



St. Alban's Catholic Primary School risk assessment January 2022

St. Alban's Risk Assessment is based on Wirral schools Covid-19 Risk assessment– for primary and secondary schools. The risk assessment takes into account the individual circumstances of the St. Alban's.

This risk assessment is not exhaustive and is flexible and fluid.

Pages 1-8 contain the government guidance summery – pages 9-24 is the risk assessments template.

The advice within this document is primarily taken from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1044890/Schools_guidance_January_2022_.pdf

(Individual risk assessments may be used to support staff who were previously defined as Clinically Extremely Vulnerable and pregnant employees on a case by case basis.)



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The guidance is broken down into sections and a summary is as follows:

<p>1. Ensure good hygiene for everyone</p>	<p><u>Hand hygiene</u> Frequent and thorough hand cleaning should now be regular practice. You should continue to ensure that pupils clean their hands regularly. This can be done with soap and water or hand sanitiser.</p> <p><u>Respiratory hygiene</u> The 'catch it, bin it, kill it' approach continues to be very important. The e-Bug COVID-19 website contains free resources for you, including materials to encourage good hand and respiratory hygiene.</p> <p><u>Use of personal protective equipment (PPE)</u> Most staff in schools will not require PPE beyond what they would normally need for their work. The guidance on the use of PPE in education, childcare and children's social care settings provides more information on the use of PPE for COVID-19.</p>
<p>2. Maintain appropriate cleaning regimes, using standard products such as detergents</p>	<p>You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.</p> <p>PHE has published guidance on the cleaning of non-healthcare settings</p>
<p>3. Keep occupied spaces well ventilated</p>	<p>When your school is in operation, it is important to ensure it is well ventilated and that a comfortable teaching environment is maintained.</p> <p>You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays.</p> <p>Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</p> <p>If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</p> <p>Where mechanical ventilation systems exist, you should ensure that they are maintained in</p>



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	<p>accordance with the manufacturers' recommendations.</p> <p>Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).</p> <p>You should balance the need for increased ventilation while maintaining a comfortable temperature. The Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and CIBSE COVID-19 advice provides more information.</p> <p>Each Class has a CO2 monitor and when Ventilation falls below 1500 steps are taken to improve ventilation by opening additional windows.</p> <p>St Alban's have purchased high-efficiency particulate air (HEPA) filters for each of the classrooms and the IT suite. https://www.bbc.co.uk/news/uk-england-leeds-58190189</p>
<p>4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19</p>	<p>When an individual develops COVID-19 symptoms or has a positive test Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</p> <p>If anyone in your school develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice.</p> <p>If a pupil in a boarding school shows symptoms, they should usually self-isolate in their residential setting so that their usual support can continue, others may then benefit from self-isolating in their family home.</p> <p><u>Isolation guidance</u></p> <p>The self-isolation advice for people with coronavirus (COVID-19) has changed. It is now possible to end self-isolation after 7 days, following 2 negative LFD tests taken 24 hours apart. The first LFD test should not be taken before the sixth day Full isolation guidance can be found here: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if</p>



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	<p>close contact is necessary. Further information on this can be found in the use of PPE in education, childcare and children's social care settings guidance. Any rooms they use should be cleaned after they have left.</p> <p>The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p> <p>Asymptomatic testing</p> <p>Testing remains important in reducing the risk of transmission of infection within schools. That is why, whilst some measures are relaxed, others will remain, and if necessary, in response to the latest epidemiological data, we all need to be prepared to step measures up or down in future depending on local circumstances.</p> <p>Confirmatory PCR tests – from the 11th January people with asymptomatic lateral flow will not need to get a confirmatory PCR test.</p> <p>Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection. They will also need to get a free PCR test to check if they have COVID-19.</p> <p>Additional information on PCR test kits for schools and further education providers is available.</p>
Other considerations	<p>All clinically extremely vulnerable (CEV) children and young people should attend their education setting unless they are one of the very small number of children and young people under paediatric or other specialist care who have been advised by their clinician or other specialist not to attend.</p> <p>Further information is available in the guidance on supporting pupils at school with medical conditions.</p> <p>You should ensure that key contractors are aware of the school's control measures and ways of working</p>
Admitting children into school	<p>In most cases, parents and carers will agree that a pupil with symptoms should not attend the school, given the potential risk to others.</p>



