

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.



	Establishment/Department: Woolacombe School	Establishment Risk Assessment	RA100 V2.3
	Address: Beach Road, Woolacombe, EX347BT		
<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, latest: Guidance for Full Opening: Link:</p> <p>www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <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</u> consult with their staff regarding the risks and control measures being implemented.</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:</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): Gail Holmes</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)	

Significant Hazard Section	Control measures in place	Optional: School’s comments re. mitigations put in place
	<p><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></p>	
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><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</i></p>	<p>All staff to wear face masks in communal areas around the school.</p> <p>Staff to keep distance from each other in communal areas and</p>

	<ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>Focusing on obtaining mitigations they reduce close contact, will reduce staff and pupil absences when there are cases within the school.</p>	<p>break out spaces for lunch created for more room.</p> <p>Staff to remain in staff bubble for majority of the time.</p>
<p>Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.</p>	<p><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 safe removal 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>	<p><u>Organisation of the School Day Start/Finish - Staggered Drop off and Pick Up</u></p> <ul style="list-style-type: none"> • Staggered starts/entrances for the 4 different bubbles • There will be 4 different entrances and exits for the 4 different bubbles • Each Year group to have a 10 min drop off and pick up window • School Path and entrance marked out with 2m distance markers for parents to ensure social distancing whilst waiting. • There will be different entrances and exits for different bubbles - please see below <p><u>Arrival</u></p> <ul style="list-style-type: none"> • Morning club to use village hall entrance for all

		<p>children arriving before 8.40</p> <ul style="list-style-type: none"> ● Nursery to use village hall gate at 9.00am ● Year 1 and Reception bubble to use top gate entrance 8.40 and 8.50 <p>Reception - 8.50 Year 1 - 8.40</p> <ul style="list-style-type: none"> ● Year 2 and Year 3 bubble to use bottom gate entrance 8.40-9.00 <p>Year 2 - 8.40 Year 3 - 8.50</p> <ul style="list-style-type: none"> ● Year 4, 5 and 6 to use bottom gate MUGA entrance - 9.00 <p><u>Pick Up</u></p> <ul style="list-style-type: none"> ● After school club pick up after 3.30pm - village hall gate ● Nursery - 3.00pm - village hall gate ● Year R and Year 1 - top main gate Year R - 3.20pm Year 1 - 3.10pm ● Year 2 and 3 bottom gate Year 2 - 3.10pm Year 3 - 3.20pm
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<p>Parents gathering at school gate not social distancing</p>	<p><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>	<ul style="list-style-type: none"> ● Only parents who are symptom free and or have completed the required isolation periods will be able to drop off or collect their child ● <i>All parents asked to wear face masks at drop off and pick up.</i> ● Before children come into school please ensure they have washed their hands. ● Only 1 parent may drop off and pick up per family ● Parents will not be permitted onto school premises unless for an emergency ● When parents are waiting to drop off or collect their child, physical distancing should be maintained in a safe area ● Do not linger outside the school in large groups. Please social distance. ● Parents asked to wear face coverings at drop off and

		<p>pick up.</p> <ul style="list-style-type: none">● Contact is to be of an absolute minimum. Please be mindful that clothing and materials carried can carry the virus.● Parents are encouraged to walk to school wherever possible● Parents to park sensibly and to give extended time for drop off and pick up due to social distancing restrictions● Parents to encourage children to enter the school independently without adult support or contact● If contact is needed, adults will support the child into school as safely as possible.● Staff will only have contact with the child and not the parent.● If a child is very distressed with separating from a parent we will ask parents to move away from the gate to try and calm their child before trying again when the staff member has taken the other children into the classroom. They will then have more time
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		<p>to support the individual child's transition into school if necessary..</p> <p><i>Social distancing banners, signs and markers already in place for all entrances and exits</i></p>
<p>Overcrowding in classrooms and corridors.</p>	<p><i>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups</i></p>	<p>There will be 4 main bubbles.</p> <ul style="list-style-type: none"> - Nursery - Sea Stars N2 and Sea Horses N1 - separate building and outside space - this bubble can be self contained. Numbers fluctuate daily due to being an EY childcare provision. - Reception and Year 1 - 59 children in total - Year 2 and Year 3 - 60 children in total - Year 4, 5 and 6 - 91 children in total <p>Within the 4 bubbles, year group classes will stay separated within their classes as much as possible but the main bubbles will be needed for staggered break times and lunchtimes and use of the canteen</p>

