



The Willows Catholic Primary School

Headteacher: Mrs. S. A. Barnett
Victoria Road, Kirkham, PR4 2BT
Telephone & Fax: 01772 684371
www.willows.lancs.sch.uk

A risk assessment is simply a careful examination of what, in your area of work, could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm and to control the risks. The purpose of this risk assessment is to address the additional risk of Covid-19 infection as schools open to more pupils It should be updated in line with guidance from the UK Government:

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

This is a generic risk assessment, which should be edited to suit individual schools. All actions should be immediate and reviewed in line with guidance updates.

Adults includes hub and visiting staff, parents, volunteers and essential maintenance workers. Visitors should be only those necessary for the safe operation of the establishment.

Title / Activity: **The Willows Catholic Primary School**

Date completed: **21st May 2020**

Completed by: **Sharon Barnett (HT)**



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What is the hazard?	Who might be harmed?		What are you doing about it?	RAG	Comment	Complete?
	Pupils	Adults				
1) Spread of infection from frequently touched surfaces	✓	✓	<ul style="list-style-type: none"> Follow the Covid-19: cleaning in non-healthcare settings guidance; 	Green	HT and DHT have read the guidance and implemented as necessary.	✓
			<ul style="list-style-type: none"> All staff should know how to safely put on and take off PPE, please see PHE links to donning and doffing. 	Green	Masks, gloves, aprons and face shields available in school. Staff to have training on 3 rd June as to how to put on and take off correctly to ensure no cross contamination.	✓
			<ul style="list-style-type: none"> All staff should complete the online course 'Infection Prevention Control'. 	Green	All staff have access to the online courses. BW to follow up with all staff as to who has completed the course.	✓
			<ul style="list-style-type: none"> Appropriately trained and designated staff clean frequently touched surfaces before the start of each school day using the school's standard cleaning products. These surfaces include- door handles railings, chairs, desks, IT equipment, mobile phones, toilet doors, flush handles, taps, bin lids, dining tables etc. 	Green	ML – Cleaner – arrives before all other staff. Ensures all surfaces are cleaned. HS to arrive as ML leaves to continue cleaning throughout the day. Once all children left, HS and IS to complete full clean of all touched surfaces. BW to initiate cleaning checklists to ensure nothing is missed.	✓
			<ul style="list-style-type: none"> Cleaning materials ordered by HT and issued by Site Supervisor, staff inform when they need more but before they run out; 	Green	Suitable materials ordered and will be provided to all staff when returning to work. BW to ensure appropriate training is received. All staff made aware of more stock.	✓
			<ul style="list-style-type: none"> Supervising staff mirror this cleaning regime (including personal mobile phones and tablets) throughout the day during transition times e.g. 	Green	Staff to be trained on 3 rd June as to when, what and how to clean throughout the day.	✓



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		break, lunch, while pupils are outside, changing from one type of activity to another;			
		<ul style="list-style-type: none">• Evidence cleaning routine – use tick sheet signed and dated by the person carrying out the cleaning for each area.		BW to initiate daily cleaning checklist for Site Supervisor and Cleaners to complete.	<input checked="" type="checkbox"/>



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2) Infection brought into school

Parents, carers and settings do not need to take children's temperatures every morning. Routine testing of an individual's temperature is not a reliable method for identifying coronavirus.

Hierarchy of Measures:

- Avoid contact with anyone with symptoms;
- Frequent hand cleaning and good respiratory hygiene practice;
- Regular cleaning of the setting;
- Minimise contact and mixing.

2) Infection brought into school	✓	✓	<ul style="list-style-type: none">• Staff notify school immediately if either they or someone in their home is displaying symptoms of Covid-19 infection and follow the PHE stay at home guidance	Specific COVID19 reporting procedures to be shared with all staff.	✓
			<ul style="list-style-type: none">• Parents/carers notify school immediately if either their child or someone in the child's household is displaying symptoms of Covid-19 and follow the PHE "Stay at Home" guidance as above. This includes the children of key workers;		
			<ul style="list-style-type: none">• Settings should adjust transport arrangements where necessary in line with the guidance given in the Implementing Protective Measures in Education and Childcare Settings (see final section of "When Open");	Parent Document to include guidance on transport, parking arrangements, how to access school.	✓
			<ul style="list-style-type: none">• Ensure parents, pupils and staff are aware of and follow the safer travel guidance for passengers when planning travel;	Information to be communicated to parents and staff in Parent Document and Staff Handbook.	✓
			<ul style="list-style-type: none">• Ensure that transport arrangements cater for any changes to	N/A	
			<ul style="list-style-type: none">• Limit numbers of staff, pupils and visitors to essential personnel only while maintaining effective levels of supervision.	Only essential staff scheduled to work on school premises.	✓
			<ul style="list-style-type: none">• Ensure any essential visitors/contractors to the setting are aware of changes to protocols and follow the Cabinet Office guidance on Staying Alert and Safe (Social Distancing);	HB to brief any essential visitors or contractors on expectations while on school premises. Visitors and Contractors to sign agreement on Inventory.	✓



