

# Covid-19 Guidance for Full Opening September 2020 update November 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](mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk)) to ensure the DCC Education team also know promptly.

	<b>Establishment/Department:</b> FORT federation – 2/9/20	<b>Establishment Risk Assessment</b>	<b>RA100 V2.1</b>
<b>Address:</b> Payhembury Primary School Awliscombe Primary School			
<b>Person(s)/Group at Risk</b> <b>Staff, Pupils, Visitors and Contractors</b>  <b>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</b> As part of planning for full return in the autumn term, it is a <b>legal requirement</b> that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. <b>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: <a href="#">Guidance for Full Opening</a></b> <b>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.</b>		<b>Date assessment completed:</b> <b>Updated 5/11/20</b> 2.9.20 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.  <b>Assessor(s):</b> Penny Hammett	
<b>Version Control: RA 100 Version 2.1</b>			
<b>Update – 15/7/20, page 6. Premises related matters - Management of waste</b>			
<b>Update – 25/08/20, page 12,13,14. School Transport</b>			
<b>Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&amp;T Music Dance and Drama – link to new guidance and guidance for performing arts)</b>			
<b>Update – 25/8/20, page 8. Managing supply teachers, visitors, contractors and other temporary visiting staff</b>			
<b>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 31/8/20</b>			
<b>Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus.</b>			

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 – 5/11/20 Updated guidance from DFE.	

Significant Hazard Section	Control measures in place  <i>Additional measures or actions not included in this column below should be put in the assessor’s recommendations at the end of this document</i>	Optional: School’s comments re. mitigations put in place
<b>Social distancing and reducing risk of transmission</b>		
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	<i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance <a href="#">Staying safe outside of your home: face coverings</a> and <a href="#">Guidance for Full Opening</a>. Pupils must be instructed to wash their hands, on arrival.</i>	<ul style="list-style-type: none"> <li>• letter sent to parents to confirm staggered start and finishes. <b>Updated procedures for parents regarding staggered starts and finishes.</b></li> <li>• <b>Face coverings encouraged to be worn by parents when picking up and dropping off.</b></li> <li>• <b>Staff to wear face covering when possible contact with parents.</b></li> <li>• <b>All visitors to site to wear face coverings.</b></li> <li>• <b>All staff carry own hand sanitizer</b></li> <li>• Signage</li> <li>• Only childminders with additional children are allowed on the playground.</li> </ul> <p>All other children will be by picked up by a designated adult.</p> <p><b>Only one adult on the pick up /drop off</b></p>

Parents gathering at school gate not social distancing	<i>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</i>	<ul style="list-style-type: none"> <li>• Reinforce expectations in weekly newsletters.</li> <li>• signage about mini gatherings</li> <li>• <b>New lockdown dates for adults no communication between adults outside of school</b></li> </ul>
Overcrowding in classrooms and corridors.	<i>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups</i>	<ul style="list-style-type: none"> <li>• Classroom set up on 3rd September.</li> <li>• Collective worship rota to be drawn up.</li> <li>• <b>Collective worship to take place over TEAMS including SLT leading</b></li> <li>• Little movement around school from pupils as there are no spare rooms.</li> </ul>
Risk of transmission within EYFS settings	<i>Updated Guidance for EYFS (2 July 2020) to be followed. <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a> removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</i>	<ul style="list-style-type: none"> <li>• Preschool to return week beginning 14th September.</li> <li>• Reception return on 7th September with a simple induction week but full offer available if parent chooses.</li> <li>• Children working face to face is more likely in EYFS.</li> <li>• <b>Pre school to start in the mornings from 9.15am alongside Reception children</b></li> </ul>
Groups mixing during breaks and lunchtime compromising social distancing.	<i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes &amp; in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i>	<ul style="list-style-type: none"> <li>• Dining room plan has been written and shared with all staff.</li> <li>• <b>All tables facing one way- no facing towards each other.</b></li> <li>• <b>Dining room zoned off as is the outside areas. One-way system implemented.</b></li> <li>• <b>All children hand sanitise as they enter the building.</b></li> <li>• <b>Staggered lunches to ensure minimal mixing of bubbles.</b></li> <li>• <b>Full wash down between bubbles using equipment, tables and chairs.</b></li> </ul>
Wraparound provision: Groups mixing during extra-curricular provision	<i>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective</i>	<ul style="list-style-type: none"> <li>• Both schools will be providing wraparound care from 7<sup>th</sup> September. All rules and procedures that apply to school</li> </ul>