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	<p>If a parent or carer insists on a pupil attending your school, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19. Your decision would need to be carefully considered in light of all the circumstances and current public health advice</p>
<p>Attendance</p>	<p>Pupils who are a close contact of someone who has symptoms or confirmed COVID19 From 14 December 2021, adults who are fully vaccinated and all children and young people aged between 5 and 18 years and 6 months (pupils) identified as a contact of someone with COVID-19 are strongly advised to take a LFD test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result. Daily testing of close contacts applies to all contacts who are:</p> <ul style="list-style-type: none"> • fully vaccinated adults – people who have had 2 doses of an approved vaccine • all children and young people aged 5 to 18 years and 6 months (pupils), • regardless of their vaccination status • people who are not able to get vaccinated for medical reasons • people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine <p>Although close contacts are strongly advised to get a test, they should continue to attend school unless they are symptomatic. Children under 5 years are exempt from self-isolation and do not need to take part in daily testing of close contacts. Pupils who are self-isolating but who have not had a test In line with public health advice, pupils with symptoms must self-isolate and schools should strongly encourage pupils to take a PCR test. Where the pupil is unable to take a PCR test, the school should record the pupil as code X in the register. Schools should follow up with families if they are not satisfied with the reason as to why the pupil is not in school. Schools can request supporting evidence from the family. Where the school is not satisfied with the reason given for absence, they may record this using one of</p>



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	the unauthorised absence codes, in line with the school attendance guidance for schools school attendance guidance .
Access to LFT tests for Staff	Staff are provided with LFT testing kits but
Access to LFT test for children	Families of primary school age children are directed to order from https://maps.test-and-trace.nhs.uk/ and here https://www.gov.uk/order-coronavirus-rapid-lateral-flow-tests
Travel and quarantine	<p>Where pupils travel from abroad to attend a boarding school, you will need to explain the rules to pupils and their parents before they travel to the UK. All pupils travelling to England must adhere to travel legislation, details of which are set out in government travel advice.</p> <p>Additional guidance has been issued on the quarantine arrangements for boarding school pupils travelling from red-list countries to attend a boarding school in England.</p> <p>Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return</p>
School workforce	<p>School leaders are best placed to determine the workforce required to meet the needs of their pupils. Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Further information can be found in the guidance on protecting people who are CEV from COVID-19.</p> <p>Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. Employers should be able to explain the measures they have in place to keep CEV staff safe at work. The Health and Safety Executive (HSE) has published guidance on protecting vulnerable workers, including advice for employers and employees on how to talk about reducing risks in the workplace.</p> <p>We welcome your support in encouraging vaccine take up and enabling staff who are eligible for a vaccination to attend booked vaccine appointments where possible even during term time.</p>
Remote education	Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to work or learn from home if they are well



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enough to do so. Schools subject to the [remote education temporary continuity direction](#) are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.

You should maintain your capacity to deliver high-quality remote education for the next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.

Independent Schools (not including academies) are only covered by the remote education temporary continuity direction in relation to state-funded pupils in their schools. However, they are still expected to meet the [Independent School Standards](#) in full at all times.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school.

You should work collaboratively with families and put in place reasonable adjustments so that pupils with special educational needs and disabilities (SEND) can successfully access remote education.

Full expectations for remote education, support and resources can be found on the [get help with remote education service](#)



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Risk Assessment Template

Below you will find a risk assessment template to help you document the controls in preparation for full school reopening in September. This has been populated with the most common hazards identified and controls that should be considered. Additional hazards and controls may need to be considered depending on each individual school.



School covid-19 January 2022

Risk assessment recording form M34

When complete this form must be added to your generic assessment library or site specific file.

Location or address St. Alban's Catholic Primary School			Date 07/01/2022 Updated with new guidanc			
Activity or situation School Opening COVID 19 September 2021 240821			Reviewed – as and when			
Hazard	Who may be harmed and how	(3) What controls exist to reduce risk	Severity	Likelihood	Risk total 1-25	(4) What action could you take to further reduce risk
Asymptomatic member of staff	Staff and pupils	<p>NB. Testing guidance is under review.</p> <ul style="list-style-type: none"> School makes clear that testing is voluntary but advisable Staff in all education settings are encouraged to test twice weekly at home until the testing guidance is reviewed when guidance changes Testing kits are stored securely in school at the correct temperature. A test kit log is in use and data held is stored in line with the school's Data Protection Policy. <p>Confirmatory PCR tests</p> <ul style="list-style-type: none"> Staff and pupils with a positive LFD test result should self-isolate in line with the stay at home 	3	2	6	<ul style="list-style-type: none"> Staff in all education settings are encouraged to test twice weekly at home until the testing guidance is reviewed in September. From 11th January there is no requirement for an asymptomatic person with a positive lateral flow to get a confirmatory PCR