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	<ul style="list-style-type: none">• Plan to split classes into smaller groups;• For pre-school children in early years settings, the staff to child ratios within Early Years Foundation Stage (EYFS) continue to apply, and this should be used to inform group size;• Staff and children should stay in the same consistent group ("class bubble" – same teacher with same group) and stay away from other people and groups;	Groups will have no more than 15 children in.	✓
		EYFS groups to have one teacher and one TA.	✓
		Teachers have split the children into class families based on friendship groups. Each family will have their own classroom base which will not change.	✓
	<ul style="list-style-type: none">• It is recognised that early years and primary age children cannot be expected to remain 2 metres apart from each other and staff, and so staff should ensure that the "Hierarchy of Measures" in Section 2 to the left is followed at all times.	Hierarchy of measures implemented. Staff to create activities which children can complete independently. Staff to remind children of social distancing, hand washing, Catch it, Bin it, Kill it as often as is necessary to ensure transmission is minimised.	✓
	<ul style="list-style-type: none">• For older primary and secondary pupils, plan for half class sizes up to a maximum of 15 pupils where possible and appropriate, supervised by one teacher and a TA if needed;	Teachers have split the children into class families based on friendship groups. Each family will have their own classroom base which will not change.	✓
	<ul style="list-style-type: none">• Click here for more detailed guidance on class sizes.	Class families will have no more than 15 children.	✓



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3) Risk of infection in school

Keep in mind the following hierarchy of measures at all times:

- Avoid contact with anyone with symptoms;
- Frequent hand cleaning and good respiratory hygiene practice;
- Regular cleaning of the setting;
- Minimise contact and mixing.

• 3.1 General Principles / at all times	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none">• Allocate each class their own toilet block where possible to ensure effective test, track, trace if necessary;		Not enough resources within school to allow this to be the case. An 'entry pass' will be put on each door to allow only one child into each toilet area at once. Each class family to have designated toilet and washbasin in KS2	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none">• Reinforce frequent hand hygiene through staff modelling good practice (see PHE guidance "six steps to hand-washing" poster in KS2 lesson and NHS video);		Staff to reteach the children how to properly wash and sanitise their hands. Staff to reinforce 20 seconds. Posters placed above all handwashing and sanitising units.	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none">• Set times for hand washing (during transitions – use hand sanitizer in class every hour);		Staff to ensure children sanitise their hands at the top of every hour. Staff also ensure children sanitise their hands before and after transition in and out of the classroom base.	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none">• Hand washing staggered within each group and supervised following guidance for 20 seconds (especially for younger children);		Staff to ensure social distancing is applied when hand washing or sanitising.	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none">• Have prominently displayed hand washing posters throughout the setting;		Hand washing posters displayed above all soap and sanitiser units.	<input checked="" type="checkbox"/>



