


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.

If you would like support for confirmed cases of COVID-19 call the DfE Coronavirus helpline on 0800 046 8687, they will work with you to assess the risk and advice what actions to take. Please do report confirmed cases to Devon County Council using this [smart survey link](#). You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting (you should also email the school priority alert mailbox - educate.schoolspriorityalerts-mailbox@devon.gov.uk), someone in your setting has been admitted to hospital or you are getting significant media interest). Special schools, boarding schools, or special post 16 providers should call the PHE SW Health Protection Team straight away.

	Establishment/Department: DCC	Establishment Risk Assessment	RA100 V2.4
	Address: Stoke Hill Infant & Nursery School		
<p>Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors</p> <p>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance. The following guidance to reflect the changes announced by the Prime Minister on the wider reopening of schools and colleges from Monday 8 March:</p> <ul style="list-style-type: none"> early years and childcare providers actions for schools during the coronavirus outbreak special schools, special post-16 providers and alternative provision <p>It is a legal requirement 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. This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance and <u>must consult with their staff regarding the risks and control measures being implemented.</u></p> <p>General guidance on completing risk assessments is available at arrangements note HS47. When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</p>		<p>Date assessment completed: 05.03.21</p> <p>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> <p>Assessor(s):</p> <p>Sarah Mackay Alison Kenney Sharron Rudge</p> <p>This document is to remain under constant review.</p>	
Version Control: RA 100 Version 2.1			
Update – 15/7/20, page 6. Premises related matters - Management of waste			
Update – 25/08/20, page 12,13,14. School Transport			
Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&T Music Dance and Drama – link to new guidance and guidance for performing arts)			
Update – 25/8/20, page 8. Managing supply teachers, visitors, contractors and other temporary visiting staff			

Update – 25/8/20, 28/08/20, 02/09/20 page 10-11. Dealing with suspected and confirmed case/ cases and outbreak, link to access to testing kits, use of face coverings in education – link to new guidance, link to action cards and updated guidance of 31/820	
Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus.	
Update – 02/09/20, page 4. Social distancing and reducing risk of transmission, Wraparound provision	
Update – 02/09/20, page 6. Premises related matters - Hiring of premises	
Update – 15/09/20, page 16. Educational Visits - updated link.	
Update – 29/10/20, page 5 – 6. Premises related matters, ventilation to reduce to spread and thermal comfort – Updated following HSE spot checks.	
Update – 29/10/20, page 15. Curriculum considerations, update on Music Dance and Drama	
Update – 14/12/2020, page 11 - Dealing with suspected and confirmed case/ cases and outbreak	
Update – 04/01/2021 – page 2 – new links to DfE school's website for up to date guidance and consultation with staff	
Update – 04/01/2021 page 3 – definition of close contact	
Update – 04/01/2021 page 9 - Staff measures to reduce contact and transmission Covid-19.	
Update – 04/01/2021 page 14 – Lateral Flow Testing (Secondary Schools)	
Update – 08/03/2021 page 14 – Lateral Flow Testing (Secondary Schools)	
Update – 14/01/2021 page 14 - Lateral Flow Testing (primary staff home testing)	
Update – 08/03/2021 first page PHE information	
Update – 08/03/2021 page 2 – return to school March 8 th guidance	
Update – 08/03/2021 page 4 – definition of close contact	
Update – 08/03/2021 page 5 - Guidance for EYFS	
Update – 08/03/2021 page 5 - Wraparound provision	
Update – 08/03/2021 page 12 - Accessing testing arrangements are clear for all staff	
Update – 08/03/2021 page 13 - Assessment of all staff, including high risk staff	
Update – 08/03/2021 page 13 - face covering	
Update – 08/03/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak	
Update – 08/03/2021 page 14 - Lateral Flow testing (Secondary Schools)	

Update – 08/03/2021 page 15 - Lateral Flow testing (Primary staff home testing	
Update – 08/03/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable	
Update – 08/03/2021 page 21 - Educational visits	

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
Social distancing and reducing risk of transmission		
Definition of close contact	<p>When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of 'close contact'. The following definition of 'close contact':</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means): The current definition of close contact in a school setting is shown below.</p> <ul style="list-style-type: none"> ○ face-to-face contact including being coughed on or having a face-to-face conversation within one metre (this will include times when you have been wearing a face covering or face mask) ○ been within one metre for one minute or longer without face-to-face contact ○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) ○ travelled in the same vehicle or a plane (this includes school transport) <p>Focusing on obtaining mitigations to reduce close contact, will reduce staff and pupil absences when there are cases within the school. Note that the use of face masks and other forms of PPE does not exclude somebody from being considered a close contact (unless they are providing direct care with patients or residents in a health and care setting, NHS Test and Trace: how it works - GOV.UK (www.gov.uk)</p>	

