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| **Covid-19 Guidance for Full Opening September 2020** | **RA100 V2.1** |

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) to ensure the DCC Education team also know promptly.



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| leaflogo | **Establishment/Department:****South Molton United Church of England Primary** | **Establishment Risk Assessment** | **RA100 V2.1** |
| **Address:****Exeter Road, South Molton, Devon, EX36 4EN** |
| **Person(s)/Group at Risk****Staff, Pupils, Visitors and Contractors****Return to school risk assessment – based on the principles and guidance contained within DfE Guidance, latest: Guidance for Full Opening: Schools dated 7 August 2020**As part of planning for full return in the autumn term, 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:** [**Guidance for Full Opening**](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools?utm_medium=email&utm_source=govdelivery)**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.** | **Date assessment completed:**This version completed on 6TH September 2020 to reflect new guidance from DFE and DCC. Supersedes Risk Assessment completed August 20th 2020This 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. Amendments will be added/made to the risk assessment and noted at the end of the risk assessment for clarity. This will be done in response to changes in guidance or necessary changes in practice as necessary. |
| **Assessor(s):** **Kevin O’Donnell****Hannah Cumings**Incorporates comments and suggestions from staff and governors.  |
| **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** |  |

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| **Significant Hazard Section** | **Control measures in place***Additional measures or actions not included in this column below should be put in the assessor’s recommendations at the end of this document* | **Optional: School’s comments re. mitigations put in place** |
| **Social distancing and reducing risk of transmission**  |  |  |
| Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing. | *One way systems for drop offs and pick-ups to minimise adult to adult contact. Parents to enter school site via the pedestrian footpath and then leave via the driveway. This is a change due to wet grass and increased traffic now lockdown restrictions are not in place. Will keep under review as may need to use path for both entry and exit, especially in poorer winter conditions. Clear guidance and communication to parents/carers about this has been provided prior to reopening. Children will be funneled into school via appropriate entrances/exits so parents do not need to gather around school site.* *Staggered drop off and collection times so that no more than 60 children maximum will be coming to school at any one time.* *Those children requiring breakfast club provision and/or After school club provision Front Door 7:50-8am and Pick up after 3:25pm**Year R and 2 Classes – Through front gate 8:10-8:20am and Pick up at 2:30pm and straight into class.* *Year 1 Classes – Through back gate off carpark 8:30-8:40am and Pick up at 2:45pm**Year 3 and 5 Groups – Through front door 8:50-9:00am and Pick up at 3pm.**Year 4 and 6 Groups – Through front door 9:10-9:15am and Pick up at 3:15pm**No parents to enter the internal school site. Children will be escorted/directed in and out by staff to minimise contact.* *Social distancing markings on paths and walkways to aid this for parents.* *Staggered pick up and drop off times so that maximum of 60 parents/carers at a time is bringing children onto site.* *Only one parent/carer per child to pick up and drop off, unless absolutely necessary. If possible and safe, older children to come to school on their own.* *Driveway and path to have markings to support adherence to social distancing.**Parents/Carers with more than one child advised to drop all children off at the earliest start time for the siblings and collect at the latest finish time for siblings to ensure no child misses teaching time and to minimise how often a parent/carer needs to come on site.* *.*  | *Signage to encourage social distancing**Footprints and signage on pathways to assist parents.* *Buggies to be able to go the other way on one way system due to lack of pavement.*  |
| Parents gathering at school gate not social distancing | *Office to remain closed for face to face meetings unless by prior arrangement.* *Plan parents’ drop-off and pick-up protocols that minimise adult to adult contact (see above).* *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.)* *Office not open for face to face business for parents – telephone or by appointment only.* *Communicated through letters and emails to parents. A YouTube Video of the drop off and pick up protocols has been widely viewed so parents/carers can see the new site layout and plan. Reminders sent out closer to start in September.**Signage to encourage social distancing.* *Markings by DCC on approach to pedestrian crossing for parents/carers and children.* *SLT to be visible during pick up and drop offs and advise of expectations. Clear escalation process in place if parent/carer refuses to comply.* |  |