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		<ul style="list-style-type: none">Access to soap, warm water, paper towels and sanitizer - Site supervisor to monitor		Site Supervisor continues to monitor and refill supplies as necessary.	<input checked="" type="checkbox"/>
		<ul style="list-style-type: none">Bins emptied regularly - Site supervisor to monitor		Staff to radio Site Supervisor /cleaner when they are going outside so bins can be emptied.	<input checked="" type="checkbox"/>
		<ul style="list-style-type: none">Respiratory hygiene – all classes have tissues, cough/sneeze in elbow, see PHE Campaign resources and catch it, kill it, bin it – class teacher monitor		Reception – numerous boxes of tissues to be stationed around the classroom. Staff to encourage children to use them. Yr 1 and Yr 6 to have box of tissues on each desk. Posters displayed in prominent places around all classrooms.	<input checked="" type="checkbox"/>
		<ul style="list-style-type: none">Reminders to avoid touching eyes, mouth, nose;		Staff to reinforce this message as necessary with all children.	<input checked="" type="checkbox"/>
		<ul style="list-style-type: none">Cleaning of frequently touched surfaces in class – class teacher monitor;		Staff Handbook details what surfaces need to be cleaned frequently. Staff to also have appropriate cleaning supplies and training on how to safely use products.	<input checked="" type="checkbox"/>
		<ul style="list-style-type: none">Reduce contact and mixing of groups - maximum class size 15, stay within your “class bubble”;		Class families to enter and exit via exterior doors only. Internal door only to be used if going to the toilet in KS2. Children and staff not to mix with any other families. Y2 staff to use external door and main door to access toilet and staffroom.	<input checked="" type="checkbox"/>
		<ul style="list-style-type: none">Staggered breaks and lunch for each “class bubble” with time spent outdoors;		Class Families to eat their lunch in the classrooms. Kitchen staff to bring lunches plated up to classroom door. Staff to	<input checked="" type="checkbox"/>



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			collect the children's lunches from the classroom door at specified time.	
			<ul style="list-style-type: none"> Access to play equipment which can be evidenced to have been cleaned between class bubbles only; 	Class families to have a marked space on the school field which will be their space and no one else will use it. Each family will have their own play equipment. Staff briefed on how to clean these after use.
• 3.2 Arriving and departing from school	✓	✓	<ul style="list-style-type: none"> Staggered drop off/pick up times for specific year groups/classes communicated to parents/carers; 	Parents will have specific start and finish times which will be staggered for each class family. This will be communicated to parents in their Information Document
			<ul style="list-style-type: none"> Specific drop off/pick up zones – parents/carers wait in cars if possible to minimise contact/mixing. If these are supervised by school staff, ensure effective means of communication, staff wear ID badge and Hi-Viz jacket; 	Parents will be advised of how they are to access the school grounds. SB & BW to be at school gates, wearing Hi-Viz to direct parents to the correct location.
			<ul style="list-style-type: none"> Consider marking specific waiting zones in playgrounds marked out to enable social distancing if a larger number of pupils is expected e.g. on the arrival of a school bus 	Parents will be directed onto the infant playground to wait for the BW & SB to direct children to the classroom. The playground will have signage to give parents and children clear indications of where they should stand.
			<ul style="list-style-type: none"> Pupils enter school using a designated entrance if there is more than one way into the building; 	All pupils will enter their classroom using an external door. The relevant teacher will call each child one at a time into the classroom



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		allowing an appropriate gap between each child for social distance. Feet painted on the ground outside each classroom.	
	<ul style="list-style-type: none"> Pupils met on arrival by a member of staff – door wedged open, staff maintain 2m distance from the child and parent/carer and the doorway; 	BW and SB on infant playground directing parents and children. Children called by BW & SB and directed when to go into class.	✓
	<ul style="list-style-type: none"> Consider using fire exits as entrances into the building to minimise numbers on corridors if to do so would not compromise the functioning of the fire alarm system or safeguarding. Ensure any fire exits are closed properly once everybody is in the building; 	All children to access school through external doors. No specific fire exits need to be used.	✓
	<ul style="list-style-type: none"> Maintain social distancing by following guidance issued by the DfE and PHE on staying alert and safe (social distancing) and implementing protective measures in education and child care settings 	All staff briefed on the school's approach to ensuring Social Distancing is maintained. Parents also receive information on how to maintain when on school premises.	✓
	<ul style="list-style-type: none"> Educate children/parents/carers regarding expectations through appropriate communication of new routines and procedures; 	Parents to receive Information Document with all relevant information prior to child starting back at school.	✓
	<ul style="list-style-type: none"> Younger children maintain social distancing by waiting with one parent/carer in designated place – consider individual time slots for arrival and footsteps/lines to wait on until it is their time or until they are called by duty staff; 	Each class family to have an allocated drop off and collect time where no other parents and children will be in the grounds. Parents and children directed to infant playground where signage and footprints are painted on the floor to ensure social distancing.	✓
	<ul style="list-style-type: none"> Pupils wash hands for 20 seconds once in school following PHE guidance (see "six steps to hand-washing" poster in KS2 lesson plan) and NHS video Wait turn on footsteps to maintain social distancing until called into class; 	Staff briefed on when children should wash or sanitise hands throughout the day. Staff to manage	✓



