

## Covid-19 Guidance for Full Opening September 2020

RA100 V2

IMPORTANT – please read this information before completing this risk assessment.


This is a model risk assessment and **MUST be adapted to reflect the significant hazards and control measures present in your site** to allow the safe return of pupils and staff to your school. This is a live document and it must be continuously reviewed alongside the latest Covid-19 government guidance. It must also be read alongside existing risk assessments and health and safety arrangements for your school.

The control measures listed **are prompts** and will not necessarily reflect those in all establishments and you **MUST** adapt it by adding (or removing) **and outlining in detail the control measures as appropriate to your establishment.**

If you need help to complete this risk assessment, please refer to HS47 (Risk Assessment Arrangements) or telephone the Devon Health & Safety Service on 01392 382027.

**Suspected or confirmed cases of COVID-19** must be reported to the local **Public Health England (PHE) Health Protection team** on **0300 303 8162 (press Option 1, Option 1)**. This will enable you to discuss the outbreak control measures that are needed and the information to be communicated to others. You should also email the school priority alert mailbox ([educate.schoolspriorityalerts-mailbox@devon.gov.uk](mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk)) to ensure the DCC Education team also know promptly.



	<b>Establishment/Department:</b> DCC	<b>Establishment Risk Assessment</b>	<b>RA100 V2</b>
	<b>Address:</b> Stoke Hill Infant and Nursery School, Stoke Hill, Exeter, EX4 7DB		
<b>Person(s)/Group at Risk</b> Staff, Pupils, Visitors and Contractors Nursery, Foundation, Year 1 & Year 2	Date assessment completed: 16 <sup>th</sup> July 2020 This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.		
<p><b>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance: Covid-19 Implementing protective measures in education and childcare settings (15 May 2020) and updated following the publication of Guidance for Full Opening (2 July 2020) and Managing School Premises during the Covid-19 outbreak (7 July)</b> As part of planning for full return in the autumn term, it is a <b>legal requirement</b> that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term.</p> <p><b>This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting. This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance: <a href="#">Guidance for Full Opening</a></b></p> <p><b>General guidance on completing risk assessments is available at arrangements note HS47.</b></p> <p><b>Updates:</b></p> <p><b>When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</b></p>	<b>Assessor(s):</b>  Alison Kenney Sharron Rudge  This document is to remain under constant review due to the fast changing nature of DfE/Government guidance in response to the challenges posed by Covid 19.		

Significant Hazard Section	Control measures in place  <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i>	Optional: School's comments re. mitigations put in place
<b>Social distancing and reducing risk of transmission</b>		
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	<i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance <a href="#">Staying safe outside of your home: face coverings</a> and <a href="#">Guidance for Full Opening</a>. Pupils must be instructed to wash their hands, on arrival.</i>	Stagger drop off and collection times. Entrance and Exit clearly marked, via 3 separate gates.  Protocol for the start and end of the day discussed and shared with the parents as part of the "Preparing for Returning to School in Sept"
Parents gathering at school gate not social distancing	<i>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely.</i>	Plan parents' drop off and pick up protocols that minimise adult to adult contact. Communicate to parents' through the schools Reopening Guide, that they cannot gather at entrance gates and doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely – see Full Opening Guide for Parents.
Overcrowding in classrooms and corridors.	<i>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups</i>	Keeping to class groups and year group bubbles.  All tables to be front facing in KS1 classrooms. EYFS classrooms maximum table occupancy is 4.  Storage furniture to be resituated where possible to maximise space available.
Risk of transmission within EYFS settings	<i>Updated Guidance for EYFS (2 July 2020) to be followed. <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-</a></i>	In Nursery, where safe, as many spaces as possible for learning and exploring will be open so that the