<p>Risk of transmission within EYFS settings</p>	<p><i>Updated Guidance for EYFS (2 July 2020) to be followed. https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures 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><i>Nursery to be a separate bubble with two classes - seahorses and sea stars - these will be the small consistent groups.</i></p> <p>EY children and staff remain in nursery only.</p> <p>Nursery set up as a self contained bubble with toilets and staff facilities set up in Nursery</p>
<p>Groups mixing during breaks and lunchtime compromising social distancing.</p>	<p><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></p>	<p>Break and Lunch Times</p> <p>Children/year groups and staff to have break times at different times of the day.</p> <ul style="list-style-type: none"> - Children will need to be supervised moving throughout the school, they will not be able to be dismissed and let run. - To access the MUGA children will need to walk across the adventure trail. To leave the MUGA children need to walk across the top playground. - Children will rotate around playground spaces - Adventure trail, Muga and field. Break and lunch time procedures to be created and use of outside space timetable to be created.

		<p><u>Nursery</u></p> <p>Nursery Lunch 11.45</p> <p>Nursery to remain in the Nursery environment for break and lunch times.</p> <p>Nursery staff to collect school dinner from the school kitchen</p> <p>Nursery staff take breaks using the TS room as base for lunch and breaks.</p> <p><u>Reception Yr 1 Bubble</u></p> <p>10.00 - 10.15 Break outside in different areas of the school - Muga/adventure and field (weather dependant)</p> <ul style="list-style-type: none"> - Rotate break year group space daily <p>Healthy snack in classroom environment - children to bring in own snack</p> <p>11.30 -12.30 lunch -canteen and outside - classes rotate in the canteen - 30 min slots for each year group. Outside space zoned for different year groups and rotated daily</p> <p><u>Year 2 and 3 Bubble</u></p> <p>10.20 - 10.35 Break outside in different areas of the school -</p>
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		<p>muga/adventure and field (weather dependant)</p> <ul style="list-style-type: none"> - Year groups to rotate outside space daily <p>Healthy snack in classroom environment - children to bring in own snack</p> <p>12.00 - 1.00 lunch - Canteen and outside - classes rotate in the canteen - 30 min slots for each year group. Outside space zoned for year groups and rotated daily</p> <p>Year 4, 5 and 6 Bubble</p> <p>10.40-10.55 - Break outside in different areas of the school - muga or adventure trail</p> <p>Healthy snack in classroom environment - children to bring in own snack - no tuck</p> <p>12.30 - 1.30 lunch - in classroom and collected from canteen. Outside space zoned for year groups and rotated daily</p>
<p>Wraparound provision: Groups mixing during extra-curricular provision</p>	<p><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</i></p>	<ul style="list-style-type: none"> ● <i>Morning club and After school club will run. 7.30 - 9.00 and then 3.30 - 5.30</i> - <i>Teachers will need to keep after school club children in classrooms until 3.30 to</i>

	<p><i>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></p>	<p><i>avoid mixing or crossing over at pick ups.</i></p> <ul style="list-style-type: none"> - <i>Children will be kept in their key stage bubbles where possible but within the same overall space</i> - <i>After school club to have their own set of resources</i> • <i>PE - some sessions taught by NG as PPA cover, other sessions taught by class teachers.</i> • <i>All equipment used will be cleaned between groups.</i> • <i>PE plan to be revised to ensure non-contact sports and sports that require less shared equipment are taught until further notice.</i> • <i>DPA timetabled every day that does not require equipment</i> <p><i>We have requested limited use of wrap around care to only essential use for families, to keep numbers as low as possible.</i></p>
<p>Spread of virus due to increased numbers of people within the building.</p>	<p><i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i></p>	<p><i>As above regarding drop off and pick up procedures.</i></p> <p><i>No parents on site unless emergencies.or invited in for a meeting</i></p>
<p>Staff</p>	<p><i>Staff should maintain Public Health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.</i></p>	<ul style="list-style-type: none"> • <i>Admin staff to stay in the admin bubble as much as possible</i> • <i>Kitchen staff to remain in the kitchen whilst serving food to ensure they remain</i>