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				social distancing whilst doing this.	
			<ul style="list-style-type: none"> If hand washing is not feasible, use hand sanitizer on entry; 	Hand sanitiser units placed at every external and internal door for children and staff to use.	✓
			<ul style="list-style-type: none"> Staff wash hands for 20 seconds on arrival at school and after all children in; 	Hand sanitiser units placed at every external and internal door for children and staff to use.	✓
			<ul style="list-style-type: none"> Clean door handles and any other frequently touched surfaces once all in and evidence that this has been done; 	BW to initiate cleaning checklist for each cleaner to complete when they arrive for their shift.	✓
• 3.3 Movement around school	✓	✓	<ul style="list-style-type: none"> Stagger movement times around school and only move within class bubbles if possible; 	All children use external doors. Children only use internal doors to access toilets in KS2. Staff to be aware of other class families moving around outside before taking their family outside.	✓
			<ul style="list-style-type: none"> Use clear markings (signage/paint/tape) to help maintain social distance – consider lines/footsteps to wait on and show where to hang coats, wait in the lunch queue if appropriate and help avoid bottlenecks; 	Footprints painted on all paths and playgrounds for children and adults to use. The field will have painted areas where children can play with a 'corridor' painted between to allow movement between these.	✓
			<ul style="list-style-type: none"> Consider markings on corridor floors to help maintain a safe 2m distance (similar to the chevron markings on motorways); 	Only corridor that will be used by children is in KS2. Staff aware they can only send one child from their family to the toilet at once. With this in mind, there will be a maximum of 4 children in this corridor at once.	✓
			<ul style="list-style-type: none"> Use appropriate signage to show the direction of flow in one way systems; 	As above	✓



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			<ul style="list-style-type: none"> Avoid movement of whole classes where possible – in secondary settings, have the teachers rather than the pupils move around where possible (give teachers access to storage boxes with wheels and extendable handles to minimise risk from manual handling when transporting resources); Use ropes/tape/barriers down the centre of corridors to separate the flow of children if a one way system isn't possible When class bubbles are moving around the setting, the supervising teacher should wear gloves and wedge fire doors open to allow pupils to move through without touching the doors. Once they are through, the supervising teacher should ensure that the fire doors are closed before moving on to the next set and repeating the process. Fire doors must always be closed, other doors can remain open if this is safe and does not have an adverse impact on safeguarding; Have appropriate signage reminding pupils of social distancing throughout the setting; 	Movement of whole family groups will be to use the outdoor space. Teachers aware of Social Distancing rules and ensure children remain apart thought transition.	<input checked="" type="checkbox"/>
				As above	<input checked="" type="checkbox"/>
				Class families only using external doors which will be propped open throughout the day. Cleaning checklist in place for staff to follow as children leave and enter their room.	<input checked="" type="checkbox"/>
				Children only accessing their family base. Teachers to reinforce social distancing throughout the day. Feet painted on paths around school to make distances clear when outside.	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none"> Ensure classroom is set up in such a way as to allow for 2m separation of pupils; Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere; Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts); 	All staff in school from 3 rd June, staff to set up classroom to allow for social distancing between work stations.	<input checked="" type="checkbox"/>
• 3.4 In Classrooms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Ensure classroom is set up in such a way as to allow for 2m separation of pupils; Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere; Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts); 	In setting up classroom, staff to ensure unnecessary items and those that are hard to clean properly are stored in such a way that ensures children are unable to access them.	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none"> Ensure classroom is set up in such a way as to allow for 2m separation of pupils; Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere; Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts); 	In setting up classroom, staff to ensure unnecessary items and those that are hard to	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none"> Ensure classroom is set up in such a way as to allow for 2m separation of pupils; Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere; Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts); 	In setting up classroom, staff to ensure unnecessary items and those that are hard to	<input checked="" type="checkbox"/>