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		<p>guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p> <ul style="list-style-type: none"> They will also need to get a free PCR test to check if they have COVID-19 & self-isolate until they get the result if they have symptoms 				
Inadequate cleaning of areas where a potential case waits to be collected	Staff and pupils	<p>Further information on this can be found in the use of PPE in education, childcare and children's social care settings guidance.</p> <p>If a child becomes unwell and is awaiting collection, they should be moved, if possible and if appropriate, to a room where they can be isolated behind a closed door. Settings should be mindful of individual children's needs – for example it would not be appropriate for younger children to be alone without adult supervision. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>In most cases, closure of the educational setting will not be needed but this will be a local decision with Public Health England based on various factors such as establishment size and risk of further spread.</p> <p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</p>	3	2	6	<ul style="list-style-type: none"> The small room by the school office will be cleaned and disinfected using standard cleaning products before being used by anyone else by an appropriate person wearing PPE. If anyone is sent home they will be asked to isolate for 10 days (includes the day symptoms started day zero). If your child tests positive for Covid-19, they must isolate for 10 days after they become symptomatic. They may be able to return to school 8 days after they become symptomatic if they have 2 negative LFD tests on day 6 and 7 (taken 24 hours apart), and they do not have a high temperature. If your child cannot take a reliable LFD test, they will need to complete the 10-day isolation before returning to school. If your child is a contact of any person with Covid-19: Children and young people aged between 5 and 18 years and 6 months, identified as a close contact of someone with COVID-19, should take an LFD test every day for seven days and continue to attend their setting as normal, unless they have a positive test result or develop symptoms at any time. Advised to follow the guidance for households with possible or confirmed coronavirus infection. Advised to arrange a PCR test as soon as possible if symptomatic. Whilst awaiting collection the pupil will be left in a on their own if possible and, if safe to do so. Appropriate PPE will used if close contact is necessary.



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						<ul style="list-style-type: none"> • Anyone with symptoms is advised not to use public transport and, wherever possible, be collected by a member of their family or household. • Anyone who comes into contact with a symptomatic individual washes their hands thoroughly for 20 seconds with soap and warm running water or hand sanitiser. • Staff members or pupils who have been in close contact with someone with symptoms do not need to self-isolate unless they develop symptoms or test positive on a lateral flow. • School can take the decision if a parent or carer insists on a pupil attending to refuse the pupil, if in its reasonable judgement the pupil poses a risk of infection to the school community.
Ensuring good hygiene is followed.	Staff and pupils	<p>Provide and ensure soap and hand sanitiser is readily available across the setting.</p> <p>Encourage students to wash their hands regularly.</p> <p>Engage with visitors to ensure hand washing or sanitising takes place upon entry to the building.</p> <p>Encourage staff to continue with regular hand washing after touching shared resources.</p> <p>Continue with the catch it bin it kill it message across the setting.</p> <p>Ensure tissues are available where required.</p> <p>Encourage coughs and sneezes to be done into a tissue or the elbow, and hand washing takes place afterwards.</p>	3	2	6	<p>Hand hygiene -</p> <ul style="list-style-type: none"> • School will continue to ensure that staff & pupils maintain high standards of hand hygiene. • Suitable facilities are provided for individuals to wash/sanitise their hands regularly • Pupils are supervised, where appropriate, to use hand sanitizer safely. <p>Respiratory hygiene</p> <ul style="list-style-type: none"> • School emphasises the 'catch it, bin it, kill it' approach with bins & tissues available.



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<p>Unsafe disposal of PPE and face coverings (if required for those choosing to continue with face coverings)</p>	<p>Staff and pupils</p>	<p>Used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus (COVID-19), in line with the guidance on cleaning for non-healthcare settings.</p> <p>Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the wearer and put in a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.</p> <p>To dispose of waste from people with symptoms of coronavirus (COVID-19), such as disposable cleaning cloths, tissues and PPE:</p> <p>put it in a plastic rubbish bag and tie it when full place the plastic bag in a second bin bag and tie it put it in a suitable and secure place marked for storage for 72 hours</p> <p>This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours.</p> <p>Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances. Settings such as residential care homes or special schools that generate clinical waste should continue to follow their usual waste policies.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-</p>	<p>3</p>	<p>2</p>	<p>6</p>	<ul style="list-style-type: none"> • Most children arriving will not be wearing face coverings • Most staff in education, childcare and children's social care settings will not require PPE in response to COVID-19 beyond what they would normally need for their work. • Additional PPE for COVID-19 is only required in a very limited number of scenarios: <ul style="list-style-type: none"> ○ If a child, young person or student becomes ill with COVID 19 symptoms and only if close contact is necessary ○ when performing aerosol generating procedures AGP's • When working with pupils who cough, spit, vomit or require intimate care but do not have coronavirus symptoms, staff only wear PPE that would routinely be worn. • Staff are trained in correct use and disposal of PPE.
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		childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#does-coronavirus-covid-19-mean-that-ppe-is-needed-for-administering-first-aid				
Inadequate cleaning of premises (general)	Staff and pupils	<p>Use cleaning products that offer disinfecting qualities and are available through suppliers. A combined detergent/disinfectant (eg chlor clean) can be used for ease.</p> <p>Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers.</p> <p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</p> <p>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies</p>	3	2	6	<p>Cleaning</p> <ul style="list-style-type: none"> School will maintain appropriate cleaning regimes, using standard products such as detergents with a focus on frequently touched areas. Appropriate cleaning schedules are in place and include regular cleaning of areas and equipment.
Unsafe crossing of roads near school	Staff and pupils	<p>Consider information to parents to ensure pedestrian crossings are used where possible.</p> <p>Remind parents to take care on road ways if patrol escorts are not available.</p> <p>Provide hand sanitiser for any crossing escorts to regularly sanitise hands</p> <p>Provide hand washing facilities in the school when shift is completed</p>	4	2	8	<ul style="list-style-type: none"> Continue with the Road Closure from 8.30 until 9 and from 3 until 3.30 as children have become used to the road being walked on after school – keep under review. Advise parents to use designated area by Demonic House with the parking permit as the Cherry Tree will no longer support pick up / drop offs in the main car park
Increased fire risk due to doors being propped open to increase air	Staff and pupils	<p>Review school fire risk assessment to reflect any changes that have been made.</p> <p>Before additional pupils are re-introduced, make sure that fire log book is up to date and all checks have been made, including the fire marshal inspection</p>	3	2	6	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  MF - Fire Risk Assessment Activity - </div> <div style="text-align: center;">  RA - Fire Risk Assessment Model & </div> <div style="text-align: center;">  RA - Fire Risk Assessment Model & </div> </div>