		<p>2 m from the children and other staff members.</p> <ul style="list-style-type: none"> ● Only office and EHT/AHT allowed in office area ● Staff to remain 2 meters from each other and pupils wherever possible. ● Staff to sign in and wash their hands on entry to the school ● Hand sanitizer, tissues and pedal bins across the school ● Staff, parents, children and visitors are reminded to use good hand and respiratory hygiene. ● Posters displayed around the school to remind staff. ● No parents allowed on premises unless a prior arrangement for a meeting or an emergency ● GH to communicate new RA with staff and also any updates/amendments ● RA and accompanying documents to be shared with all staff for input ● Staff training update on ensuring protective measures are in plac
<p>Lateral Flow testing (Primary staff home testing)</p>	<p>Guidance on the coronavirus (COVID-19) LFT testing programme for primary staff home.</p> <p><i>It is also important to remember that the LFT for staff 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.</i></p>	<p>LFD - wk bg 18.1.21 - Testing to start week bg 24.1.21</p> <p>All staff invited to google meet training on LFD testing and all staff given and signed for LFD.</p>

	<p>Key points</p> <ul style="list-style-type: none"> ● 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 staff in preparing and operating home testing LFT. ● https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54 	<p><i>Testing is not mandatory but tests to be taken twice weekly on a Sunday night and Wednesday night.</i></p> <p><i>All staff who take the test to communicate results to EHT/AHT and admin via google form</i></p> <p><i>All guidance shared with staff</i></p> <p><i>It is clear that the LFD tests are not a replacement to all the other protective measures in place; they are an addition to the measures to try and reduce transmission of asymptomatic individuals only.</i></p>
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<p><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.</i></p> <p><i>Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</i></p>	<p><i>GH to review whole school RA with NM</i></p> <p><i>One way system in place in KS2 and all previous measures in place.</i></p> <p><i>Tape, posters and markers are already around the school</i></p>
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<p><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></p>	<p><i>Appropriate number of FA in place</i></p> <p><i>Refresher FA training needed and any additional staff needing the training previously booked in prior to COVID19</i></p> <p><i>To ensure we have enough FA in each of the 4 bubbles - this will need to be completed remotely</i></p>

Fire Procedures	<p>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.</p>	<p>Current Fire procedures in place still valid</p> <p>Fire drill to be scheduled in the first few weeks back.</p>
Water hygiene – management of legionella	<p>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.</p>	<p>Caretaker in place for the weekly flushings</p>
Using and monitoring new practices to reduce risk of Covid-19 transmission	<p>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.</p>	<p>Regular monitoring by AHT and EHT</p> <p>Induction into new school routines for children coming into school e.g. use of face coverings</p>
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<p>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.</p>	<p>Office staff to ensure processes are adhered to.</p>
Staff rooms and offices to comply with social distancing and safe working practice	<p>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.</p>	<p>Reduced number of staff to use the staff room and shared spaces on a rota.</p> <p>Admin to use Head's office and accessible toilet only</p> <p>Teaching and LSA staff to use staff room in a bubble rotation linked with breaks and staff toilet only</p> <p>Nursery to use TS staff facilities</p> <p>Office staff to use admin printers where possible</p> <p>Staff responsible for cleaning shared spaces after use.</p> <p>Kitchen staff to use own toilet and changing facilities</p>

<p>Ventilation to reduce spread</p>	<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 information on suitable workplace temperatures see HSE: Guidance on temperature in the workplace</i></p>	<p><i>Systems already in place</i></p> <p><i>All external doors and windows to be kept open to provide maximum ventilation in classroom and office spaces as much as possible</i></p> <p><i>Internal doors kept open where appropriate - door stops to be in place</i></p> <p><i>Monitor ventilation regularly</i> AHT/EHT</p> <p><i>Staff made aware of the increased importance of ventilation - children and staff advised to wear more layers in school to keep warm.</i></p>
<p>Management of waste</p>	<p><i>Ensure bins for tissues are emptied throughout the day.</i></p> <p><i>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.</i></p>	<p><i>Bin emptying routine as part of cleaning checklist throughout the day.</i></p> <p><i>Pedal bins placed around the school in every classroom</i></p>
<p>Management of incoming goods</p>	<p><i>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</i></p>	<p><i>Office to maintain procedures for incoming goods.</i></p>