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			clean properly are stored in such a way that ensures children are unable to access them.	
		<ul style="list-style-type: none">Allocate each pupil with a specific seat to enable efficient test, track, trace if needed and where appropriate;	Year 6 children will be assigned a specific desk which will only be theirs. Reception and Year 1 children will be assigned an activity to complete. This station will then be cleaned when complete and before another child uses the station.	✓
		<ul style="list-style-type: none">Issue pupils with their own stationary and designate a place for storage;	Year 6 have their own stationary which will not be shared with any other children. Reception and Year 1 will have stations that are resourced. Teachers from these family need to have extra resources prepped so once a set of stationary has been used, it can then be stored until the end of the day for cleaning and replaced with a new clean set.	✓
		<ul style="list-style-type: none">Have a routine for cleaning shared resources and ensure this is evidenced;	Teachers have a checklist of things to be cleaned and the frequency with which they need to be cleaned. Any additional resources should be cleaned immediately. Resources as stated above will be cleaned by staff at the end of the day.	✓
		<ul style="list-style-type: none">Decide on a regular frequency for hand washing – every change of activity with use of hand sanitizer every hour, always after going to the toilet, after sneezing or coughing and before eating;	Hand washing or sanitising to be completed at the top of every hour as well	✓



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			as before leaving a room and on entering a room. Staff to ensure social distancing at all times.		
			<ul style="list-style-type: none"> Ensure hand washing is supervised where appropriate and that help is given to children who need it; 	Posters displayed above all soap and hand sanitiser units. All staff to reteach how to wash and sanitise correctly. Staff to support as necessary.	✓
			<ul style="list-style-type: none"> Have easy access in class to hand washing facilities/hand sanitizer/tissues/bin (emptied at the end of each session). Teacher to monitor and inform site supervisor when levels are low and before they run out; 	At least two hand sanitisers in all rooms where children will access. Soap in staffroom and all toilets. Bins in all rooms. Staff to radio Jan/cleaners when leaving room so bin can be emptied.	✓
			<ul style="list-style-type: none"> Stagger use of WC facilities (specific WCs for each group where possible); 	Entry passes installed on KS2 toilet doors. When pass is not there, children must not enter.	✓
			<ul style="list-style-type: none"> Evidenced cleaning of WC facilities throughout the day with tick sheet record; 	Cleaning staff onsite throughout the day. Checklist provided to cleaners for when to clean.	✓
			<ul style="list-style-type: none"> Plan activities that allow for social distancing, designate areas for activities and mark out. If pupils have their own desk/area they could decorate/mark out as they wish; 	Teachers instructed to plan activities that allow for social distance.	✓
• 3.5 Break/lunch times	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Ensure effective supervision of pupils at all times and ensure numbers using WC facilities at any one time allow for social distancing guidelines to be followed; 	Two members of staff in each class family to allow for breaks, toilet breaks etc. Staff to only allow one child to the toilet at any one time.	✓
			<ul style="list-style-type: none"> Break and lunch times are staggered; 	Break times to be on field in class families own space wherever possible. Break times on playgrounds to be	✓



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			staggered following the timetable in the staff handbook. Children and staff to eat their lunch within class family.	
		<ul style="list-style-type: none">Dining rooms/halls are used at half capacity;	Hall not used as a dining room.	✓
		<ul style="list-style-type: none">Tables are cleaned between groups of pupils;	Tables in classrooms will be cleaned between groups of children accessing the space.	✓
		<ul style="list-style-type: none">Pupils remain within their class bubble at break and lunch times and do not mix with others;	Children to remain in class family at all times and do not mix.	✓
		<ul style="list-style-type: none">Have lunch brought to classrooms where the hall/dining room is being used as a classroom;	Catering staff will radio classrooms when food is being brought to the classroom. Food received at door. Catering staff do not enter classroom.	✓
		<ul style="list-style-type: none">Aim for consistency of staff who cover for class teachers/TAs at break/lunch to minimise contact and mixing;	Staff from class family supervise children at all times. SB and BW to provide supervision from 2m in exceptional circumstances.	✓
		<ul style="list-style-type: none">Stagger use of staffrooms and other communal areas and ensure cleaning is carried out between groups of staff. Ensure this is evidenced.	Staff informed that only two adults to be in staffroom at once with only one adult using the kitchenette at a time.	✓



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There are two categories of people at heightened risk:

Clinically Vulnerable people are at a higher risk due to a pre-existing medical condition. People in this group should work from home where possible or in school where they are less at risk and able to remain 2m distant from others. This must be risk assessed on an individual basis.