| Overcrowding in classrooms and corridors. | *Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Children are in class bubbles. Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. (This is not achievable in year 2 Oak class due to fire escapes, access to the toilets and curriculum set up, but the class does have outdoor space accessible and an intervention room for them, which will minimise the times when all 32 are in class at once) Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Furniture within classrooms to be kept to a minimum. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Use current fire escape routes to move from indoors to outdoors and vice versa – classes downstairs all have access through classrooms to outside and their own toilets. Upstairs rooms will have dedicated toilets. Designated break times and lunchtimes so no more than two bubbles moving at any one time (this has been organised as year 4 and 6 and 3 and 5 to minimise numbers) Assembly will be conducted virtually and/or in class bubbles.* *Very minimal movement around the school site will be needed and have been kept to absolute minimum.*  | *In the class where it is not possible to get all children sat in tables facing forward, the children will be sat on tables of 6 chairs to maximise distance apart.* *Maximise ventilation with the classroom by keeping all windows open.*  |
| Risk of transmission within EYFS settings | *One reception class bubble who will not be mixing outside their bubble. They have a shared outdoor space with year 2, but timetabled to ensure that groups are not outside at the same time.* *Continuing with protective measures like individual resource packs to minimise shared resources, a more limited range of equipment and resources rotated into use, lots of time spent outside to make full use of all available spaces.* *Continued regular handwashing and good respiratory hygiene.* |  |
| Groups mixing during breaks and lunchtime compromising social distancing. | *Break times and lunchtimes staggered so that minimal numbers of children are using the playground at one time. Year 3 to be one bubble for breaktimes and lunchtimes (32 children) and Years 5 and 6 to be one bubble (to allow for supervision) for breaktime and lunchtime (up to 35 children)* *Year R and 2 to use their dedicated outdoor space. Year 2 to be able to use the playground and field as well.**Year 1 to use their dedicated outdoor space and also have the trim trail as this is important for their GM skills)* *Break time Rota – This is for the playground and field as well as hall (in the event of bad weather).*Year 2: 9:45-10am and 1:15-1:30pmYear 3: 10:15am – 10:30pm and 1:45-2pmYear 4: 10:40am – 10:55am and 2:10-2:25pmYear 5 and 6: 11am – 11:15am and 2:30-2:45pmYear R and 1 can use the hall during other times for work on gross motor skills in the event of bad weather.Lunchtimes – children will continue to eat in classrooms and initially we will continue with the limited lunch menu in take-away containers and disposable cutlery. After two weeks, we will start using plates. Downstairs classes will have their lunches delivered, plated up, on trollies. Upstairs classes will eat in class if packed lunch but in the hall if hot dinner. They will be staggered slightly to minimise numbers coming in. Table service and children will be sat on class bubble tables, well distanced. Anticipate around 40 children maximum. Facing one way. Lunchtimes staggered and shortened so that groups are not mixing outside. Children to eat lunch then go outside. Reception – Lunch 11:30-12:15pmYear 1 – Lunch 11:45-12:30pm (use outdoor space)Year 2 – Lunch 11:30-12:15pmYear 3 and 5 Lunch 12pm – 12:45pm (Use side field)Year 4 and 6 Lunch 12:15pm – 1pm (use playground)Year groups to have their own break time and lunchtime resources to minimise mixing.  |  |
| Wraparound provision: Groups mixing during extra-curricular provision | *Breakfast Club provision – 7:50-8am drop off (should only be needed for years 1 and 3-6) due to start times. Use the hall (largest space in school). Each year group to have their own zone (tables and mats at 4 metre intervals) to minimise mixing across year groups. Quiet activities and eating breakfast to minimise movement. Numbers capped at 20 across the school and advised parents to only use if absolutely needed.* *This will be till 8:30am and then children will go to their class bubbles.* *Must be booked at least 48 hours in advance**After School Club provision – end of school day until 5pm. Use the hall (largest space in school). Each year group to have their own zone (tables and mats at 4 metre intervals) to minimise mixing across year groups. Quiet activities and eating snack while indoors to minimise movement. Numbers capped at 22 across the school and advised parents to only use if absolutely needed. Use outdoor spaces as much as possible and keep children socially distanced between bubbles outside.* *Bookings will need to be made at least 48 hours in advance.* *At present, no plans to run additional extra curricular provision due to restrictions on mixing children from different year groups and limits on sporting activity/music. This will be kept under review in line with guidance.* *.* |  |
| Spread of virus due to increased numbers of people within the building. | *Inform parents that if their child needs to be accompanied to school only one parent should attend. Parents to not come into building unless it is a scheduled meeting and the meeting can only be conducted in person.* *Minimise movement within the building and around the building.*  |  |
| Staff | *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.**Staff moving between bubbles has been kept to a minimum for things like interventions and PPA.*  |  |
| Premises related matters  |  |  |
| Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape. | *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).* *Outdoor space is accessible for downstairs classes through designated exits onto designated outdoor areas.* *Upstairs classes will use their dedicated fire escape routes to access outdoors, so two years use on exit and the other two years use the other exit. No need for one way due to dedicated entrances and this minimises the need for children to go through downstairs corridor.* *Minimal furniture in each room. Resources not in use to be put in storage to then be rotated in when needed. Hall will have a different use to enable ASC and Breakfast club to be in there as it is the largest indoor space.* *Children not to use the library – mobile library system for children to use so that they have a class selection of books to use.* *Toilets will be dedicated to different year group bubbles to minimise sharing – one child at a time to go.* *Acorns class – own toilets in class**Ash and Pine Classes – Own toilet blocks – one per class, middle left spare.* *Oak Class – own toilets in class**Elm, Apple and Beech – Upstairs – Allocate one each**Willow and Holly – Downstairs – Allocate one each* |  |
| First Aid procedures – Reduced numbers of first aiders and Paediatric first aider. | *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**ALMOST ALL STAFF WILL BE IN SCHOOL FOR REOPENING SO GOOD NUMBERS OF FIRST AIDERS. A FIRST AIDER MAY NEED TO COME TO DEAL WITH INCIDENT. USE SPACE OUTSIDE CLEANERS STORE FOR TREATMENT IF NEEDED AND CANNOT BE ADMINISTERED IN SITU.* *All first aid to be carried out with disposable gloves on and if possible outside (cuts/grazes, etc). Where possible, administration of first aid to be done in such a way as to minimise contact and transmission.* *DARTMOOR SUITE TO BE USED AS ISOLATION ROOM IN THE EVENT OF PUPIL SHOWING SYMPTOMS. CAN BE COLLECTED DIRECTLY FROM THERE. Emergency PPE to be stored close to, but not in Dartmoor suite. Where possible, keep symptomatic individual outside and maintain social distancing. See protocol for dealing with symptomatic pupil/member of staff. See flow chart from PHE England.**PHE updates through Headteacher Update emails.* |  |
| Fire Procedures | *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.* *FIRE PROCEDURES UPDATED SO THAT SAME EXITS ARE USED AS THESE ARE KNOWN, CLEAR AND WORK WELL WITH LITTLE MIXING OF GROUPS, BUT FIRE ASSEMBLY POINT WILL BE ON THE PLAYGROUND WITH GROUPS LINING UP AT OPPOSITE ENDS OF THE PLAYGROUND TO MAKE SURE ALL GROUPS CAN BE KEPT FURTHER APART. THE NEW FIRE ASSEMBLY LINES WILL BE LABELLED ON THE FENCE AROUND THE PLAYGROUND.**INTERNAL DOORS AUTOMTICALLY SHUT ON FIRE BELL WHICH MEANS UPSTAIRS GROUPS WILL HAVE TO GO THROUGH ONE CLOSED DOOR. HANDWASH ON RETURN. All fire alarm testing and emergency lighting tests have continued through partial shutdown and full recommissioning will take place over summer as usual.* |  |
| Water hygiene – management of legionella | *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*](https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)*.**THIS HAS CONTINUED THROUGH THE PARTIAL OPENING. NEED TO TURN OFF WATER FOUNTAINS DUE TO RISK OF SPREAD of COVID 19.Maintain standard testing and weekly running of water fountains. CUPS AVAILABLE IN CLASS FOR DRINKS FROM TAPS.* *Children may bring their own water bottle to school which will stay at their table. To be taken home at the end of each day to be cleaned and refilled.* *Each Group will continue to have different coloured plastic dining cups which can be used once and then put on dishwasher tray. Once full/or designated times, these trays can be taken by a member of staff to the school kitchen to go through the catering dishwasher at high temperature. This is a continuation of what has worked well during the initial reopening in June and July 2020.*  |  |
| Using and monitoring new practices to reduce risk of Covid-19 transmission | *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.* *All staff have been given a copy of the risk assessment prior to summer holidays and asked for comments so that these can be incorporated into RA. .* *Training to be undertaken during INSET day on September 1st* 2020. The vast majority of measures are continuing successful measures from June and July 2020, which have worked well with bubbles of 15. Review of practices to be undertaken on a weekly basis to refine controls and improve risk management. All staff encouraged to raise concerns/suggest improvements at any point via email or communication with SLT. |  |
| Management of premises related risks e.g. asbestos, delayed statutory testing *(LOLER)*  | *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.* *Lift testing and Water management has taken place during June, July and August 2020. No asbestos on site. PAT testing carried out as scheduled in June.* |  |
| Staff rooms and offices to comply with social distancing and safe working practice  | *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.* *Use of additional facilities for refreshments – kitchenette and in classes where safe) to minimise gatherings.* *STAGGERED BREAKS AND LUNCHES MEAN ONLY TWO BUBBLES STAFF SHOULD BE ON BREAK AT ANY ONE TIME. STAFF NEED TO CONSCIENTIOUSLY OBSERVE SOCIAL DISTANCING MEASURES IN STAFF ROOM/SHARED AREAS AND WHEN GETTING REFRESHMENTS, ETC.**Chairs arranged to comply with social distancing.*  |  |
| Ventilation to reduce spread | *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.* |  |
