavirus			
Current level of risk		Recommended controls/Mitigation and Protective Measures	In place? Yes/No	By whom?	Risk rating following action H/M/L
High	Awareness of and adherence to policies and procedures	<ul style="list-style-type: none"> <li>• Health and Safety Policy has been updated in light of the COVID-19 advice</li> <li>• All staff, pupils and volunteers are aware of all relevant policies and procedures including, but not limited to, the following:               <ul style="list-style-type: none"> <li>- <b>Health and Safety Policy</b></li> <li>- <b>Infection Control Policy</b></li> <li>- <b>First Aid Policy</b></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 (RIDDOR) 2013</li> <li>- The Health Protection (Notification) Regulations 2010</li> <li>- Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</li> <li>- DfE and PHE (2020) 'COVID-19: guidance for educational settings'</li> </ul> </li> <li>• The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training.</li> </ul>	Yes	HT Governors	Low



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		<ul style="list-style-type: none"> <li>• The school keeps up-to-date with advice issued by, but not limited to, the following:               <ul style="list-style-type: none"> <li>- DfE; NHS; Department of Health and Social Care; PHE</li> </ul> </li> <li>• Staff are made aware of the school's infection control procedures in relation to coronavirus.</li> <li>• Parents are made aware of the school's infection control procedures in relation to coronavirus via letter and social media – they are informed that they must not send their child to school if they have <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in the last <b>10</b> days, or if another household member develops coronavirus symptoms. In both these circumstances the parents/carers should call the school to inform the school of this and that they will be following the national <u>Stay at Home</u> guidance.</li> <li>• Pupils are made aware of the school's infection control procedures in relation to coronavirus and are informed that they must tell a member of staff if they begin to feel unwell.</li> <li>• The Staff and Volunteer Confidentiality Policy and Pupil Confidentiality Policy are followed at all times – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus.</li> </ul>			



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High	<p><b>Prevention</b></p> <p>1. Minimise contact with individuals who are unwell with COVID-19 symptoms</p>	<ul style="list-style-type: none"> <li>• Staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and anyone developing those symptoms during the school day is sent home.</li> <li>• If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they are sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> <li>• If a child is awaiting collection, they are moved to the <b>Wellbeing/ELSA room</b> where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. An outside door will be opened for ventilation. If it is not possible to isolate them, they are moved to an area which is at least 2 metres away from other people.</li> <li>• If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible (toilet by office). The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> </ul>	Yes	HT Governors Staff	Medium



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		<ul style="list-style-type: none"> <li>• Everyone will wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</li> <li>• PPE will be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance</a>.</li> <li>• In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</li> <li>• Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test &amp; Trace.</li> <li>• The Infection Control Policy and <a href="#">Cleaning in non-healthcare settings guidance</a> to be followed to clean the area.</li> </ul>			



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		<ul style="list-style-type: none"> <li>Any medication given to ease the unwell individual's symptoms, e.g. paracetamol, is administered in accordance with the Administering Medications Policy</li> <li>Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and <u>Cleaning in non-healthcare settings</u> guidance</li> </ul>			
High	<p><b>Prevention</b></p> <p>2. Good hand hygiene practice</p>	<ul style="list-style-type: none"> <li>The School will ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</li> <li>Supervision of hand sanitiser use will take place due to risk around ingestion. Younger pupils and pupils with complex needs will continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</li> <li>The school will build hand washing routines into school culture, supported by behaviour expectations set out in the school Behaviour Policy.</li> <li>Sufficient handwashing facilities are available. Three outdoor handwashing troughs have been installed to facilitate this (EYFS courtyard, St Clement's corner and Main playground)</li> <li>Where a sink is not nearby, provide hand sanitisers in classrooms and other learning environments.</li> </ul>	Yes	HT Staff	Low