		<p>Any incoming goods collected at the gate and only brought into school when safe to do so.</p> <p>Drop off point for the kitchen and outside the office for office goods.</p> <p>A sign is on the to remind delivery drivers of protocols</p>
School owned outdoor play equipment	<p>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.</p> <p>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p>	<p>Bubble timetable for outside spaces</p> <p>The use of equipment outside will be supervised by a staff member who will ensure good hand hygiene and cleaning of equipment after use.</p>
Hiring out premises	<p>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.</p>	N/A
Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	<p>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. 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.</p>	<p>Staff to be given time on the 5th March to prepare the classroom spaces ready for the return on 8th March</p> <p>Cleaning resources in each classroom</p> <p>Cleaning checklist in each classroom and shared areas</p>

	<p><i>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link:</i> https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</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>Shared resources and equipment increasing spread</p>	<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><i>Each child will be allocated their own resources in a plastic zippy wallet</i></p> <p><i>Shared resources will be wiped regularly</i></p> <p><i>Each class will have their own set of resources</i></p>
<p>Cleaning staff and hygiene contractor's capacity - providing additional requirements</p>	<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 cleaning non-health care settings. 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>An extra 5 hours of cleaning required to support the cleaning ongoing after school - this has been implemented and a new cleaner employed in September</p> <p>3 cleaners across the school focusing on different sections of the school - see below -</p> <p>1 - Nursery and Reception classes - 2 hours per day - 10 hours per week</p> <p>2 - Year 1,2 and 3 - 3 hours per day</p> <p>3 - Main school building - 3 hours per day</p> <p>Additional cleaning resources will be needed to support additional cleaning and sharing of resources</p>

		<i>Midday clean - new cleaner needed for this</i>
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>	<p><i>Antibacterial hand gel in every classroom and areas around school</i></p> <p><i>Antibacterial hand gel in the main entrance area</i></p> <p><i>Sinks are in every classroom and in the toilets</i></p> <p><i>Children and adults required to wash their hands on entry to school</i></p> <p><i>Posters around every sink promoting hand washing routine</i></p> <p><i>New outside sinks installed in the Autumn term to support hand washing before retuning to classrooms after break and lunch time.</i></p> <p><i>Staff to clean the toilet after use</i></p>
Additional time for staff and pupils to carry out handwashing	<i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.</i>	<p><i>Planned into the day -</i></p> <p><i>On entry before and after use of any shared equipment</i></p> <p><i>before and after break and lunch times</i></p> <p><i>Additional outside sink has replaced the water fountain and Year 1 now have an appropriate sink for hand washing.</i></p>
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.</i>	<i>As above - posters around school promoting handwashing</i>

	<i>Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i>	<i>Supervision of handwashing needed for some children</i>
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>	<i>Posters up and around school Use of foot pedal bins to support protective measures Teachers to discuss the use of the bins when children return and the good respiratory hygiene</i>
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>	<i>ST/LD and cleaners to monitor supplies of cleaning products to ensure classrooms well stocked Cleaners to ensure all classrooms have the appropriate products in their classrooms Caretaker/AHT/EHT to check</i>
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>	<i>Each year group bubble will have access to different toilets Admin team have access to disabled toilet - clearly labelled for admin staff use only - clean after use Teaching staff to have access to the staff toilet and clean after use Nursery staff to have access to the TS toilet Kitchen staff to have access to the kitchen toilet Children will only be allowed to go to the toilet 1 at a time or 2 at a time where SD protocols can be maintained and supervised</i>
Staff related issues		
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	<i>When assessing the return to full opening 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</i>	<i>- Morning and after school club to be in bubbles inline with school bubbles where possible and limited use only</i>