| Management of waste | *Ensure bins for tissues are emptied throughout the day.* *Follow* [*Guidance on disposal of PPE waste*](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#how-should-ppe-and-face-coverings-be-disposed-of) *(such as used fluid resistant masks)* *and* [*Government guidance on disposal of waste*](https://www.gov.uk/guidance/coronavirus-covid-19-disposing-of-waste?utm_source=9742866f-a0c4-4e00-ba29-43f523670856&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate#face-coverings-and-personal-protective-equipment-ppe-for-social-distancing)*, 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.*Lidded bins with foot operated pedestal in each class. |  |
| 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.**Only through front door to maintain social distancing and minimised on site – try to arrange any scheduled deliveries for quiet times.*  |  |
| School owned outdoor play equipment  | *Reception only to use outdoor climbing equipment and roll over bars. Year one to use trim trail one week and year two the following week on rota. This limits the number of children using it and also minimises the risk. It is important for GM skills that younger children get the chance to use.* *Wall bars and climbing wall in the hall to only be used by reception and year 2 (Monday and Friday).* *All equipment to be cleaned down after use unless rotated out for 72 hours.*  |  |
| 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*](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/providers-of-grassroots-sport-and-gym-leisure-facilities). | *NO PLANS TO HIRE AT PREMISES AT THIS POINT IN TIME.* |
| Cleaning and reducing contamination  |  |  |
| Contaminated surfaces spreading virus. | *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*.*Minimal shared resources in class. Each bubble to have as many “group resources” as possible for sports, art, etc.* *Where this is not possible or practical, strict 72 hour rotation in place.* *Cleaning of resources and surfaces regularly. Children to have dedicated spaces.* *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*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings)*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.* *ANY SUSPECTED CASES TO BE IMMEDIATELY ISOLATED IN DARTMOOR SUITE USING OUTDOOR ROUTES TO TAKE THEM THERE. PARENT/CARER IMMEDIATELY CONTACTED. TEST NEEDS TO BE ADVISED AND FOLLOW PROCEDURE AND CLEANING AS RECOMMENDED.* *Classes reorganised and furniture reduced to minimum to reduce potential surfaces. Cleaning regime in place for regular cleaning of surfaces and touch items. Each classroom will have disinfectant fluid in spray bottles to use alongside magi-cloths, which can then go through the hot wash cycle on the washing machine overnight. We feel these will be the most effective way to disinfect surfaces and are much better at wiping down surfaces than paper towels.* ***Must be stored in a safe, high place out of reach of children.****Follow government* [*guidance for working in education and childcare*](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) *if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on* [*Cleaning and decontamination of non-health care settings*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)*.*  |  |
| 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.* *Sanitiser at photocopier – hold print function so should help avoid queues.* *Individual stationary packs for pupils to use in class to minimise sharing of resources which are commonly used.* |  |
| 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* [*Safe working in education and childcare*](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) *for guidance on PPE and guidance on* [*cleaning non-health care settings*](file:///C%3A%5CUsers%5Codonnellk%5CDownloads%5CFurther%20guidance%20on%20cleaning%20non%20health%20care%20settings%20is%20to%20be%20published%20by%20Public%20Health%20England%20by%20the%20end%20of%20the%20summer%20term)*. 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.**DEVON NORSE Cleaning.**Additional Cleaning of shared areas to continue during the day to be undertaken by office staff – one clean of handles around school.* *In class, tables and other surfaces to be wiped down 3 times per day.*  |  |
| 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 handwash and sanitiser stations are available based on what you have learned from usage to date.* *Each classroom has sink and soap.* *Handwashing facilities are also at toilets.* *Handwashing to take place when going inside to outside and back in as well as when needed to maintain good hygiene, e.g. toileting, respiratory, before and after eating, etc.**Sanitiser on entry and exit**Sanitiser available in office and at photocopier.* |  |
| Additional time for staff and pupils to carry out handwashing | *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.**New behaviour expectations – school safety rules**Regular handwashing built into school day.* |  |
| Handwashing practice with children | *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*](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus)*.**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.* *Reminders of handwashing posters at handwashing areas. Information sent to parents. Sanitiser used where handwashing facilities are not present.*  |  |
| Good respiratory hygiene  | *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.* *Risk assessments have been undertaken for those individuals. Children have their own supply of tissues at their table. Catch it, kill it, bin it posters around school and information sent home to parents.* |  |
| Sufficient supplies of soap and cleaning products | *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.* *Currently able to access good supplies of these through Devon Norse, Builder’s Merchants and supermarkets.* |  |