	<i><a href="#">childcare-closures</a> removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</i>	<p>children can be in smaller groups. Families where their children attend more than one setting have been contacted with the most recent guidance that states children should try and attend just one setting where possible. Asked parents to consider this advice and discuss it at the induction.</p> <p>The children will use the woodland gate for entrance and exit for as long as possible.</p> <p>Start time will be 8.45, pick up time in line with other classes.</p> <p>Hand gel stations will be set up in every learning space (5 or 6 stations).</p> <p>There will be a timetable of cleaning rota.</p> <p>Handwashing with soap and water will be supervised and will happen before eating, after toileting and after playing outside.</p> <p>The Nursery will follow the reconnecting/ transition guidance for providing a nurturing and consistent environment.</p> <p>The children will be spaced out for eating lunch and snack, using the outside patio space where possible. Use of outside space will be maximised.</p>
Groups mixing during breaks and lunchtime compromising social distancing.	<i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes &amp; in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i>	Staggered break and lunch times using different outside areas.
Groups mixing during extra-curricular provision	<i>Carefully consider how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Holiday club guidance suggests delivering sessions outside where possible As with physical activity during the school day, contact sports should not take place and recommendations set out</i>	After school ballet is suspended until changes in physical activity in schools guidance from gov.uk

	<i>in <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> should also be taken into consideration.</i>	
Spread of virus due to increased numbers of people within the building.	<i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i>	<p>Inform parents that only one parent/adult to accompany child to and from school.</p> <p>Access for visitors and contractors by appointment only.</p>
Staff	<i>Staff should maintain Public health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.</i>	<p>Regular staff induction to key Covid-19 Health &amp; Safety, this is supported by full opening H&amp;S information for staff booklet.</p> <p>Health &amp; Safety daily update board.</p>
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<i>Review whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary. Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</i>	<p>One way system around the building, maximising use of outside routes.</p> <p>Handwashing/gel routines min of 7 times a day. Handwashing signage in classrooms, staff rooms, and toilets.</p>
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<i>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</i>	Each class bubble will have their own TA to deal with any minor first aid. Play/lunchtime first aid to be dealt with in the first aid area by year group TA's.
Fire Procedures	<i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i>	<p>Fire procedures remain the same, with the exception of Dragonfly, Oak and Swift classes to exit via double patio doors.</p> <p>Children line up with arms width distance along the line.</p>
Water hygiene – management of legionella	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as</i>	All management systems of Legionella are still in place and remain unchanged.

	per government guidance <a href="#">Managing School Premises during the Covid-19 outbreak</a> .	
Using and monitoring new practices to reduce risk of Covid-19 transmission	<i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</i>	Staff induction and Full Opening H&S Information circulated to staff  Face coverings only used for intimate care or emergency first aid.  SLT monitoring all aspects of Health & Safety around Covid-19 .
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<i>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</i>	All management systems remain in place, school monitor actions from service visits.
Staff rooms and offices to comply with social distancing and safe working practice	<i>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</i>	Year group bubble staff room rota in place, maximum room occupancy signage and designated team staff toilets.  Staff toilets operate on a 1 in 1 out basis.  All toilets cleaned by individual staff after use.
Ventilation to reduce spread	<i>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air systems should be operated as normal. Ventilation to chemical stores should remain operational.</i>	Open windows and prop all doors open with door stops.
Management of waste	<i>Ensure bins for tissues are emptied throughout the day. Follow <a href="#">Guidance on disposal of PPE waste</a> (such as used fluid resistant masks)</i>	Each class room has a swing bin with lid to prevent cross contamination.
Management of incoming goods	<i>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</i>	Copy room items delivered direct to print room, caretaking items delivered direct to caretaker room and all other school deliveries stored in Admin Office and quarantined for a min of 72 hours.
School owned outdoor play equipment	<i>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children's hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking</i>	Rota in place for use and children gel or wash hands before and after use.