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<p>circulation and reduce touching of doors and pushpads</p> <p>Changes to emergency fire procedures – uncertainty of staff and pupils due to working at different locations to normal and changes in evacuation routes.</p>		<p>checklist.</p> <p>For cross corridor and key fire doors from higher risk areas such as staff rooms, consider using devices such as Dorguards where possible. The DfE has been made aware that some schools and trusts have been seeking advice on propping open of fire doors.</p> <p>Gov.uk has provided relevant guidance to the query of wedging open fire doors at the following link: https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#how-to-implement-protective-measures-in-an-education-setting-before-wider-opening-from-1-june. The guidance states prop doors open only if they are not fire doors, and where it is safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</p> <p>If wedges are to be used, there must be a robust procedure to ensure that these are all removed in the event of the fire alarm sounding and at the end of every day.</p> <p>Communicate with staff any changes to emergency procedures that have been made and make sure that they have understood them.</p> <p>Remind all staff of their responsibility not to increase the risk of fire in the workplace: by keeping combustible materials to the minimal, turning off electrical equipment when not in use and at the end of the day.</p>				<ul style="list-style-type: none"> • All main fire doors have now acoustic alarms – • Robust system of staff to close classroom door on exit if alarm sounds • Regular fire drills to test procedures. • Personal evacuation plans written
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Contact with school resources	Staff and pupils	<p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items where possible.</p> <p>Classroom based resources, such as books and games, can be used and shared where necessary. These should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or such as sports, arts, and science equipment should be cleaned frequently.</p> <p>Where possible Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of school settings providers.</p>	3	2	6	<p>Equipment – children to have their own equipment such as pens and pencils for frequently touched materials</p> <p>Sand & messy play</p> <ul style="list-style-type: none"> Frequently touched surfaces, equipment, tools, and resources for messy play are thoroughly cleaned and dried before they are used by a different group. All items that are laundered are washed in line with government guidance and are not shared by pupils between washes. Supervised toothbrushing programmes are re-established using the dry brushing method following PHE advice.
Risk of transmission through first aid procedures	Staff and pupils	<p>Children, young people or learners who require first aid should continue to receive care in the same way .</p> <p>No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms</p> <p>After delivering any first aid</p> <p>Ensure you safely discard disposable items and clean reusable ones thoroughly</p> <p>Wash your hands thoroughly with soap and water or an alcohol-based hand sanitiser as soon as possible</p>	3	2	6	 <p>FINAL_VERSION 9 INFECTION CONTROL</p> <ul style="list-style-type: none"> Majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain social distancing. PPE is only indicated: <ol style="list-style-type: none"> When working with students whose care routinely already involves the use of PPE. If a student becomes unwell with COVID-19 symptoms while in their setting and needs direct personal care until they return home.
Stress and mental health issues for staff	Staff and pupils	<p>Complete or update the schools stress work assessment to remind all staff of support available.</p> <p>Ensure 1 to 1 strategic and wellbeing meetings are held with all staff. Make time for all staff to talk to</p>	3	2	6	<ul style="list-style-type: none"> Staff and Pupil Well Being Policies in place. Mental Health and Well Being Page on school website direction parents and pupils to appropriate resources and support available. Staff are vigilant in discerning pupil mental health and