<p>children and young people who present as - asymptomatic.</p>	<p>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 IMTs 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 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 	<ul style="list-style-type: none"> - Morning briefings to take place in a classroom from 8.30am not the staff room - Staff meetings after school virtual - LSA's to work within allocated bubbles as much as possible - PPA specialist teachers moving across classrooms to maintain SD where possible. - Admin and kitchen staff to remain in their staff bubble - Nursery staff to remain in their staff bubble where possible - All staff to wear face coverings - All staff to remain distanced from each other 2m wherever possible - All staff to remain within their bubble as much as possible - Teaching across bubbles to be kept to a minimum only where possible and only for cover e.g. PPA
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	<i>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.</i>	
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, 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.</i>	<ul style="list-style-type: none"> - PPA and specialist teachers to maintain SD as much as possible. - Any temporary visiting staff working closely with SEND children to wear PPE and follow hygiene protocols.
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: 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</i>	<i>We only have 2 D grade LSA's in school to cover classes. LSA's need to be paid as a D grade cover supervisor if they were required to cover a class for the hours they covered the class as a temporary claim - agreed by board July 2020</i>
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice. Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' - https://devoncc.sharepoint.com/w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy Further advice is available from HR if required.</i>	<i>RA to be shared with staff Communicate regularly with staff via email/google meetings to keep them updated Follow any return to work procedures for staff signed off with anxiety and implement a return to work RA</i>
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i>	<i>Please see above Staff to complete a Google form to state that they have read, understood and will follow the</i>

		RA100 and procedures to ensure safety of the whole community.
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/	Communication regarding test and trace to all staff clear.
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	PPE available - face shields, face masks, aprons and gloves available to wear if a child becomes unwell Isolation room available and set up for this More PPE ordered to support greater use of PPE and face coverings/shields in school during lockdown
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/ESoXeZkAQyILUpPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy	County HR approved letters sent to all staff in this category Meetings are arranged regarding returning in September for appropriate staff. RA to monitored regularly by AHT Some staff shielding due to being on the extremely critically vulnerable list and have a letter from the NHS want to return. Individual RA are in place for these staff members.
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	Staff to use PPE for any intimate care requirements where appropriate. All staff to wear face coverings around school

	<p>Guidance on the appropriate selection and use of PPE from DCC can be found here: http://devon.cc/ppe</p>	
<p>Use of face coverings 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. Additional precautionary measures should also be taken 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 and above guidance on use in education settings.</p>	<p>Use of face coverings in communal areas and when walking around school..</p>
<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p>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.</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <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 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.</p> <p>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.</p>	<p>Ensure accurate records of staff and pupils are maintained to enable public health contact tracking and test regimes.</p> <p>Follow the guidance for any suspected case</p>

	<p>For ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority by emailing educate.schoolspriorityalerts-mailbox@devon.gov.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>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>	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	<p>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 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.</p>	<p>Meetings planned for vulnerable children and RA to be implemented for each vulnerable individual child returning</p>
Children with EHCP and pupils who attend dual settings	<p>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>	<p>RA completed for EHCP children</p>
Pupils unable to follow guidance	<p>Some pupils will need additional support to follow these measures. https://www.gov.uk/government/publications/coronavirus-covid-19-implementation-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementation-protective-measures-in-education-and-childcare-settings</p>	<p>BCP to be implemented for pupils at risk of not adhering to guidance Covid behaviour policy implemented, COVID behaviour expectations to support this.</p>

Pupils equipment	<i>Pupils to limit the amount of equipment they bring into school each day, to essentials For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i>	<i>Children to be provided with individual zippy wallets, limited equipment coming in and out of school</i>
Member of a class becoming unwell with COVID-19	<i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i>	<i>Isolation room to be in the numbers count room with appropriate ventilation and PPE</i>
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>	<i>School uniform to be worn daily PE kit to be worn on days when children have PE</i>
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>	<i>Parents will be encouraged to walk to school and follow staggered start and different entrance/exit sites to avoid over crowding</i>
Dedicated school transport, including statutory provision	<u>transport-to-school-and-other-places-of-education-autumn-term-2020</u> <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. 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.</i>	Swimming bus used for swimming when pool is open for use. Face coverings to be worn on the bus. Only one bubble at a time to attend swimming <i>(No swimming since Oct due to lockdown restrictions but we hope to restart this after Easter when the pool reopens)</i>
Face coverings & PPE	<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>	