	<p>out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on <a href="#">Managing Outdoor Playgrounds</a> for equipment also used by the community.</p> <p>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p>	Used by one class/year group bubble at a time.
Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	<p>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Follow government <a href="#">guidance for working in education and childcare</a> if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on <a href="#">Cleaning and decontamination of non-health care settings</a>. Further guidance on cleaning non health care settings is to be published by Public Health England by the end of the summer term.</p>	PE equipment in used by SEN children, all equipment cleaned after use.
Shared resources and equipment increasing spread	Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.	<p>All KS1 children will have their own pencil case.</p> <p>Children use gel before and after use of books and other essential resources, resources to be wiped with antibac at the end of the day.</p>
Cleaning staff and hygiene contractor's capacity - providing additional requirements	Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See <a href="#">Safe working in education and childcare</a> for guidance on PPE and guidance on <a href="#">cleaning non-health care settings</a> . Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.	<p>Ongoing discussions and monitoring with cleaning staff regarding any additional requirements.</p> <p>This includes high touch/high traffic areas.</p> <p>Daily Cleaning checklists provided for individual cleaners with designated areas.</p>
Sufficient handwashing facilities for staff and pupils	Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough hand wash and sanitiser stations are available based on what you have	Hand sanitiser in classrooms and other learning environments – the correct sanitiser 70% alcohol.

	<i>learned from usage to date.</i>	<p>Soap and warm water is the preferred cleaning method.</p> <p>Small staff teams have designated hand washing areas.</p>
Additional time for staff and pupils to carry out handwashing	<i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.</i>	Frequent hand washing/gel implemented as part of normal routine – min 7 times per day.
Handwashing practice with children	<p><i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at <a href="#">e Bug</a>.</i></p> <p><i>Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i></p>	<p>All EYFS children are supported with handwashing.</p> <p>Hand washing routine min of 7 times per day.</p>
Good respiratory hygiene	<i>Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</i>	Lidded bins in all classrooms and 6 steps to safety signs in all classrooms and staff areas promoting 'catch it, bin it'.
Sufficient supplies of soap and cleaning products	<i>Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.</i>	<p>Covid-19 centralised store within caretaker's room, clearly labelled for use. TA's to replenish class bubble stock, checked daily.</p> <p>Stock monitored by the Caretaker.</p> <p>COSHH sheets kept in the Admin office.</p>
Toilets being overcrowded	<i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</i>	<p>Limiting the number of children to match facilities available. 1 in 1 out.</p> <p>Toilets cleaned throughout the day on the hour by year group TA staff.</p>
Staff related issues		
Staff measures to reduce contact and transmission	<p><i>When assessing the return to full opening in September the following section of the DfE guidance must be followed:</i></p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></p> <p><b>Where this cannot be met, then the school must record why and what other control measures they will adopt.</b></p> <p><i>All teachers and other staff can operate across different classes and year</i></p>	<p>Staff designated to class/year group bubbles. Majority of teaching staff will work within their year group bubble.</p> <p>A very small number of staff (SLT, Admin, and SENCO) will work across the school, with protective</p>



	<i>groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</i>	measures in place e.g. Social distancing, enhanced hygiene measures.
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.</i>	Signing in system in place for monitoring visitors. Where possible all visits made outside of school hours.  Hand hygiene explained and gel available on reception.  In the case of absence use of regular supply staff available to school. H&S Induction given on arrival.
Insufficient staff capacity to deal with increased numbers of pupils – Shortage of teachers to maintain staff to pupil ratios	<i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></i>	Use of HLTA's to cover absence where appropriate. Supply teachers as above.
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice. Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' – <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZKAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZKAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a> Further advice is available from HR if required.</i>	Induction for all staff, familiarization with the Full Opening H&S Information Guide for staff.  Clear H&S roles and responsibilities for staff to raise any concerns or questions.

Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i>	Induction for all staff, familiarization with the Full Opening H&S Information Guide for staff.  Clear H&S roles and responsibilities for staff to raise any concerns or questions.
Accessing testing arrangements are clear for all staff	<i>Guidance about testing, including the NHS 'Test and Trace' service, is available via this link <a href="https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/">https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</a></i>	Access to testing is already available to all essential workers.  Communicated to all staff in Full Opening H&S Information for Staff.
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a 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 Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained. <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></i>	A face shield and mask will be worn if a risk assessment determines the need e.g. Coronavirus symptoms, first aid and intimate care.
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<i>Staff deemed to be clinically extremely vulnerable and clinically vulnerable can return to school in the Autumn term subject to school leaders confirmation that the school is 'covid-secure', i.e. that every reasonable step has been taken to ensure the safety of children, staff, premises and community and that the full measures as provided in the DfE guidance have been applied.  A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid and record this assessment – <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a></i>	Full risk assessment undertaken for staff within this category.  Measures in place to take all reasonable steps to make the school environment covid-secure.
Staff use of PPE	<i>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance</i>	Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to

	<a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> Guidance on the appropriate selection and use of PPE from DCC can be found here: <a href="http://devon.cc/ppe">http://devon.cc/ppe</a>	receive their care in the same way.  Complete PPE pack to be available in each classroom and in toilets used for intimate care. Additional PPE stored in the First Aid room.
Use of PPE Lack of understanding	Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings.	Explained in the Full Opening H&S Information Guide for staff.
Dealing with suspected and confirmed case/ cases and outbreak.	If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162. If the matter is not urgent you can also email <a href="mailto:swhpt@phe.gov.uk">swhpt@phe.gov.uk</a> . Devon County Council's Local Outbreak Management Plan (LOMP) is available here: <a href="https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/">https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/</a> . IF A <b>SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS</b> Contact your local Health Protection Team on 0300 303 8162 or <a href="mailto:swhpt@phe.gov.uk">swhpt@phe.gov.uk</a> and inform the local authority by emailing <a href="mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk">educate.schoolspriorityalerts-mailbox@devon.gov.uk</a> . If there is a complex situation or an outbreak is declared in your setting, you may be asked to join an Outbreak Control Team or Local Incident Management Team Meeting. School should up-date the <b>Schools Emergency Plan</b> to incorporate the above links.	Process and procedures for suspected or confirmed cases are detailed in the Full Opening H&S Information Guide for Staff.  In the event of confirmed case of Covid-19;  Health & Safety Coordinator/Admin Team contacts SWHP Team and follow advice.
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	Shielding advice for all adults and children will pause on 1 August meaning that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. <u>Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons</u> should be followed, and those under the care of a specialist encouraged to discuss their return to school. Any additional temporary recommendations received from local health agencies due to localised higher rates of transmission should be implemented as required.	Audit will be taken to assess if any pupils are in this category and will follow advice and guidance from the Royal College of Paediatrics and take appropriate action.
Children with EHCP and pupils who attend dual settings	A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child	Risk assessments in place for children with EHCP where applicable.  Nursery audit to clarify dual attendance and discuss with parents.

Pupils unable to follow guidance	<i>Some pupils will need additional support to follow these measures. Insert measures here or attach additional document.</i>	Risk assessment in place.
Pupils equipment	<i>Pupils to limit the amount of equipment they bring into school each day, to essentials For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i>	Pupils to limit equipment to essential items only. E.g. water bottles and bookbags.
Member of a class becoming unwell with COVID-19	<i>If a child is awaiting collection, they will be moved 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. 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. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i>	<p>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, with a TA for supervision.</p> <p>Windows opened to ensure full ventilation.</p> <p>The supervising staff member to wear gloves/apron/face shield/goggles as appropriate.</p> <p>If it is not possible to isolate the child, move them to an area which is at least 2 metres away from other people.</p> <p>A clear policy of who is responsible for calling NHS 111 for symptomatic children to be put in place.</p>
School Uniform	<i>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</i>	School uniform to be worn for Full Opening in September, communicated to parents/carers in Full Opening Guide issued in July.
<b>Transport</b>		
Travel to school and provision of safe school transport:	<i>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.</i>	Continue to encourage walking, cycling or scooting to school in Guide and Newsletters.
Wider public transport	<i>It is the law that you <a href="#">must wear a face covering when travelling in England</a> on public transport. Some people <a href="#">don't have to wear a face covering</a> including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For</i>	N/A