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		<p>senior leaders about their personal situation: Thoughts on returning, fears, concerns about returning, what will be easy to accomplish, what will be hard, fatigue (Staff have continued to work), changes in circumstance, retirement, pregnancy, bereavement.</p> <p>Additional worries about members of their family and friends.</p> <p>Remind them of any internal support plan/system that is in place</p> <p>Address / discuss ability to return to work.</p>				<p>report any concerns to the SENDCO.</p> <ul style="list-style-type: none"> • The school provides opportunities for pupils to talk about their mental health and experiences during the pandemic. • Pupils have access to appropriate support and activities. • Pupil and parent surveys are sent out to assess how they feel about being on the school site and to enable staff to act on any concerns pupils and parents may have. <p>Staff and volunteer surveys are sent out to assess how they feel about being on the school site and enable the SLT to act on any concerns staff and volunteers may have.</p>
Inadequate building management and routine inspections.	Staff and pupils	<p>All routine inspections should be completed for any school that may have been closed/ partially closed to students.</p> <p>Any routine or annual checks should be carried out in their usual time frames.</p> <p>Hand hygiene should be observed by all contactors. Contact your asset management provider where assistance is required.</p>	5	1	5	<ul style="list-style-type: none"> • SLT to monitor all routine inspections updated and log book updated particularly if partial closure. • All annual checks to be monitored Legionella / Asbestos
Restraining students.	Staff and pupils.	<p>For students that have individual risk assessments, and it is identified that restraint is required PPE would only be indicated in the circumstances indicated previously, i.e. if a pupil has suspected/confirmed coronavirus; or if they normally require the use of PPE for their care.</p> <p>In special school setting, PPE would only be indicated in the circumstances indicated previously, i.e. if a pupil has suspected/confirmed coronavirus; or if they normally require the use of PPE for their care.</p> <p>Individual risk assessments for each student will identify if it is safe for them to return to the school</p>	3	2	6	<ul style="list-style-type: none"> • Risk assessments on vulnerable children and advice sought from the LA. • Staff to be trained on safer handling or team teaches. • Create a rota – aim for de-escalation – any physical intervention as a last resort – remove other children in the Bubble as a first resort. • Ensure adequate staffing



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		<p>setting at this time.</p> <p>Individual assessment needs to be made for pupils who have known behaviours that would pose risk, such as spitting and biting where social distancing is not possible. Provision of PPE should be considered on a case by case basis.</p>				
<p>Staff who were previously defined as Clinically extremely vulnerable and pregnant employees.</p>	<p>Staff and students.</p>	<p>Clinically extremely vulnerable (CEV) people are advised, as a minimum, to follow the same guidance as everyone else. It is important that everyone adheres to this guidance, but CEV people may wish to think particularly carefully about the additional precautions they can continue to take. Employees can be reasonably expected to attend work, and the following should be considered where possible. Although social distancing measures have ended, Can the school facilitate keeping a distance from others where possible?</p> <p>Consider access to rest areas, toilets etc to minimise contact with others where possible</p> <p>Consider if the role can be done at different times when there are less or no children on the premises.</p> <p>Consider the working location. Can the employee be placed in a different office or area that is allocated just to them?</p> <p>Ensure cleaning and sanitation plans are in place to ensure shared areas are kept clean.</p> <p>Pregnant staff members should work from home after 28 weeks of pregnancy.</p> <p>Guidance for those in vulnerable groups can be found here:</p>	3	2	6	<ul style="list-style-type: none"> • Clinically extremely vulnerable (CEV) staff are no longer advised to shield but are encouraged to take extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus. • CEV currently encouraged & supported to attend work if they cannot work from home. • An individual risk assessment is in place for all CEV staff. • Staff who live with those who are CEV attend the workplace but should ensure they follow the system of controls in place. • An individual risk assessment is carried out for pregnant staff with appropriate risk mitigation in line with the latest recommendations from DHSC, PHE & RCOG. • Staff who are 28 weeks pregnant and beyond, or are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from coronavirus at any gestation, are supported to take a more precautionary approach.



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		https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/19-july-guidance-on-protecting-people-who-are-clinically-extremely-vulnerable-from-covid-19				<ul style="list-style-type: none"> • The school ensures pregnant staff are able to adhere to any active national guidance on social distancing and/or advice for pregnant women considered to be clinically extremely vulnerable. • Pregnant staff are encouraged to get vaccinated if possible.
Visitors to schools such as speech and language therapy	Visitors staff and students.	<p>Visitors should be permitted to schools where other means of completing their role has been explored and it is identified that the visit is required.</p> <p>hand hygiene should be observed by all visitors. Provision of hand washing supplies such as hand wash, sanitiser etc is available and regularly monitored to ensure supplies are always available.</p> <p>Ensure all visitors sign in and are encouraged to wash or sanitise hands upon entering the building.</p> <p>Consider reciting all covid-19 safety measures such as hand hygiene to the visitor as soon as they arrive at the premises.</p> <p>Consider ensuring that all visitors make an appointment prior to visiting the school</p> <p>Consider asking the visitor to call the school on arrival and asking the visitor if they have any of the symptoms related to Covid-19. If so they should not be permitted into the school.</p> <p>If the school has a control for face coverings to be worn this should be communicated to the visitor prior to the visit. (some school may wish to continue this practice for visitors)</p> <p>Consider asking visitors to bring only resources that are absolutely necessary for the purposes of the visit.</p>	3	2	6	<ul style="list-style-type: none"> • Follow school guidance on testing twice a week • Wear a face mask on corridors