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High	<b>Prevention</b>  3. Good respiratory hygiene	<ul style="list-style-type: none"> <li>• 'Catch it, bin it, kill it' approach continues to be very important, suitable number of tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>• Younger pupils and those with complex needs are helped to follow this.</li> <li>• Risk assessments to identify pupils with complex needs who struggle to maintain good respiratory hygiene, for example those who spit uncontrollably or use saliva as a sensory stimulant.</li> </ul>	Yes	HT Staff	Low
High	<b>Prevention</b>  4. Enhanced cleaning	<ul style="list-style-type: none"> <li>• Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters are cleaned more regularly than normal.</li> <li>• More frequent cleaning of rooms and shared areas that are used by different groups</li> <li>• Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) are removed.</li> <li>• Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups will be allocated their own toilets. Year 3 and 4 (hall toilets), Year 5 and 6 (Junior toilets), Year 1 and 2 (Infant toilets) Reception (EYFS toilets)</li> <li>• The <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> is followed.</li> <li>• Outdoor playground equipment should be cleaned more frequently.</li> </ul>	Yes	HT SBM Premises	Low



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		<ul style="list-style-type: none"> <li>Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with the Infection Control Policy and <a href="#">Cleaning in non-healthcare settings</a> guidance</li> <li>Cleaners are employed by the school to carry out daily, thorough cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy.</li> <li>The SBM arranges enhanced cleaning to be undertaken where required – advice about enhanced cleaning protocols is sought from the local health team. Schools short of cleaning product supplies, should email <a href="mailto:DfE-CovidEnquiries.COMMERCIAL@education.gov.uk">DfE-CovidEnquiries.COMMERCIAL@education.gov.uk</a></li> <li>The SBM monitors the cleaning standards of school cleaning contractors and discusses any additional measures required with regards to managing the spread of coronavirus.</li> <li>Staff informed that only lunch items and milk can be stored in the fridge and personal items must be removed daily.</li> </ul>			
High	<b>Prevention</b>  5. Minimise contact	<ul style="list-style-type: none"> <li>The number of contacts between pupils and staff is reduced. This is achieved through keeping groups separate (in 'Bubbles') and through maintaining distance between individuals. The balance between the Bubbles and social distancing is based on:</li> </ul>	Yes	HT Staff	Low



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		<ul style="list-style-type: none"> <li>○ Pupils ability to distance;</li> <li>○ The layout of the school site;</li> <li>○ The feasibility of keeping distinct groups separate while offering a broad curriculum</li> </ul> <p>More information on groups can be found in COVID-19: <a href="#">Guidance for full opening</a></p> <ul style="list-style-type: none"> <li>● The St Clement's bubbles are:               <ul style="list-style-type: none"> <li>✓ Reception</li> <li>✓ Year 1 and Year 2</li> <li>✓ Year 3 and Year 4</li> <li>✓ Year 5 and Year 6</li> </ul> </li> </ul> <p>The children will be in these bubbles for breaktime and lunchtime. They will share the hall and playground space but will sit/play with their own class in a defined area.</p> <ul style="list-style-type: none"> <li>● If staff or pupils cannot maintain distancing, particularly with younger pupils, the risk is reduced by keeping pupils in smaller class sized groups.</li> <li>● All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their</li> </ul>			





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		<p>distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</p> <ul style="list-style-type: none"> <li>• Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.</li> <li>• Adults to avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li>• Adults should maintain 2 metre distance from each other and from children where possible.</li> <li>• Pupils old enough should be supported to maintain distance and not touch staff and their peers.</li> <li>• Classrooms and other learning environments are organised to maintain space between seats and desks where possible.</li> <li>• Pupils are seated side by side and facing forwards, rather than face to face or side on.</li> <li>• Large gatherings such as assemblies are avoided, and groups kept apart.</li> <li>• The timetable is revised to implement where possible:</li> </ul>			