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 Staying safe outside of your home: face coverings and Guidance for Full Opening. Pupils must be instructed to wash their hands, on arrival.</i>	<p>Entrance and Exit clearly marked, via 3 separate gates.</p> <p>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”.</p> <p>Staggered drop off and collection times across the federation year groups for the end of the day.</p> <p>Parents/Carers to wear masks when on the school site.</p> <p>Social distancing posters around site.</p> <p>Distance tape markings on external classroom areas.</p>
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>	<p>Plan parents’ drop off and pick up protocols that minimise adult to adult contact.</p> <p>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.</p> <p>Parents/Carers to wear masks when on the school site and waiting in line for school to open.</p>
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</i>	Keeping to class groups and year group bubbles.

	<p><i>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></p>	<p>All tables to be front facing in KS1 classrooms. EYFS classrooms maximum table occupancy is 4.</p> <p>Storage furniture to be resituated where possible to maximise space available.</p>
<p>Risk of transmission within EYFS settings</p>	<p><i>Updated Guidance for EYFS (February 2021 early years and childcare providers) to be followed. 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>	<p>In Nursery, where safe, as many spaces as possible for learning and exploring will be open so that the children can remain in smaller groups.</p> <p>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 & 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.
Wraparound provision: Groups mixing during extra-curricular provision	<i>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers 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. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued guidance for parents and carers, which schools may want to circulate.</i>	After school ballet and pyjama drama classes are suspended until changes in physical activity in schools advice from gov.uk on lettings and using shared spaces
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>	Inform parents that only one parent/adult to accompany child to and from school. Access for visitors and contractors by appointment only.
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. Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</i> <i>Staff to wear face coverings when accessing shared spaces in school.</i>	Regular staff induction to key Covid-19 Health & Safety, this is supported by full opening H&S information for staff booklet. Health & Safety daily update board. New H&S guidance issued to staff Jan 21.
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>	One way system around the building, maximising use of outside routes. Handwashing/gel routines min of 7 times a day. Handwashing signage in classrooms, staff rooms, and toilets.
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>	Fire procedures remain the same, with the exception of Dragonfly, Oak and Swift classes to exit via double patio doors. Children line up with arms width distance along the line.
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 per government guidance Managing School Premises during the Covid-19 outbreak.</i>	All management systems of Legionella are still in place and remain unchanged.
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 . Fire Evacuation routes changed for 3 classrooms to avoid congestion.
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</i>	All management systems remain in place, school monitor actions from service visits.

	<i>should be taken out of use until the inspection and test can be completed.</i>	
Staff rooms and offices to comply with social distancing and safe working practice	<p><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 Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</i></p> <p>.</p>	<p>Year group bubble staff room rota in place, maximum room occupancy signage and designated team staff toilets.</p> <p>Staff toilets operate on a 1 in 1 out basis.</p> <p>All toilets cleaned by individual staff after use.</p>
Ventilation to reduce spread	<p><i>Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</i></p> <ul style="list-style-type: none"> <i>opening high level windows in preference to low level to reduce draughts</i> <i>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</i> <i>providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</i> <i>rearranging furniture where possible to avoid direct drafts</i> <i>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</i> <i>Opening internal doors can also assist with creating a throughput of air</i> <i>natural ventilation – if necessary external opening doors may also be used. Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be done once the fire risk assessment has been reviewed and amended. Schools must ensure that systems are in place to close doors in the event of a fire alarm, during breaks if they cannot be monitored or at the end of the day. There is also the security risk of leaving external doors open and therefore there must be procedures in place to mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored.</i> <i>Ventilation to chemical stores should remain operational.</i> <p><i>It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more</i></p>	<p>Open windows and prop all doors open with door stops. Staff instructed if fire alarm sounds, to remove door stops and if safe to do so, close windows and doors behind them.</p> <p><i>Site walkabout to check ventilation in all areas of school conducted before return of all children.</i></p> <p><i>Staff reminded the importance to purge air in the classrooms during break and lunch times.</i></p>