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Contingency planning for outbreaks	Staff and pupils	<p><u>Familiarise yourself with public health guidance on what to do if a member of staff or pupil informs you that they have tested positive (or the test is inconclusive).</u></p> <p><u>Follow public health advice on testing, self isolation and managing confirmed case.</u></p> <p>When to self-isolate and what to do - Coronavirus (COVID-19) - NHS (www.nhs.uk)</p>	3	2	6	<ul style="list-style-type: none"> • School has a Coronavirus (COVID-19) Contingency Plan risk assessment. Contingency plan latest version (also known as an outbreak management plan) if restrictions need to be implemented due to COVID 19. • Remote education plans are in place for pupils who are self-isolating or shielding. • School will call the DfE helpline on 0800 046 8687 selecting option 1 for advice on the action to take in response to a positive case who will escalate the issue to the local health protection team where necessary and advise if any additional action is required, such as implementing elements of the outbreak management plan. • School will follow measures recommended by the Local Authority, Director of Public Health and local protection teams (HPTs) as part of the outbreak management responsibilities. <p>Wirral schools contact Wirral LA Covid helpline 0151 666 3600 Email: covidsschoolsupport@wirral.gov.uk School follows latest DfE, PHE & Gov.uk, Merseyside & Cheshire PH Team and LA guidance</p> <ul style="list-style-type: none"> • Clear communication sent to parents and pupils with a link on the school website covering all aspects of how school will function. • Regular staff briefings held to cover any changes to arrangements
Ventilation & air conditioning	Staff and pupils	<p>You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example, school plays. Mechanical ventilation is a system that uses a fan to draw fresh air or extract air from a room. These</p>	3	2	6	<ul style="list-style-type: none"> • When school is in operation, it is well ventilated with comfortable teaching environments. • Poorly ventilated spaces have been identified – ELSA room and DHT Room as both have no opening windows. • When holding events where visitors are on site e.g. school plays, ventilation is increased.



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		<p>should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</p> <p>If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</p> <p>Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.</p> <p>Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so).</p> <p>You should balance the need for increased ventilation while maintaining a comfortable temperature.</p> <p>The Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic and CIBSE COVID-19 advice provides more information.</p> <p>DfE is working with Public Health England, NHS Test and Trace, and the Scientific Advisory Group for Emergencies (SAGE) on a pilot project to measure CO2 levels in classrooms and exploring options to help improve ventilation in settings where needed.</p> <p>opening windows (in cooler weather windows will be opened just enough to provide constant background ventilation and opened fully during breaks, lesson changes for 5 minutes to purge the air in the space). Keep open internal doors to assist with creating a flow of air (as long as they are not fire doors and where safe to do so)</p>				<ul style="list-style-type: none"> • School has competent ventilation engineers to help assess the systems in place and how to utilise them correctly. • Mechanical ventilation is adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. • Systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply. • All mechanical ventilation systems are maintained in accordance with the manufacturers' recommendations. • School opens external windows, doors & internal doors (if they are not fire doors and where safe to do so) to increase ventilation. • During colder weather, the need for increased ventilation while maintaining a comfortable temperature is balanced; opening higher vents, arranging seating away from draughts. • In cooler weather to reduce thermal discomfort caused by increased ventilation, pupils can wear additional, suitable indoor items of clothing in addition to their usual uniform • Purging or airing rooms as frequently as possible to improve ventilation usually when the room is unoccupied. • Outside space will be used, where practical. • HEPA filters are installed in all classrooms , Reception area and the IT suite.
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		<p>opening high level windows in preference to low level to reduce draughts.</p> <p>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</p> <p>providing flexibility to allow additional, suitable indoor clothing to be worn underneath the school uniform. For more information see School uniform</p> <p>rearranging furniture where possible to avoid direct drafts</p> <p>Heating is used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <p>Sufficient ventilation is around 800 ppm (parts per million) or 10-15 litres per second per person Poor ventilation is around 1500 ppm or below 5 l/s/per person (parameters taken from SAGE guidance). If you know your levels, you can then decide on whether to open more windows etc. Monitors can be moved around the school so you don't need one per classroom. If you are using them, you should leave them at desk height, away from windows and away from people to get as accurate a reading as possible.</p>				<p>Where external doors are opened it is important to ensure safety and supervision of children to ensure they cannot access outside areas without supervision.</p>
Face coverings in Primary schools.	Staff and pupils	<p>Face coverings help protect the wearer and others against the spread of infection because they cover the nose and mouth, which are the main confirmed sources of transmission of COVID-19. Where pupils in year 7 (which would be children who were aged 11 on 31 August 2021) and above are educated, we recommend that face coverings should be worn by pupils, staff and adult visitors when moving around the premises, outside of classrooms, such as in</p>	3	2	6	<ul style="list-style-type: none"> • Face coverings are staff and visitors either in classrooms or in communal areas. • Face coverings should be worn in enclosed and crowded places - this includes on school & public transport. • Face visors or shields are not worn as an equivalent alternative to face coverings; however, they can be worn by those exempt from wearing face coverings. • School will not prevent individuals from entering or