| Toilets being overcrowded | *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.**Toilets will be dedicated to different year group bubbles to minimise sharing – one child at a time to go.* *Acorns class – own toilets in class**Ash and Pine Classes – Own toilet blocks – one per class, middle left spare.* *Oak Class – own toilets in class**Elm, Apple and Beech – Upstairs – Allocate one each**Willow and Holly – Downstairs – Allocate one each* |  |
| Staff related issues |  |  |
| Staff measures to reduce contact and transmission | *When assessing the return to full opening in September the following section of the DfE guidance must be followed****:*** [*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)***Where this cannot be met, then the school must record why and what other control measures they will adopt.*** *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).* *In as much as possible, limited movement of staff between bubbles. This will be done to carry out PPA cover, cover staff absence/training/leadership time. Where planned and possible, movement of staff between bubbles, try to split days so not moving within the day. However, this may not always be possible as need to maintain the staffing ratios.* |  |
| Managing supply teachers, visitors, contractors and other temporary visiting staff. | *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.**Peripetetic music is 1:1 in a room – advise on social distancing – no mixing with other groups. No need to access classes. Maintain ventilation.**Supply teachers only used for emergency cover or to cover absence – induction and briefing will cover measures needed. Ideally use staff familiar with school.* *Planned specialist visits to be undertaken in a way that minimises contact with others.* |  |
| Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios | *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*](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)*Are expecting all staff to be in school in September so should have capacity to staff all classes. Will have contingency plans to merge bubbles in event of staff absences (year 3 classes to one class and year 5 and 6 classes to one class) to cover temporary absences if other staff cannot be used).*  |  |
| Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes. | *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’ -* [*https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy*](https://devoncc.sharepoint.com/%3Aw%3A/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy)*Further advice is available from HR if required.* *All but two members of staff have been in school during June and July and are well versed with measures in place.* |  |
| 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.**Working with all staff on new measure, procedures and ways of working.*  | *Regular communication.* |
| Accessing testing arrangements are clear for all staff |  *Guidance about testing, including the NHS ‘Test and Trace’ service, is available via this link* [*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/) |  |
| Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.  | *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.* [*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) |  |
| Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors | *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 -* [*https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy*](https://devoncc.sharepoint.com/%3Aw%3A/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy) |  |
| Staff use of PPE  | *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*](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*](http://devon.cc/ppe)*At present, there are no pupils who will routinely need care that would require PPE.*  |  |
| Use of face coveringsLack of understanding | [*Guidance on the use of face coverings for pupils in year 7*](https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education) *and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. Additional precautionary measures should also be taken* [*where local restrictions apply*](https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education#where-local-restrictions-apply)*.**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*](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.* | *Not applicable for Primary School.*  |
| Dealing with suspected and confirmed case/ cases and outbreak. | ***Dealing with suspected and confirmed case/ cases and outbreak.*** *ALWAYS contact the local Health Protection Team if one of the following: 1) The symptomatic person has been admitted to Hospital 2) The Possible case REFUSES testing 3) There are a cluster of possible cases/unexpected increase in absenteeism 4) The Possible case has DEFINITE link to a confirmed case 5) ALL confirmed cases.**If a child or staff member in your education setting becomes symptomatic, you should advise them to access testing 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 home test kits to improve the chances that the individual will get tested. See the* [*DfE guidance on test kits for schools*](https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers?utm_source=cfddd7d1-6426-45af-830d-f6fe10317a3f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)*.* *If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162 or email* *swhpt@phe.gov.uk**. If the matter is not urgent you can also email* *ask.swhpt@phe.gov.uk**.**For* ***ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS*** *inform the local authority by emailing* *educate.schoolspriorityalerts-mailbox@devon.gov.uk**.**Devon County Council’s Local Outbreak Management Plan (LOMP) is available here:* [*https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/*](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:*[*Educational settings Action cards*](https://coronavirusresources.phe.gov.uk/reporting-an-outbreak/resources/Education-Action-Cards/)[*PHE SW HPT: Flowchart for childcare and Educational settings V 4*](https://www.devon.gov.uk/schools/my-account/information-for-schools/)*Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the* [*Actions for Schools Guidance Section 5*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks) | *UPDATED FLOW CHARTS**UPDATED ACTION CARDS* |