	information on suitable workplace temperatures see HSE: Guidance on temperature in the workplace	
Management of waste	Ensure bins for tissues are emptied throughout the day. Follow Guidance on disposal of PPE waste (such as used fluid resistant masks) and Government guidance on disposal of waste , including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins	Each class room has a swing bin with lid to prevent cross contamination.
Management of incoming goods	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.	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	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 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 Managing Outdoor Playgrounds for equipment also used by the community. When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.	Rota in place for use and children gel or wash hands before and after use. Used by one class/year group bubble at a time.
Hiring out premises	Schools should ensure they are considering carefully how to hire out to external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. Such arrangements can only operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities .	Ballet and pyjama drama classes suspended until updated guidelines received from Gov.uk and DCC.
Cleaning and reducing contamination		

Contaminated surfaces spreading virus.	<p><i>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. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</i></p> <p><i>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</i></p> <p><i>Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.</i></p> <p><i>Follow government guidance for working in education and childcare if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on Cleaning and decontamination of non-health care settings.</i></p>	<p>PE equipment in used by SEN children, all equipment cleaned after use.</p> <p><i>Classroom resources cleaned after each use.</i></p> <p><i>Classroom work surfaces regularly cleaned throughout the day.</i></p> <p><i>Some soft furnishings removed.</i></p>
Shared resources and equipment increasing spread	<p><i>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.</i></p>	<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	<p><i>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 Safe working in education and childcare for guidance on PPE and guidance on COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk) 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.</i></p>	<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	<i>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 handwash and sanitiser stations are available based on what you have learned from usage to date.</i>	Hand sanitiser in classrooms (6 per class) and other learning environments – the correct sanitiser 70% alcohol. Soap and warm water is the preferred cleaning method. Small staff teams have designated hand washing areas.
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	<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 e Bug. 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>	All EYFS children are supported with handwashing. Hand washing routine min of 7 times per day.
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>	Covid-19 centralised store within caretaker's room, clearly labelled for use. TA's to replenish class bubble stock, checked daily. Stock monitored by the Caretaker. COSHH sheets kept in the Admin office.
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>	Limiting the number of children to match facilities available. 1 in 1 out. Toilets cleaned throughout the day on the hour by year group TA staff.

Staff related issues		
<p>Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic.</p>	<p><i>When assessing the return to full opening the following section of the DfE guidance must be followed:</i> 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 Where this cannot be met, then the school must record why and what other control measures they will adopt. <i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their 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></p> <p>Focusing on control measures that reduce close contact, will reduce the number of staff and pupils required to self-isolate when there are cases within the school.</p> <p><i>PHE have identified issues that have arisen in their Incident Management Teams (IMT) test result in schools and some adjustments are being made by schools as a result. There may be difficult to implement due to disruption to learning or operational issues. But schools are also identifying that actually having positive cases and seeing the impact on numbers being sent home to self-isolate (staff and pupils) will also affect learning and operational issues.</i></p> <p><i>Mitigating measures that will reduce the number of close contacts between individuals and therefore numbers required to self-isolate as the result of a positive case in the school:</i></p> <ul style="list-style-type: none"> ▪ Reducing bubble sizes, ▪ reducing face to face meetings (move to video calling if appropriate), ▪ reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc. ▪ reducing or eliminating the movement around the 	<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 measures in place e.g. Social distancing, enhanced hygiene measures.</p>

	<ul style="list-style-type: none"> school of pupils and teaching staff, reducing or eliminating the movement across bubbles of pupils and teaching staff, no car sharing between staff to school keeping to the 2m distancing (for teachers especially) if at all possible <p>Other measures that will reduce the spread of the virus in the school – face coverings, thorough regular cleaning regimes throughout the day (of hands and of hard surfaces/ high use touch points), catch it bin it kill it messages.</p>	
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<p>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, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term 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.</p>	<p>Signing in system in place for monitoring visitors. Where possible all visits made outside of school hours. No contractor or service provider access to site unless for urgent deliveries, maintenance and repairs – any other to be approved by SLT.</p> <p>Hand hygiene explained and gel available on reception.</p> <p>In the case of absence use of regular supply staff available to school. H&S Induction given on arrival.</p>
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<p>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: 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</p>	<p>Use of HLTA's to cover absence where appropriate. Supply teachers as above.</p>
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<p>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</p>	<p>Induction for all staff, familiarization with the Full Opening H&S Information Guide for staff.</p> <p>Clear H&S roles and responsibilities for staff to raise any</p>