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		<p>corridors and communal areas. This is a temporary measure. From January 4th, This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. This will also be a temporary measure. Pupils in these schools must also wear a face covering when travelling on public transport and should wear it on dedicated transport to and from school. We would not ordinarily expect teachers to wear a face covering in the classroom if they are at the front of the class, to support education delivery, although settings should be sensitive to the needs of individual teachers. In primary schools, we recommend that face coverings should be worn by staff and adults (including visitors) when moving around in corridors and communal areas. Health advice continues to be that children in primary schools should not be asked to wear face coverings. See Circumstances where people are not able to wear face coverings for exceptions to this. Face coverings do not need to be worn when outdoors</p>				<p>attending school if they are not wearing a face covering, if exempt.</p> <p>Full guidance can be found here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1044530/Schools_guidance_Jan_22.pdf</p>
<p>Social distancing – changes if there is an outbreak if instructed by Director of public health'</p>	<p>Staff and pupils</p>	<ul style="list-style-type: none"> • Staff and pupils are informed they no longer need to adhere to social distancing measures in school unless directed. • Pupils are informed they no longer need to be separated into bubbles in school. • In the event of a school or local outbreak, the school adheres to the advice of a director of public health, which may include returning to social distancing measures, including pupil bubbles. 	3	2	6	<ul style="list-style-type: none"> • School has planned carefully following the latest DfE/PHE guidance and will follow all measures at a steady pace. Assemblies can be reintroduced again. • Staggered starts, lunch and breaks to limit numbers do not need to take place. • Staff do not need to work with only one group/bubble. • Staff meetings will take place in a larger, well-ventilated space with staff maintaining social distancing. • Staffrooms – staggered lunch and playtimes will help reduce the number of staff using the staffroom.



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						<ul style="list-style-type: none"> • Meetings, including with parents will be risk assessed prior to them taking place. Zoom may continue if deemed more appropriate or suitable. • Teaching or holding meetings in well-ventilated areas wherever possible, such as outdoors or indoors with windows open. • School has outbreak management plans in place to reintroduce bubbles temporarily if it becomes necessary due to local outbreaks or increases in cases at the instruction of PHE Teams.
Home to school transport	Staff and pupils	<p>Children and young people aged 11 and over should wear a face covering when travelling on dedicated transport to secondary school or college</p> <p>It is no longer recommended maximising distancing and minimising mixing, but unnecessary risks such as overcrowding should be minimised.</p> <p>Drivers and passenger assistants will not normally require personal protective equipment (PPE) on home to school transport. However, where the care and interventions that a child or young person ordinarily receives on home to school transport required the use of PPE before COVID-19, that should continue as usual</p> <p>Communicate with transport escorts and where face coverings are still required/requested the guidance for disposal of face coverings should be followed.</p> <p>Guidance for those who were clinically extremely vulnerable should follow the guidance on CEV groups above.</p>	3	2	6	<ul style="list-style-type: none"> • Drivers and passenger assistants will not normally require personal protective equipment (PPE) on home to school transport. • Pupils who require care and interventions that require the use of PPE before COVID-19, will continue as usual. • Pupils do not board home to school transport if they, or a member of their household, has a positive test result or symptoms of coronavirus • School liaises with the LA and other transport providers to ensure they are adopting COVID-secure protocols, and requests a copy of their risk assessment, where relevant.
Curriculum - Music, drama, science & DT, and sporting	Staff and pupils	<p><i>Some activities can increase the risk of catching or passing on COVID-19. This happens where people are doing activities which generate more droplets as they breathe heavily, such as singing, dancing, exercising,</i></p>	3	2	6	<ul style="list-style-type: none"> • Music • School & staff are aware that there is evidence to suggest that singing and playing wind and brass instruments increases the risk of coronavirus transmission due to the



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<p>activities</p>		<p><i>or raising their voices. The risk is greatest where these factors overlap, for example in crowded indoor spaces where people are raising their voices. In situations where there is a higher risk of catching or passing on COVID-19, schools should be particularly careful to follow the general guidance on keeping safe.</i></p>				<p>cumulative aerosol transmission.</p> <ul style="list-style-type: none"> • School reads any updates to Music in schools COVID 19 and ensures the relevant protective measures are in place. • Dance & Drama • School completes risk assessments for Drama & Dance and ensures the relevant protective measures are in place. • Sports • The school only permits team sports on the list in the Department for Digital, Culture, • Media & Sport's (DCMS) team sport guidance. • Sports equipment is thoroughly cleaned between each use. • School swimming and water safety lessons are conducted in line with Swim England's guidance. • Outdoor sports are prioritised where possible. • Large indoor spaces with maximised natural ventilation flows, e.g. through opening windows and doors, are used where outdoor sports are not possible. • Staff overseeing indoor sports follow the system of controls in this risk assessment e.g. cleaning and hygiene. • Staff are made aware that social distancing in sports is not required unless directed. • Measures are in place to minimise the risk of transmission in changing rooms, in line with DCMS guidance.
<p>Tracing close contacts and isolation</p>		<p>From 16 August 2021, children under the age of 18 years old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case. Instead, children will be contacted by NHS Test and Trace, informed they have been in close contact with</p>	<p>3</p>	<p>2</p>	<p>6</p>	<ul style="list-style-type: none"> • School makes staff aware that it is not responsible for Test and Trace contacting. This will be taken over by the NHS Test and Trace service • NHS Test and Trace will work with the positive case and/or parent to identify close contacts. • Contacts from a school setting will only be traced by