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		<ul style="list-style-type: none"> <li>○ Plan for lessons or activities which keep groups apart and movement around the school site to a minimum;</li> <li>○ Maximise the number of lessons or classroom activities which could take place outdoors;</li> <li>○ Break times (including lunch) are staggered so that all pupils are not moving around the school at the same time;</li> <li>○ Drop-off and collection times are staggered and communicated to parents;</li> <li>○ Parents' drop-off and pick-up protocols are planned and communicated so that they minimise adult to adult contact;</li> <li>● Pupils use the same classroom or defined area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. And are seated at the same desk;</li> <li>● Mixing within education or childcare setting is minimised by:               <ul style="list-style-type: none"> <li>○ accessing rooms directly from outside where possible;</li> <li>○ staggering lunch breaks and pupils clean their hands beforehand and enter in the groups they are already in;</li> <li>○ The number of pupils using the toilet at any one time is limited;</li> </ul> </li> </ul>			



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		<ul style="list-style-type: none"> <li>• The use of shared space such as halls is limited and there is cleaning between use by different groups;</li> <li>• The use of staff rooms and offices is staggered to limit occupancy.</li> <li>• Visitors to the site, such as contractors, local authority employees and health employees to be fully briefed on the school's arrangements and follow site guidance on physical distancing and hygiene on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors.</li> <li>• Classroom based resources, such as books and games, are used and shared within the class; these are cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or Bubbles, such as sports, art and science equipment are cleaned frequently and meticulously and always between Bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different Bubbles;</li> <li>• Pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats and mobile phones (Year 6). Bags are allowed. PE bags to remain at home and children to wear PE kits on their PE days.</li> </ul>			



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		<ul style="list-style-type: none"> <li>• Staff and pupils have their own individual and very frequently used equipment, such as pencils and pens, these are not shared;</li> <li>• Physical Education classes should be kept in consistent groups and sports equipment thoroughly cleaned between use by different groups. Contact sport to be avoided. Outdoor sports to be prioritised and large indoor spaces used where not to ensure maximising distance between pupils and high levels of cleaning and hygiene. <a href="#">COVID-19: Guidance on phased return of sport and recreations.</a></li> <li>• Singing, wind and brass instrument playing can be undertaken in line with the Music, Dance and drama in schools section in the <a href="#">full opening guidance</a> and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at <a href="#">working safely during coronavirus (COVID-19): performing arts</a></li> </ul>			
High	<b>Prevention</b>  6. Use of PPE	<ul style="list-style-type: none"> <li>• Staff will wear visors indoors and they will wear gloves when it is deemed necessary. Staff may also choose to wear a mask indoors.</li> <li>• The use of full PPE (mask, gloves, visor, apron) is only needed in a very small number of cases, including:               <ul style="list-style-type: none"> <li>○ where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> </ul> </li> </ul>	Yes	HT Staff	Low



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		<ul style="list-style-type: none"> <li>○ where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> <li>● Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection and follow <a href="#">SCC PPE guidance</a>.</li> </ul>			
High	<p><b>Response to infection</b></p> <p>7. Test and trace</p>	<ul style="list-style-type: none"> <li>● NHS Test and Trace process to be followed and understand how to contact their local <a href="#">Public Health England health protection team</a>. Staff members and parents/carers understand that they will need to be ready and willing to:               <ul style="list-style-type: none"> <li>○ <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All pupils can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</li> <li>○ provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test &amp; Trace</li> <li>○ <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul> </li> </ul>	Yes	HT DHT	Low



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		<ul style="list-style-type: none"> <li>A small number of home testing kits available to be given directly to parents/carers collecting a child who has developed symptoms at school or staff who have developed symptoms at schools, where providing a test will increase the likelihood of them getting tested.</li> <li>The school will ask parents and staff to inform them immediately of the result of the test:               <ul style="list-style-type: none"> <li>If someone tests negative, if they feel well and no longer have symptoms similar to COVID-19 they can stop self-isolating.</li> <li>If someone test positive they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. Other members of their household should continue self-isolating for the full 14 days.</li> </ul> </li> </ul> <p><i>In the event that demand for the testing exceeds national or local capacity, and testing for symptomatic school staff or pupils is delayed, the school will implement the current policy on self-isolation in line with public health guidance. This means</i></p>			