	<p>vulnerable groups' - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</p> <p>Further advice is available from HR if required.</p>	concerns or questions.
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	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.	<p>Induction for all staff, familiarization with the Full Opening H&S Information Guide for staff.</p> <p>Clear H&S roles and responsibilities for staff to raise any concerns or questions.</p>
Accessing testing arrangements are clear for all staff	<p>Guidance on the new asymptomatic testing programmes taking place in schools are on a shared document platform hosted by DfE, including FAQ, webinars and step-by-step 'how to guides.</p> <p>For secondary schools - Resources - Google Drive.</p> <p>For primary schools - Primary Schools Document Sharing Platform - Google Drive.</p>	<p>Access to testing is already available to all essential workers.</p> <p>Communicated to all staff in Full Opening H&S Information for Staff.</p> <p>Staff have had internal training on LFT and documentation provided with links to shared drives.</p>
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p>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.</p> <p>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</p> <p>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</p> <p>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</p>	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	<p>Clinically Extremely Vulnerable staff (CEV) are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required) and there is guidance for this group. Employers should talk to their staff about how they will be supported, including to work from home. These new formal shielding measures will apply across the whole of England until at least 31 March. Staff who are Clinically Vulnerable (CV) can continue to attend school. While in school they must follow the system of controls to minimise the risks of</p>	<p>Full risk assessment undertaken for staff within this category.</p> <p>Measures in place to take all reasonable steps to make the school environment covid-secure.</p>

	<p>transmission Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk) p37</p> <p>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 - https://devoncc.sharepoint.com/:w/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pqkko5qBbtOSEkw?e=040Qiv</p>	
Staff use of PPE	<p>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 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 Guidance on the appropriate selection and use of PPE from DCC can be found here: http://devon.cc/ppe</p>	<p>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.</p> <p>Complete PPE pack to be available in each classroom and in toilets used for intimate care. Additional PPE stored in the First Aid room.</p>
<p>Use of face coverings</p> <p>Lack of understanding</p>	<p>Guidance on the use of face coverings for pupils in year 7 and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p>	<p>Explained in the Full Opening H&S Information Guide for staff.</p> <p>Regular updates from SLT</p>
Dealing with suspected and confirmed case/ cases and outbreak.	<p>Dealing with suspected and confirmed case/ cases and outbreak. If you would like advice, contact the DfE Coronavirus Helpline on 0800 046 8687. You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting (you should also email the school priority alert mailbox - educate.schoolspriorityalerts@mailbox@devon.gov.uk), someone in your setting has been admitted to hospital or you are getting significant media interest. Special schools, boarding</p>	<p>Process and procedures for suspected or confirmed cases are detailed in the Full Opening H&S Information Guide for Staff.</p> <p>In the event of confirmed case of Covid-19;</p>

	<p>schools or special post 16 providers should call the PHE SW Health Protection Team straight away.</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> • The current definition of a close contact in a school setting is shown below. • face-to-face contact including being coughed on or having a face-to-face conversation within one metre • been within one metre for one minute or longer without face-to-face contact • been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) • travelled in the same vehicle or a plane (this includes school transport) <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc</p> <p>If a child or staff member in your education setting becomes symptomatic, you should advise them to access a PCR test through the normal channels. However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided PCR home test kits to improve the chances that the individual will get tested. See the DfE guidance on test kits for schools.</p> <p>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162</p> <p>For ALL CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority by completing the smart survey form: COVID 19 - Education Provision/School Notification of Positive COVID 19 Test Results or who have been advised to isolate (smartsurvey.co.uk)</p> <p>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the Schools Emergency Plan to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</p>	<p>Health & Safety Coordinator/Admin Team contacts DfE / SWHP Team and follow advice.</p>
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	<p>Educational settings Action cards</p> <p>PHE SW HPT: Flowchart for childcare and Educational settings V 4</p> <p>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the Actions for Schools Guidance Section 5</p>	
<p>Lateral Flow testing (Secondary Schools) It is important to note that LFT/PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation actions.</p>	<p>Guidance on the coronavirus (COVID-19) testing programme for secondary schools and colleges With the start of mass testing by Lateral Flow Devices (LFD) in some schools, it is also important to remember that these are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place, but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</p> <p>DfE have created a schools and colleges document sharing platform for asymptomatic testing. This area contains additional information to support schools and college staff in preparing and operating LFT.</p>	<p>Parent/Carers with secondary school children can seek guidance from our website directing to DCC/Gov.uk documents or seek advice directly from the secondary school</p>
<p>Lateral Flow testing. It is important to note that LFD /PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation. actions, particularly in relation to contact between staff.</p>	<p>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</p> <p>It is also important to remember that the LFD test are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</p> <p>Key points</p> <ul style="list-style-type: none"> • All staff working in primary, secondary and Colleges are encouraged to take part in the LFD testing programme • Secondary age pupils are recommended to undertake 3 tests in school at their Asymptomatic Test Site (ATS) BEFORE moving to use LFD home test kits • Recommended twice weekly before coming into school 3-4 days apart • Read guidance and watch video • This process is not for releasing people early from Self Isolation • It is not mandatory DfE have created the link below for asymptomatic testing for schools to follow. This area contains additional information to support primary schools and secondary staff in preparing and operating home testing LFD. • <p>Resources for testing:</p>	<p>Letter and privacy notice emailed to staff. Staff invited to zoom training sessions. Guidance documents for COVID-19 Self Testing made available to staff on google drive.</p>