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		<p>a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so</p> <p>See Frequently asked questions on the Website http://www.stalbans.wirral.sch.uk/uploads/144/page/2368193_page_file.pdf</p>			<p>NHS Test and Trace where the positive case specifically identifies the individual as being a close contact.</p> <ul style="list-style-type: none"> • School may be contacted in exceptional cases to help with identifying close contacts (as currently happens in managing other infectious diseases). • School will continue to work with the local director of Public Health & local HP Teams (Wirral) in the case of a local outbreak and if the area becomes an Enhanced Support Area. • Anyone in school who displays symptoms is encouraged to get a PCR test <p>There is updated advice on the control of Covid-19 in schools, and the information you need is below: If your child develops symptoms, they must stay at home and access a PCR test.</p> <p>What are the symptoms? The main symptoms of COVID-19 are:</p> <ul style="list-style-type: none"> • new continuous cough and/or fever (temperature of 37.8°C or higher) • loss of or change in normal sense of taste or smell (anosmia) • In addition: Data released on 16 December by the Covid Symptoms Study run by the health science company Zoe and King's College London, show that the top five symptoms reported in the app for Omicron infection were runny nose, headache, fatigue (either mild or severe), sneezing, and sore throat. The Zoe study believes that 75% of people with colds have OMICRON at the moment. <p>If your child tests positive for Covid-19, they must isolate</p>
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						<p>for 10 days after they become symptomatic.</p> <p>They may be able to return to school 8 days after they become symptomatic if they have 2 negative LFD tests on day 6 and 7 (taken 24 hours apart), and they do not have a high temperature. If your child cannot take a reliable LFD test, they will need to complete the 10-day isolation before returning to school. If your child is a contact of any person with Covid-19: Children and young people aged between 5 and 18 years and 6 months, identified as a close contact of someone with COVID-19, should take an LFD test every day for seven days and continue to attend their setting as normal, unless they have a positive test result or develop symptoms at any time. Please see the chart at the end of the letter.</p>
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Risk Rating	Action Required
17 - 25	Unacceptable – stop activity and make immediate improvements
10 – 16	Tolerable – but look to improve within specified timescale
5 – 9	Adequate – but look to improve at review
1 – 4	Acceptable – no further action but ensure controls are maintained



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Likelihood:

- 5 – Very likely
- 4 – Likely
- 3 – Fairly likely
- 2 – Unlikely
- 1 – Very unlikely

Consequence:

- 5 – Catastrophic
- 4 – Major
- 3 – Moderate
- 2 – Minor
- 1 – Insignificant

(1) List hazards **something with the potential to cause harm** here

(2) List groups of people who are especially at risk from the significant hazards which you have identified

(3) List existing controls here or note where the information may be found. Then try to quantify the level of risk **the likelihood of harm arising** that remains when the existing controls are in place based on the number of persons affected, how often they are exposed to the hazard and the severity of any consequence. Use this column to list the controls that you might take and develop all or some of that list into a workable action plan. Have regard for the level of risk, the cost of any action and the benefit you expect to gain. Agree the action plan with your team leader and make a note of it overleaf. If it is agreed that no further action is to be taken this too should be noted.

	Additional Controls Required	Action to be Taken	By Whom	Target Completion Date	Task Completed (Signed & Dated)
1					



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Please use this space to identify issues for which you may require council support:

Empty space for identifying issues for which council support may be required.



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Key contacts

	Link/Lead for schools
Risk Assessment/Health and Safety	Lorraine Adamson (Lorraineadamson@wirral.gov.uk)
PPE	Anna Jones (annajones@wirral.gov.uk)
Workforce implications	Sue Blevins (sueblevins@wirral.gov.uk)
Public Health/Infection Control considerations and guidance	Jane Harvey (janeharvey@wirral.gov.uk)
Asset Management considerations (buildings)	Mike Woosey (Mikewoosey@wirral.gov.uk)
Road Safety	roadsafety@wirral.gov.uk
Communications Plan (workforce/Public)	Sam Jenkins (samjenkins@wirral.gov.uk)
Emotional support for pupils	Health and schools Team