Clinically Extremely Vulnerable due to a pre-existing medical condition. People in this category are at a **very high risk** of severe illness from coronavirus. They will have been asked to **shield** and should not attend the setting.

4) Risk to children/staff with existing medical conditions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none">Staff who are at increased risk of severe illness from coronavirus (clinically vulnerable category) should work from home where possible. The parents/carers of children who are at increased risk from severe illness from Coronavirus will follow medical advice as to whether their child should attend the setting. If any are in school, staff and the children themselves must rigorously follow social distancing (see Staying Alert and Safe). Full details of the relevant underlying medical conditions can be found here.	<p>Staff to inform HT if they fall into this category. These staff told they MUST maintain social distancing. All staff – once advised of need to social distance – are responsible for maintaining this and are solely responsible for protecting their own health and safety.</p>	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none">Guidance for staff/children attending school where they have vulnerable people including grandparents at home can be found here.		
			<ul style="list-style-type: none">Risk assess on an individual basis and consider additional measures.	<p>Risk assessments completed for any staff and children that fall into the clinically vulnerable category and stored in the COVID19 folder.</p>	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none">Staff or children with serious underlying health conditions (clinically extremely vulnerable category), who have received a letter from NHS England to advise them to rigorously follow shielding measures, are at very high risk of severe illness from coronavirus (COVID-19). Staff or children in this position must not attend the setting. Full details on shielding can be found here.	<p>No staff or children – who are coming to school - fall into the clinically extremely vulnerable category.</p>	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none">If a child or member of staff lives in a household with someone who is in the clinically extremely vulnerable as set out in the guidance on shielding in the link above, they should only attend an education or childcare setting if stringent social distancing can be adhered to, and in the case of a child, is able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing.	<p>Information included in Staff Handbook and Parent Information document. Parents and staff instructed to inform HT if this category is appropriate to their situation.</p>	<input checked="" type="checkbox"/>



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5) Risk to children with additional needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none">Risk assess needs on an individual basis in line with the SEND risk assessment guidance found here;	Risk assessment carried out for all SEND pupils when parents confirm their child will be attending.	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none">Review behaviour policy and sanctions system to cope with pupils who will deliberately not follow social distancing guidance;	Staff Handbook details systems and sanctions to deal with inappropriate behaviour.	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none">Ensure children understand the need to follow social distancing requirements;	Social distancing rules taught to children frequently. Children reminded of social distancing throughout each day.	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none">Plan activities they can engage with while observing social distancing requirements.	Staff to plan activities which cater to the individual needs of all children.	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none">Ensure adequate supplies of normal PPE.	Supplies of PPE in stock at school. Site Supervisor and Business Manager to monitor stock levels and install more as necessary.	<input checked="" type="checkbox"/>



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6) Risk to children and staff due to allergies/intolerances	✓	<ul style="list-style-type: none">• Ensure up to date information is collected from parents/carers regarding any allergies, including allergies to cleaning products, anaphylaxis triggers and seasonal allergies e.g. hay fever.• As school meals should be available to all pupils, ensure up to date information is collected from parents/carers regarding school meals requirements;• Review with your catering supplier the provision of food with reference to individual preference, allergies, cultural requirements and intolerances;• Share information with catering and other relevant staff where appropriate;• Qualified first aider on site (including Paediatric First Aid where appropriate);• Up to date emergency contact list.	Information stored on SIMS. Data sheet to be checked by all parents on first day to ensure information is up to date.	✓
			Parents informed to follow normal school procedures to book lunch meals.	✓
			In place prior to COVID19. Parents informed to update school on any changes.	✓
			Continuation of daily meeting with School Cook in place prior to COVID19.	✓
			Up-to date list of First Aiders displayed in the staffroom. 15 Paediatric First Aiders on staff.	✓
			Information stored on SIMS. Data sheet to be checked by all parents on first day to ensure information is up to date.	✓



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Accidents and First Aid:

- Click [here](#) for the Resuscitation Council UK Statement on COVID-19 in relation to CPR and resuscitation in first aid and community settings. Paediatric advice is given towards the end of the statement.
- The HSE has announced a 3 month extension for First Aid at Work and Emergency First Aid at Work certificates which are due to go out of date from March 16th 2020. This also includes Paediatric First Aid.
- There will remain a requirement for at least one person who has a current PFA certificate to be on the premises and available at all times when children aged below 24 months are present.
- Where a provider has only children aged 2-5 in their care, they must use 'best endeavours' to have one person with PFA onsite.
- Where schools are struggling for first aid cover, first aiders can be "pooled" to be deployed as required.