	youtube video Google Drive Primary Phase - Google Drive	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	<p><i>Clinically extremely vulnerable (CEV) adults and children.</i> <i>It has been confirmed by the DfE that all CEV (and those who have been newly identified by letter in recent days) that all these staff/pupils should continue to self-isolate until March 31st.</i></p> <p><i>The Department of Health and Social Care has added a third category to the definition of clinically extremely vulnerable (CEV). The definition has been expanded to include a new group of adults who have been identified through the COVID-19 population risk assessment as potentially being at high risk of serious illness if they catch the virus.</i> <i>Individuals identified as CEV through this risk assessment are advised to follow guidance for clinically extremely vulnerable people, which has now been extended until 31 March. Anyone newly identified as part of this group will be notified.</i></p>	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	<p>Risk assessments in place for children with EHCP where applicable.</p> <p>Nursery audit to clarify dual attendance and discuss with parents.</p>
Pupils unable to follow guidance	<p><i>Some pupils will need additional support to follow these measures.</i> https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p>	Risk assessment in place.
Pupils equipment	<p><i>Pupils to limit the amount of equipment they bring into school each day, to essentials</i> <i>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></p>	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</i>	If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed

	<i>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>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 and subsequent reminders from the headteacher via Friday updates to parents/carers.
Transport		
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.
Dedicated school transport, including statutory provision	<p><u>transport-to-school-and-other-places-of-education-autumn-term-2020</u></p> <p><i>Although there is no requirement for students to sit with the group of students or “bubble” with which they are educated, students should sit in year groups as far as possible when travelling – this will be in ascending year groups front to back (youngest students at the front of the vehicle). Schools may even wish to draw up seating arrangements on vehicles.</i></p> <p><i>Consider how you are going to “police” any seating arrangements as this is not the driver’s responsibility – their role is to focus on driving the vehicle safely. Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of</i></p>	N/A

<p>Face coverings & PPE</p>	<p><i>each day to assist the students.</i> <i>Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning.</i> <i>Ensure organised queuing/boarding and distancing within vehicles if possible.</i></p> <p><i>It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, DCC, supported by PHE, recommend that people aged 11 and over wear a face covering when travelling on dedicated school transport from the start of the autumn term. However, there are some exemptions:</i> https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings <i>Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.</i></p>	
<p>Loading for vehicles above nine passenger seats</p>	<p><i>Transport Co-ordination Service will work with operators, schools and parents to manage arrangements for organised queueing and boarding.</i> <i>Students should be asked to respect the driver's personal space and hold back from entering the vehicle until the driver has indicated it is safe to do so, and then do so one by one in an orderly manner. They should hold their bus pass so it is visible to the driver (and produce for closer examination if requested).</i> <i>Seats alongside or immediately to rear of the driver may be out of use and if so, would be clearly marked as "out of use" by the operator.</i></p>	
<p>Good practice & personal care</p>	<p><i>ALL students will be expected to abide by the DCC Code of Conduct</i> <i>Students, drivers and escorts should clean their hands, before boarding home to school transport and when arriving at school or home. It should not normally be necessary for students to clean their hands during the journey.</i> <i>Coughs/sneezes – students/parents to be given guidance on good management of coughs and sneezes, in line with the "catch it, bin it, kill it" approach – this will be reinforced in schools. Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.</i></p>	
<p>Carriage of passengers with symptoms</p>	<p><i>Parents must be advised that students MUST NOT board home to school transport, if they or a member of their household has symptoms of coronavirus. Any child, young person or other learner who starts displaying coronavirus symptoms while at their setting should be sent home immediately. They must not travel on home to school transport. The school should contact the parent or</i></p>	