| 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.* [*Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons*](https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield) *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.* *Working with parents/carers and following the medical advice that they have been given.* |  |
| 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**No Pupils currently in dual settings.*  |  |
| Pupils unable to follow guidance  | *Some pupils will need additional support to follow these measures.* [*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*](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)*Risk assessments have been undertaken for pupils who may struggle. Introduced more flexible timetables to incorporate “soft starts and gentle endings” to help minimise difficulties with larger numbers arriving/leaving at one time and to enable a 1:1 start to day to support them settling in. This has been undertaken in consultation with parents/carers, SENCO, SLT and Educational Psychologist* |  |
| Pupils equipment | *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.**Each child will have an individual stationary pack of commonly used items such as pencils, rulers, whiteboards and pens, etc. This is to minimise sharing of resources and the need for pupils to move around the room.* *Reading books to go home on a Monday and then brought back the following Monday for Quarentine. No need to bring in during the week.* *P.E. kit not needed. Children to wear black trainers to school and not need to change for P.E. due to shorter sessions more frequently.* *Only need to bring in lunch, snack and water bottle.* |  |
| Member of a class becoming unwell with COVID-19 | *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.* *Dartmoor Suite to be used as isolation room. Ideally keep child outdoors to minimise potential contamination. Collect from back gate by Dartmoor Suite so no need to go into rest of building.. Ensure suitable PPE (including fluid resistant face mask) is available at this location.* *Consult latest PHE Flow Chart re guidance for informing and actions to be taken.* *Inform and consult with local PHE Health Protection Team and DCC.*  |  |
| School Uniform | *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.* |  |
| **Transport** |  |  |
| Travel to school and provision of safe school transport:  | *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.* *One way system as outlined above and staggered starts and endings.* *Small number of children use taxi service.* |  |
| Dedicated school transport, including statutory provisionFace coverings & PPELoading for vehicles above nine passenger seatsGood practice & personal careCarriage of passengers with symptomsChildren with Special Educational Needs: | [*transport-to-school-and-other-places-of-education-autumn-term-2020*](https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020?utm_source=de9e20dc-895e-4cd3-baad-06e6b2575eb7&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)*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.* *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 each day to assist the students.**Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning.* *Ensure organised queuing/boarding and distancing within vehicles if possible.**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:* [*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*](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)*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.* *Transport Co-ordination Service will work with operators, schools and parents to manage arrangements for organised queueing and boarding.**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).**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.* *ALL students will be expected to abide by the DCC Code of Conduct* *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. 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.**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 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;**• 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.**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.*  | *Small number of children use TAXI service to travel to school.* *No children on bus services**Not applicable for primary school children* |
| Wider public transport | *It is the law that you* [*must wear a face covering when travelling in England*](http://www.legislation.gov.uk/uksi/2020/592/contents/made) *on public transport. Some people* [*don’t have to wear a face covering*](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings) *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.* |  |