7) Accidents and First Aid	✓	✓	<ul style="list-style-type: none"> Minimise potential for accidents through good housekeeping and effective supervision of children; 	Normal practice following school H & S policy. Site supervisor to undertake daily hazard checks.	✓
			<ul style="list-style-type: none"> PPE to be worn if required where there may be a risk of contact with bodily fluids - PPE includes gloves, mask, apron and eye protection. Minor first aid incidents including bumps/scrapes will not require any additional PPE than would normally be worn 	PPE pack to be located in each Family Base. Staff to use gloves and mask as a minimum. Apron and eye protection to be used if there is visible bodily fluid.	✓
			<ul style="list-style-type: none"> Ensure first aiders have access to appropriate PPE kept in first aid boxes in line with guidelines from LCC. 	PPE pack to be located in each Family Base. First Aid Pack to be located in each Family Base.	✓
			<ul style="list-style-type: none"> Ensure first aiders complete training on donning and doffing of PPE and https://lccschools.astute-elearning.com course 'Preventing Infection Spread'. 	All staff to be trained in donning and doffing of PPE on 3/06/2020. All staff to have completed the on-line course before 08/06/2020	✓
			<ul style="list-style-type: none"> HT to assess first aid needs depending on known medical conditions of staff and pupils on site. If there will be no trained first aider on site, the HT must be able to provide evidence of how and why this decision was reached. There must be a trained Paediatric First Aider when EYFS children are on site; 	Up-to date list of First Aiders displayed in the staffroom. 15 Paediatric First Aiders on staff.	✓
			<ul style="list-style-type: none"> Plan minimal risk activities where possible – avoid games where children might run around and fall or have other similar minor accidents; 	Staff to plan minimal risk activities.	✓



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		<ul style="list-style-type: none"> Following treatment, ensure both parties wash hands thoroughly for 20 seconds; 	Following treatment, both parties to wash hands thoroughly for 20 seconds.	<input checked="" type="checkbox"/>
		<ul style="list-style-type: none"> Ensure the accident book is kept up to date and RIDDOR accidents are reported as per regulations. 	Staff to follow normal procedures for reporting accidents. If RIDDOR applies staff to inform HT and complete RIDDOR report	<input checked="" type="checkbox"/>

8) Risk of infection from materials used in class	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Issue each child with their own set of resources (pens, pencils, glue, scissors etc.) if appropriate, stored in wipeable box or plastic folder with the child's name on; 	Year 6 to be issued with their own set of resources stored on their own table in their own plastic pot. Reception and Year 1 will have stations that are resourced. Teachers from these family groups need to have extra resources prepped so once a set of resources has been used, it can then be stored until the end of the day for cleaning and replaced with a new clean set.	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none"> Ensure shared resources (e.g. laminated sheets, gardening equipment, play equipment etc.) are included in the cleaning regime and that the regime is evidenced through a tick sheet; 	Teachers have a checklist of things to be cleaned and the frequency with which they need to be cleaned. Any additional resources should be cleaned immediately. Resources as stated above will be cleaned by staff at the end of the day.	<input checked="" type="checkbox"/>
			<ul style="list-style-type: none"> Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts); 	In setting up classroom, staff to ensure unnecessary items and those that are hard to clean properly are stored in such a way that ensures	<input checked="" type="checkbox"/>



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		children are unable to access them.	
	<ul style="list-style-type: none">Tell parents that children should not bring their own toys to school, especially cuddly toys;	Parents informed that children should not bring their own toys to school, especially cuddly toys before re-opening of school.	<input checked="" type="checkbox"/>
	<ul style="list-style-type: none">Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere;	In setting up classroom, staff to ensure unnecessary items and those that are hard to clean properly are stored in such a way that ensures children are unable to access them.	<input checked="" type="checkbox"/>
	<ul style="list-style-type: none">If play equipment is used, ensure it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously.	Each Family Group to be allocated a box of play equipment to be used and instructed that equipment must not be shared. Play equipment to be cleaned after every use.	<input checked="" type="checkbox"/>