Children with Special Educational Needs:	<p>carer who should make arrangements for the child or young person's journey home. In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported to their home, you must contact the Transport Coordination Service at DCC. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak. Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;</p> <ul style="list-style-type: none"> • they develop symptoms themselves (in which case, they should arrange a test) or • the symptomatic person subsequently tests positive (see below) or • if they have been requested to do so by NHS Test and Trace. <p>When deciding on the package of measures that is appropriate on transport for children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school.</p>	
Wider public transport	<p>It is the law that you must wear a face covering when travelling in England on public transport. Some people don't have to wear a face covering 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 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.</p>	N/A
School Transport arrangements support changes to school times	<p>Any alternative access arrangements for when students arrive at the school grounds should be communicated via the school to families/students. Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</p>	N/A
Curriculum considerations		
Planned return to normal curriculum in all subjects by Summer Term 2021	<p>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.</p>	<p>School improvement plan for 20-21 has prioritised addressing significant gaps in pupil's knowledge.</p> <p>Curriculum modification where necessary.</p>

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, dance and drama activities	<p><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 and also in drama and dance activities. As a result, schools must refer to the detailed Guidance for Music, Dance and Drama as well as Guidance for the Performing Arts and should take particular care to observe social distancing which may limit numbers taking part in group activity, and prevent physical correction by teachers, and contact between pupils in drama and dance.</i></p> <p><i>Schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment</i></p> <p><i>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.</i></p> <p><i>Schools should consider risk reduction measure such as physical distancing and playing and singing outside wherever possible, limiting group sizes, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. The guidance should be consulted for further information relating to:</i></p> <ul style="list-style-type: none"> <i>- peripatetic music staff,</i> <i>- cleaning and handling of equipment,</i> <i>- singing and playing brass and woodwind instruments</i> <i>- Avoiding sharing of musical instruments</i> <i>- Handling scripts</i> 	<p>No music lessons, singing or instruments in hall/classrooms, to be reviewed April 2021.</p> <p>Outdoor singing assembly on Friday's if weather suitable.</p> <p>Ballet classes and pyjama drama suspended until guidelines change.</p>
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>	<p>PE suspended and replaced by physical activity in outside areas.</p> <p>To be reviewed in April 21.</p>

	<ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <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>	
Practical science, art and D&T lessons	Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the Guide to doing practical science work during Covid-19 , Guide to doing practical work in D&T, food and art , Carrying out practical science work in non-lab environments and for primaries Practical activities in a bubble . Schools must ensure that they stay up to date with the latest guidance in these specialist areas.	N/A
Educational visits	<p>The DfE advises against all educational visits at this time. This advice will be kept under review. Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</p> <p>For additional information check with EVOLVE guidance on website.</p>	No educational visits to take place – to be reviewed in April 2021.
Groups of children mixing resulting in risk of more widespread transmission	<p>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</p> <p>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. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> <p>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).</p> <p>Large gatherings such as assemblies and with more than one group should be avoided.</p>	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 Guidance for food businesses on coronavirus (COVID-19)	Kitchen Manager has completed the checklist for reopening. Covid-secure certificate in school kitchen.
Catering staff are operating in a safe environment	<i>Catering staff to follow the relevant aspects of government guidance for food premises: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</i>	Induction for staff, maintain social distancing where possible or working side by side.
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<i>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-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.</i>	<p>Poster on main door informs parents, carers or any visitors, such as suppliers, not to enter the school 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&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. Staff updated on Friday 5.3.21.
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 return to school, information on website and regular updates from headteacher via newsletter

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	<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. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. 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>	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	Check all signage in place at all entrances and in school grounds	05.03.21	Sharron Rudge
Premises	Carry out ventilation checks around school site	26.02.21	Sharron Rudge
Pupil Related	SLT to communicate expectations to parents	05.03.21	Sarah Mackay
Staff Communication	SLT to update staff on H&S Information	05.03.21	Sarah Mackay

Staff Related Issues	Staff to continue with LFT twice weekly	ongoing	Sharron Rudge to issue kits as and when required

Signed: Headteacher/Head of Department:



Date 05.03.21

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.