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		<i>that symptomatic staff or pupils will be asked to self-isolate in their homes for 10 days and 14 days for household members.</i>			
High	<b>Response to infection</b>  8. Managing confirmed COVID-19 cases	<ul style="list-style-type: none"> <li>• <a href="#">Flowchart school response to suspected or confirmed COVID-19 cases</a> to be followed for suspected or confirmed cases.</li> <li>• If someone has attended the site tests positive for COVID-19, the local health protection team will be contacted by the school.</li> <li>• The health protection team will provide guidance to support a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious and ensure they are asked to self-isolate.</li> <li>• Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:               <ul style="list-style-type: none"> <li>○ Direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>○ Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>○ Travelling in a small vehicle, like a car, with an infected person</li> </ul> </li> </ul>	Yes	HT DHT	Low



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		<ul style="list-style-type: none"> <li>Records of pupils and staff in each group and any close contact that takes place between pupils and staff in different groups to be kept. This does not need to include every interaction a member of staff or pupil has.</li> <li>Remote education plan in place by the end of September 2020 for individual pupils or groups of pupils self-isolating.</li> </ul>			
High	<b>Response to infection</b>  9. Contain any outbreaks	<ul style="list-style-type: none"> <li>If two or more cases are confirmed within 14 days or an overall rise in sickness absence where COVID-19 is suspected, there may be an outbreak and the local health protection will advise on any additional action required.</li> <li>Follow local health protection advice, this may include a larger number of other pupils self-isolate at home as a precaution.</li> <li>In consultations with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who tested positive.</li> <li>Remote education plan in place for individual pupils or groups of pupils self-isolating – Google classroom.</li> </ul>	Yes	HT DHT	Low /medium
High	Emergencies	<ul style="list-style-type: none"> <li>All pupil emergency contact details are up-to-date, including alternative emergency contact details, where required.</li> <li>Parents are contacted as soon as practicable in the event of an emergency.</li> </ul>	Yes	HT Office staff	Low





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		<ul style="list-style-type: none"> <li>Pupil alternative contacts are called where their primary emergency contact cannot be contacted.</li> <li>The school has an up-to-date First Aid Policy in place which outlines the management of medical emergencies – medical emergencies are managed in line with this policy.</li> </ul>			
High	Managing School Transport	<ul style="list-style-type: none"> <li>Parents and pupils are encouraged to walk or cycle to their education setting where possible;</li> <li>Parents and pupils are discouraged from using public transport, where possible particularly during peak times;</li> <li>For more information on home to school transport, please refer to <a href="#">SCC guidance in safer working for home to school transport.</a></li> <li>Where possible, transport arrangements are organised to cater for any changes to start and finish times;</li> <li>Transport providers are advised that they do not work if they or a member of their household are displaying any symptoms of coronavirus;</li> <li>Transport providers, as far as possible, are advised of the need to follow hygiene rules and try to keep distance from their passengers;</li> </ul>	Yes	HT	Medium – cannot fully mitigate the situation outside of school



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		<ul style="list-style-type: none"> <li>Revised travel plans are communicated clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times).</li> </ul>			
High	Aerosol generating procedures	<ul style="list-style-type: none"> <li>Staff performing AGPs in these settings should follow PHE's <a href="#">personal protective equipment (PPE) guidance on aerosol generating procedures</a>, and wear the correct PPE, which is:               <ul style="list-style-type: none"> <li>a FFP2/3 respirator</li> <li>gloves</li> <li>a long-sleeved fluid repellent gown</li> <li>eye protection</li> </ul> </li> <li>Children and young people should be taken from the classroom or shared area for any AGP to be carried out in a designated room with the doors closed and any windows open. If this is not possible, for example in children and young people who require sporadic care, such as urgent tracheostomy tube suction, individual risk assessments should be carried out. In all instances, efforts should be made to:               <ul style="list-style-type: none"> <li>ensure that only staff who are needed to undertake the procedure are present and that no other children or young people are in the room</li> </ul> </li> </ul>	Yes	HT	Low