	<i>example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</i>	
School Transport arrangements support changes to school times	<i>Liaising with the School Transport Team before change are made. Follow government guidance <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</a></i>	N/A
<b>Curriculum considerations</b>		
Planned return to normal curriculum in all subjects by Summer Term 2021	<i>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i>	School improvement plan for 20-21 has prioritised addressing significant gaps in pupil's knowledge.  Curriculum modification where necessary.
Suspension of some subjects for some pupils in exceptional circumstances.	<i>Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</i>	PE suspended and replaced by physical activity in outside areas.
Music activities	<i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. <b>Further detailed DfE guidance will be published shortly.</b></i>	Music lessons to return in the Autumn term, with the exception of wind instruments.
Physical activity in schools	<i>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</i> <ul style="list-style-type: none"> <li><i><a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroot sport</i></li> </ul>	PE suspended and replaced by physical activity in outside areas.



	<ul style="list-style-type: none"> <li>advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul> <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>	
Educational visits	All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the <a href="#">Covid-19 DfE travel guidance for educational settings</a> For additional information check with EVOLVE guidance on website.	Educational visits will go ahead if deemed safe following risk assessment.
Groups of children mixing resulting in risk of more widespread transmission	Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time). Large gatherings such as assemblies and with more than one group should be avoided	Class and year group bubbles will not mix across the school day.
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	School kitchens must comply with the <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a>	Kitchen Manager has completed the checklist for reopening.
Catering staff are operating in a safe environment	Catering staff to follow the relevant aspects of government guidance for food premises: <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a>	Induction for staff, maintain social distancing where possible or working side to side.
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external	Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-	Poster on main door informs parents, carers or any visitors, such as suppliers, not to enter the school



requirements for staff safety	<i>arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.</i>	<p>if they are displaying any symptoms of Coronavirus.</p> <p>Inform all visitors, suppliers and contractors that only pre-arranged visits will be allowed on site.</p> <p>Inform any visitor, supplier, contractor of H&amp;S hygiene procedures.</p> <p>All deliveries will take place outside school operating hours where possible.</p>
Suppliers understanding and complying with new arrangements	<i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i>	Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours where possible.
Communications to parents and staff	<i>Regular communications</i>	Weekly updates to parents and staff notes.
Pupils and families anxious about return	<i>Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</i>	Full Opening Guide shared with parents prior to start of Autumn term.
Parent aggression due to anxiety and stress.	<i>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety</i>	Any parental concerns to be directed to the Headteacher and where necessary the Governing body.
Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<p><i>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</i></p> <p><i>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</i></p> <p><i>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</i></p>	Governing body kept informed through regular meetings of the H&S procedures and processes around Covid-19.

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
Communication	Signage on front and back gates re access to the school.	3 <sup>rd</sup> Sept	Sharron Rudge
Premises	Inform staff for Fire Evacuation Procedures for Dragonfly, Oak and Swift Classrooms. Check and update classroom notices.	3 <sup>rd</sup> Sept	Sharron Rudge
Premises	Set up pink fluorescent sticker system for deliveries	3 <sup>rd</sup> Sept	Sharron Rudge
Cleaning and Reducing Contamination	Check all gel is 70% alcohol	3 <sup>rd</sup> Sept	Collette Bates/Mike Clarke
Pupil Related	Nursery Audit for dual settings	3 <sup>rd</sup> Sept	Clare Farion
Pupil Related	Audit for Clinically Vulnerable Children	3 <sup>rd</sup> Sept	Gill Holmyard

**Signed: Headteacher/Head of Department:**



**Date 17<sup>th</sup> July 2020**

The outcome of this assessment should be shared with the relevant staff.

A copy of the completed assessment to be kept on file and copied to the Health & Safety Co-ordinator.