<p>Loading for vehicles above nine passenger seats</p> <p>Good practice & personal care</p> <p>Carriage of passengers with symptoms</p>	<p>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</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	
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Children with Special Educational Needs:	<p><i>school or on home to school transport do not need to go home to self-isolate unless;</i></p> <ul style="list-style-type: none"> <i>• they develop symptoms themselves (in which case, they should arrange a test) or</i> <i>• the symptomatic person subsequently tests positive (see below) or</i> <i>• if they have been requested to do so by NHS Test and Trace.</i> <p><i>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.</i></p>	
Wider public transport	<p><i>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.</i></p>	N/A
School Transport arrangements support changes to school times	<p><i>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</i></p>	Individual county approved and transport arrangements for individual families e.g. Taxi service funded through devon schools transport to follow guidelines and wear face coverings in the taxi.
Curriculum considerations		
Planned return to normal curriculum in all subjects by Summer Term 2021	<p><i>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i></p>	<ul style="list-style-type: none"> <i>• MAT wide strategy to concentrate on effective pedagogy to identify and close gaps</i>
Suspension of some subjects for some pupils in exceptional circumstances.	<p><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></p>	<i>To be reviewed on an individual basis as part of an BCP</i>
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,</i></p>	<i>Curriculum modifications and subject specific risk assessment for music to be implemented</i>

	<p><i>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> 	
Physical activity in schools	<p><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> <ul style="list-style-type: none"> ● <i>guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport</i> ● <i>advice from organisations such as the Association for Physical Education and the Youth Sport Trust</i> <p><i>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.</i></p>	Curriculum modifications and subject specific risk assessment for music to be implemented

	<i>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.</i>	
Practical science, art and D&T lessons	<i>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.</i>	<i>Curriculum modifications and subject specific risk assessment for music to be implemented</i>
Educational visits	<i>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the information in the guidance at: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#educational-visits For additional information check with EVOLVE guidance on website.</i>	<ul style="list-style-type: none"> - Any planned trips and experiences to enrich the curriculum provision planned following school procedures - Evolve systems to be implemented - No residential overnight trips until further notice
Groups of children mixing resulting in risk of more widespread transmission	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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).</i></p> <p><i>Large gatherings such as assemblies and with more than one group should be avoided.</i></p>	<p><u>Organisation of Bubbles</u></p> <p>There will be 4 main bubbles.</p> <ul style="list-style-type: none"> - Nursery - Sea Stars N2 and Sea Horses N1 - separate building and outside space - this bubble can be self contained. Numbers fluctuate daily due to being an EY childcare provision. - Reception and Year 1 - 59 children in total - Year 2 and Year 3 - 60 children in total - Year 4, 5 and 6 - 91 children in total

		<p>Within the 4 bubbles, year group classes will stay separated within their classes as much as possible but the main bubbles will be needed for staggered break times and lunchtimes and use of the canteen plus the KS2 toilets (only yr 4,5 and 6).</p> <p>Some staff will move across year groups and bubbles due to PPA, MTA cover, morning and afterschool club provision.</p>
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)	<ul style="list-style-type: none"> - RA in place regarding food preparation - New menu implemented on school money system - Plates and cutlery in place
Catering staff are operating in a safe environment	<p><i>Catering staff to follow the relevant aspects of government guidance for food premises:</i></p> <p>https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</p>	<ul style="list-style-type: none"> - <i>Catering staff to remain in the kitchen bubble</i> - <i>Catering staff to remain 2 m from the children</i> - <i>Plates and cutlery to be placed immediately in soapy water before returned to the kitchen</i> - <i>Kitchen staff to wear appropriate PPE</i> - <i>2 m markers to be adhered to within the kitchen environment</i>
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>	No parents on school site unless for an approved meeting e.g. TAF or an emergency Ensure deliveries outside of peak times Admin to check contractors and give them procedures to read and ensure they adhere to social distancing. Procedures for contractors to be displayed on the main school gate. MAT to check regular contractors risk assessments
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>	<i>MAT have contacted all contractors School to ensure any school based suppliers understand the new arrangements and deliver outside of peak times</i>
Communications to parents and staff	<i>Regular communications</i>	<i>Ensure weekly communication with parents Information posted on school website/google classroom Weekly information sent to all staff</i>
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>	<i>Regular communication to reduce anxiety. Individual plans for children to reduce anxiety</i>
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>	<i>To ensure regular communication regarding procedures in school Referral to Early Help support if necessary</i>
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.</i>	<i>Planned LSC meetings for each term. Regular communication with LSC to ensure they are aware of any updated COVID guidance LSC sent RA EHT meeting with LSC chairs regularly through google meet</i>

	<i>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</i>	
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Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
	Please see actions in Red above		

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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.