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		<ul style="list-style-type: none"> <li>- minimise clutter to make the process of cleaning the room as straightforward as possible</li> <li>- clean all surfaces and ventilate the room following a procedure and before anyone not wearing appropriate PPE enters. Clearance of infectious particles after an AGP is dependent on the ventilation and air change within the room. For a room without ventilation, this may take an hour</li> </ul>			
High	Reducing face to face contact between staff and visitors	<ul style="list-style-type: none"> <li>• Face to face meetings between staff and visitors to be avoided</li> <li>• Only visitors with prearranged appointments to be allowed on site</li> <li>• Any meetings will be held outdoors and 2m social distancing rule observed</li> <li>• Visitor protocol to be observed at all times, provision of hand sanitiser on arrival.</li> </ul>	Yes	HT Governors	Low
High	Social distancing in school office and communal spaces	<ul style="list-style-type: none"> <li>• Staff work back to back rather than face to face</li> <li>• Computers used simultaneously are distanced at least 2m apart</li> <li>• Staff are required not to share workstations, telephones or other equipment unless properly sanitised between users</li> <li>• Office staff briefed on how to deal with deliveries effectively</li> </ul>	Yes	HT Staff	Low



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Current level of risk		Recommended controls/Mitigation and Protective Measures	In place? Yes/No	By whom?	Risk rating following action H/M/L
High	Stress and anxiety relating to coronavirus  Pupil well being	<ul style="list-style-type: none"> <li>• ELSA provision in place</li> <li>• Extended circle time in class will focus on pupils' mental health and well being</li> <li>• Opportunities to talk and reflect on time at home</li> <li>• Assembly programme with to focus on issues such as anxiety, loss, anger – exploration of feelings</li> <li>• Whole school approach to mental health</li> <li>• ELSA to attend Rainbow (bereavement) facilitator training</li> <li>• Language of hope and positivity modelled/promoted by staff</li> <li>• Pupils voice is given high priority</li> </ul>	Yes	HT ELSA Mental health lead Staff	Low
High	Stress and anxiety relating to coronavirus  Staff well being	<ul style="list-style-type: none"> <li>• Inset day - time taken at the start of the term to reflect on the past 6 months to discuss concerns and worries</li> <li>• PPE worn by all staff – visors and gloves when required. Staff that wish to wear a mask will not be prevented from doing so.</li> <li>• Communication with all staff through creation of virtual staffroom to share key messages and in the first two weeks a weekly debrief in main playground to discuss what went well and where we can improve</li> </ul>	Yes	HT Governors	Low



**St Clement's Catholic Primary School  
Protective Measures Risk Assessment 1<sup>st</sup> September 2020**

Hazard identified:		The risk of spreading the coronavirus			
Current level of risk		Recommended controls/Mitigation and Protective Measures	In place? Yes/No	By whom?	Risk rating following action H/M/L
		<ul style="list-style-type: none"> <li>• Staff encouraged to come forward confidentially with any concerns that they have about workload and wellbeing</li> <li>• Staff wellbeing survey</li> <li>• Staff wellbeing policy developed</li> <li>• Bubble support groups established to reflect on challenges and successes</li> <li>• Signpost staff to sources of support</li> <li>• Risk assessment reviewed after day one, week one and fortnightly after that</li> <li>• Flexible start/finish times for those staff with children returning to Primary school where no wrap around care is on offer</li> <li>• Staff encouraged to take breaks outdoors where practical – breaks built into the day</li> </ul>			