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9) Risk of infection from staff or children who become symptomatic while at school	✓ ✓	<ul style="list-style-type: none"> The symptoms of Coronavirus (Covid-19) are a new continuous cough and/or a high temperature (over 37.8°C) and/or loss of smell and/or loss of taste; 		All staff to self-monitor and monitor children for Covid-19 symptoms. Any person showing symptoms to be isolated in Reading Room with monitoring adult in PPE.	✓
		<ul style="list-style-type: none"> If it is a member of staff and they can drive themselves home, they should do so immediately; 		Adult to leave school immediately and HT & DHT to be informed.	✓
		<ul style="list-style-type: none"> All areas they have been should be cleaned down using schools usual cleaning materials following PHE guidance; 		Family group to vacate their room and both reading room and family base to be cleaned in accordance with guidance.	✓
		<ul style="list-style-type: none"> Decide on rooms within the setting which can be used as isolation rooms and identify with appropriate signage if in use; 		Reading Room to be used as isolation room, with monitoring adult in PPE and Do Not Enter sign to be place on the door.	✓
		<ul style="list-style-type: none"> Where an adult needs to be collected, they should be removed to a room where they can be isolated with the door closed and a window open for ventilation. If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. A facemask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a facemask should be worn by the supervising adult. They must follow the donning guidance. If a dynamic risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area that is at least 2 metres away from other people. If they need to use the toilet, a separate one to the rest of the school population should be used if possible. See DfE and PHE guidance; 		The door of the Reading Room to be closed and the skylight opened for ventilation. The monitoring adult to be kitted out in PPE (gloves, apron, face mask and visor. If they need to use the toilet, the staff (male) toilet should be used and Do Not Enter sign to be place on the door.	✓



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	<ul style="list-style-type: none">All PPE worn by the supervising adult should be removed as per the doffing guidance and thrown away. Any PPE which has been contaminated by bodily fluids should be double bagged, kept securely for 72 hrs then thrown away in the normal rubbish.	All PPE worn by the supervising adult to be removed as per the doffing guidance and thrown away following staff training on 3/6/2020. Any PPE which has been contaminated by bodily fluids to be double bagged, dated, kept securely for 72 hrs in the Black Bin Store then thrown away in the normal rubbish.	✓
	<ul style="list-style-type: none">The supervising adult should wash their hands thoroughly for 20 seconds with soap and warm water. At this point, they do not need to go home.	The supervising adult to wash their hands thoroughly for 20 seconds with soap and warm water.	✓
	<ul style="list-style-type: none">In an emergency, call 999 if the person is seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.	If the person is seriously ill or injured or their life is at risk HT/DHT to call 999.	✓
	<ul style="list-style-type: none">The isolation room, toilet and anywhere else the symptomatic person has been should be cleaned after they have left following PHE guidance;	The Reading Room, Staff Men's toilet, Family Base and anywhere else the symptomatic person has been to be cleaned by the designated cleaner after they have left following PHE guidance ;	✓
	<ul style="list-style-type: none">Consider removing the rest of the children and staff to a different part of the school while cleaning takes place.	Family group to vacate their room and go outside if possible or the hall if not possible.	✓
	<ul style="list-style-type: none">The symptomatic pupil or adult should be tested for Covid-19;	Adult/Parent informed that they must request a test. Information on how to get tested given to adult.	✓
	<ul style="list-style-type: none">Staff can access testing by following this link;	Information card given to staff.	✓
	<ul style="list-style-type: none">To access testing parents will be able to use the NHS 111 online coronavirus service;	Information card given to parent.	✓



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		<ul style="list-style-type: none">Where the child, young person or staff member tests positive, the rest of their class or group within their childcare or education setting 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 the child, young person or staff member they live with in that group subsequently develops symptoms. See here for further details.	<p>All children and staff in the Family Group instructed to self-isolate for 14 days.</p>	<input checked="" type="checkbox"/>
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Headteacher:	Sharon Barnett	Date:	26/05/2020
Chair of Governors:	David Harrison	Date:	26/05/2020
Vice Chair(s):	N/A	Date:	
Chair of BHS Committee:	Lee Robertson	Date:	26/05/2020