| School Transport arrangements support changes to school times | *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*](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles) |  |
| **Curriculum considerations** |  |  |
| Planned return to normal curriculum in all subjects by Summer Term 2021 | *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.**Music curriculum will be largely suspended until the summer term of 2021, due to singing and many instrumental activities being higher risk.* *P.E. curriculum to be adapted to ensure children are getting good quality and daily physical activities within the guidance of no contact sports and the difficulties of changing/weather/timetabling.* *The rest of the curriculum should be largely unaffected, but will be adapted to take account of what children have missed and to prioritise mental health and wellbeing.* |  |
| Suspension of some subjects for some pupils in exceptional circumstances. | *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.**We have already begun communicating some of the changes to parents. See above.* |  |
| Music, dance and drama activities | *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.* *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. Schools should also consider* [*Guidance for Music, Dance and Drama*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#music-dance-and-drama-in-school) *as well as* [*Guidance for the Performing Arts*](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts) |  |
| Physical activity in schools | *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:** [*guidance on the phased return of sport and recreation*](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation) *and guidance from* [*Sport England*](https://www.sportengland.org/how-we-can-help/coronavirus) *for grassroot sport*
* *advice from organisations such as the* [*Association for Physical Education*](https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) *and the* [*Youth Sport Trust*](https://www.youthsporttrust.org/coronavirus-support-schools)

*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.**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.**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.**Where practical and possible the majority of P.E. sessions will take place outside.*  |  |
| 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*](http://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf)*,* [*Guide to doing practical work in D&T, food and art*](http://dt.cleapss.org.uk/Resource-File/GL344-Guidance-on-practical-work-during-the-COVID-19-pandemic-D-T.pdf) *,* [*Carrying out practical science work in non-lab environments*](http://science.cleapss.org.uk/Resource/GL352-Managing-practical-work-in-non-lab-environments-COVID-19-pandemic.pdf) *and for primaries* [*Practical activities in a bubble*](http://primary.cleapss.org.uk/Resource/P110-Practical-activities-in-a-bubble.aspx)*. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.*  |  |
| Educational visits | *All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the* [*Covid-19 DfE travel guidance for educational settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings) *For additional information check with EVOLVE guidance on website.**Local and outdoor visits to support geography, R.E., history and science curricula in particular to be prioritised.* *Awaiting further updates RE planned residential trip in October/March.* |  |
| 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. 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.**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.* *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.**Assemblies to be done in class and/or virtually.* *No planned mixing for routine subjects or activities.* *See prior sections for details on BC and ASC.* |  |
| 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)](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19)Continuing to work with Devon Norse and their guidance. |  |
| Catering staff are operating in a safe environment  | *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*](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery)Continuing to work with Devon Norse and their guidance. |  |
| Communications with parents and others |  |  |
| Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety | *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.* DISPLAYED IN OFFICE WINDOWCOMMUNICATED TO PARENTS VIA EMAIL |  |
| Suppliers understanding and complying with new arrangements | *Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours* |  |
| Communications to parents and staff | *Regular communications* *USE OF SOCIAL MEDIA PAGES AND SCHOOL COMMUNICATIONS TO UPDATE PARENTS* |  |
| Pupils and families anxious about return  | *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.* *Work with parents. Transition days were provided in the week before summer holiday. Use services such as EWO to support.* |  |
| Parent aggressiondue to anxiety and stress. | *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* *See above.* |  |
| Oversight of the governing body |  |  |
| Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements | *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.**All relevant paperwork scrutinised by Governors.* |  |

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| **Section** | **List Actions / Additional Control Measures** | **Date action to be carried out** | **Person Responsible** |
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**Signed: Headteacher/Head of Department: Date**

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.