	<p>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 <a href="#">providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</a>, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued <a href="#">guidance for parents and carers</a>, which schools may want to circulate.</p>	<p>will continue in those provisions. Payhembury have the full use of the village hall and both schools will actively endeavor to keep children in separate bubbles.</p> <ul style="list-style-type: none"> <li>• All children must sit at their breakfast seats and not walk around the room. Only after leaving the building can the children move around but still in their bubbles.</li> <li>• If single pupils from a bubble are left on their own they may join another bubble but it must be recorded for tracking. Staff to ensure they stay 2m away from children in mornings and afternoons.</li> </ul>
Spread of virus due to increased numbers of people within the building.	<p>Inform parents that if their child needs to be accompanied to school only one parent should attend</p>	<ul style="list-style-type: none"> <li>• Reinforced in newsletter and staff on the playground. All communication through telephone or email unless pre-arranged. This includes delivery drivers.</li> <li>• Parents only onsite with pre-arranged meetings. All gates display clear signs of rules</li> <li>• <b>New COVID dedicated phone line for easy communication between home and school 24/7</b></li> </ul>
Staff	<p>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.</p>	<ul style="list-style-type: none"> <li>• Training on keeping safe delivered to staff.</li> <li>• <b>Update given on 2<sup>nd</sup> November froull staff meeting by TEAMS.</b></li> <li>• Individual teaching to support SEN will limit close distance work as much as possible but will not jepodise the children learning.</li> </ul>
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>• All classes have their own enter/exit. They also have their own toilet facilities.</li> <li>• <b>Two-meter spots identified on the floor in shared areas (outside)</b></li> </ul>

First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<i>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</i>	
Fire Procedures	<i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i>	<ul style="list-style-type: none"> <li>• Windows open in preference to doors propped open.</li> <li>• Guidance supports internal doors to be opened</li> <li>• <b>Upper windows to be opened in preference to the low windows if possible.</b></li> <li>• Update staff at whole school training on 3rd September. <b>Another formal update on training day 2<sup>nd</sup> November</b></li> <li>• Read fire risk assessment together and understand any changes.</li> </ul>
Water hygiene – management of legionella	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance <a href="#">Managing School Premises during the Covid-19 outbreak</a>.</i>	<ul style="list-style-type: none"> <li>• Water hygiene has been maintained throughout lockdown and testing takes place regularly</li> </ul>
Using and monitoring new practices to reduce risk of Covid-19 transmission	<i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</i>	<ul style="list-style-type: none"> <li>• Staff training plan for 3rd and 4th September to understand new guidance and school documents that have been amended. in response to COVID 19.</li> <li>• Staff consulted on Risk assessment July 2020.</li> <li>• <b>Second training day to review and understand new guidance 2<sup>nd</sup> November</b></li> </ul>
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<i>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</i>	<ul style="list-style-type: none"> <li>•</li> </ul>
Staff rooms and offices to comply with social distancing and safe working practice	<i>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</i>	<ul style="list-style-type: none"> <li>• Unwanted chairs and furniture removed, stores on both sites full. We have nowhere to store these or any unwanted items. Staff will have limited use of the staff room, only used for groups less than four to allow for SD.</li> </ul>
Ventilation to reduce spread	<i>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical</i>	<ul style="list-style-type: none"> <li>• Current guidance is now that air conditioning units can be used as long as there is a good supply of fresh air (eg, open doors and windows)</li> </ul>

	<p>ventilation systems cannot be adjusted to full fresh air systems should be operated as normal. Ventilation to chemical stores should remain operational.</p>	<ul style="list-style-type: none"> <li>• Adults to open windows and doors wherever possible and close again at the end of the day - washing hands after.</li> <li>• <i>Windows and doors to be opened for all breaktimes regardless of temperature.</i></li> </ul>
Management of waste	<p>Ensure bins for tissues are emptied throughout the day. Follow <a href="#">Guidance on disposal of PPE waste</a> (such as used fluid resistant masks) and <a href="#">Government guidance on disposal of waste</a>, 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.</p>	<ul style="list-style-type: none"> <li>• New bins need to be purchased for new classrooms. 2 per school. Pedal bins.</li> <li>• Bins emptied twice during the school day.</li> </ul>
Management of incoming goods	<p>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.</p>	<ul style="list-style-type: none"> <li>• Both schools to carry on using the numbers on the front of their buildings. All deliveries are asked to ring first.</li> <li>• All delivers to be dropped off in the front offices and organized by the Administrators.</li> </ul>
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 <a href="#">Managing Outdoor Playgrounds</a> for equipment also used by the community. When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p>	<ul style="list-style-type: none"> <li>• All outdoor equipment will be timetabled by the classes and will be cleaned down after use or left for 72 hours.</li> </ul>
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 <a href="#">working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities</a>.</p>	<ul style="list-style-type: none"> <li>• No hiring of premises at the current time. Governors to reassess at half term.</li> </ul>

Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	<p><i>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</i></p> <p><i>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: <a href="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</a></i></p> <p><i>Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.</i></p> <p><i>Follow government <a href="#">guidance for working in education and childcare</a> if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on <a href="#">Cleaning and decontamination of non-health care settings</a>.</i></p>	<ul style="list-style-type: none"> <li>• All equipment will be clean on 3rd September. Each user will be responsible for cleaning the equipment after use. Discuss and plan for equipment usage between teachers. Tracy Moran to co-ordinate. Timetable resources to ensure 48/ 72 hour window between classes.</li> <li>• <b>Deep clean of school during half term in readiness for full opening on 2<sup>nd</sup> November.</b></li> <li>• <b>All class tables to be cleaned every session between breaks.</b></li> </ul>
Shared resources and equipment increasing spread	<p><i>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.</i></p>	<ul style="list-style-type: none"> <li>• Children to have their own stationary, water bottles, and smart sacs.</li> <li>• Cleaning regime to be shared and understood by all staff. Any communal areas /equipment will require a deep clean after each bubble usage.</li> </ul>
Cleaning staff and hygiene contractor's capacity - providing additional requirements	<p><i>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See <a href="#">Safe working in education and childcare</a> for guidance on PPE and guidance on <a href="#">cleaning non-health care settings</a>. Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.</i></p>	<ul style="list-style-type: none"> <li>• Daily frequent cleaning will ensure no additional hours required at the end of the day. Toilets identified per bubble to limit the cleaning implications. We do need to ensure a constant supply of cleaning materials available to staff. Clear signage required to clarify what materials to use and correct usage of them. Regular contact with Devon Norse to ensure contract fully met.</li> </ul>



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>	<ul style="list-style-type: none"> <li>• A site map in place and clearly visible around. Identifying wash stations and hand sanitiser stations.</li> <li>• <b>All staff have own sanitiser bottles</b></li> <li>• Carry on using guidance on hand hygiene.</li> <li>• A full lesson given to all children in September. A constant reminder from Adults.</li> </ul>
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>	<ul style="list-style-type: none"> <li>• Each class needs to manage their own timetables. As each class has staggered breaks and lunches. Daily systems will be set on return in September.</li> </ul>
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 <a href="#">e Bug</a>. 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>	<ul style="list-style-type: none"> <li>• Classroom lessons.</li> <li>• Posters in toilets.</li> </ul>
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>	<ul style="list-style-type: none"> <li>• Classroom promotion. Poster displays</li> </ul>
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>	<ul style="list-style-type: none"> <li>• Regular contact with Devon Norse and cleaners.</li> <li>• <b>Immediately inform Devon Norse if confirmed case within school community.</b></li> <li>• <b>Arrange deep clean if required.</b></li> </ul>
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>	<ul style="list-style-type: none"> <li>• Adult directed during breaks and lunchtimes.</li> <li>• Class time individual usage. Each pod has allocated toilets to keep cross contamination down. At lunchtimes toilets will be allocated to bubbles in the dining room.</li> </ul>
Staff related issues		<ul style="list-style-type: none"> <li>•</li> </ul>
Staff measures to reduce contact and transmission	<i>When assessing the return to full opening in September the following section of the DfE guidance must be followed: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-">https://www.gov.uk/government/publications/actions-for-schools-during-the-</a></i>	<ul style="list-style-type: none"> <li>• Limited use of staff rooms.</li> <li>• Daily record of where Federation staff are working to track contact with bubbles.</li> </ul>

	<p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></p> <p><b>Where this cannot be met, then the school must record why and what other control measures they will adopt.</b></p> <p><i>All teachers and other staff can operate across different classes and year 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>	<ul style="list-style-type: none"> <li>• Staff meetings will be held by TEAMS or in small groups to allow for SD.</li> <li>• Peripatetic teachers/ supply teachers will complete a tracking record so we know what schools they are working . <b>They must be masked in school from 5<sup>th</sup> November</b></li> </ul>
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<p><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></p>	<ul style="list-style-type: none"> <li>• Where possible we will limit the use of supply teachers. Using only those that we use from before Lockdown.</li> <li>• Peripatetic teachers kept in the same location and limited to contact in school. Social distancing at all times.</li> <li>• Visitors to visit where possible out of school hours and only after a pre-arranged visit date and times.</li> <li>• Record for Test and trace al visitors.</li> </ul>
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<p><i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></i></p>	<ul style="list-style-type: none"> <li>• Clear plan for staff including PPA and SLT cover.</li> </ul>
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<p><i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times),</i></p>	<ul style="list-style-type: none"> <li>• Regular health checks with staff. Work a personal program me if needs be. Refer</li> </ul>

	<p>including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.</p> <p>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' -</p> <p><a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a></p> <p>Further advice is available from HR if required.</p>	to wellbeing if the situation isn't easily overcome.
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<p>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</p>	<ul style="list-style-type: none"> <li>• TEAMS meeting 17th July and staff meeting on 3rd September 2020</li> <li>• <b>TEAMS 3<sup>rd</sup> /4<sup>th</sup> September</b></li> <li>• <b>Teams on 2<sup>nd</sup> November</b></li> <li>• <b>SLT meet weekly to discuss/review and implement</b></li> </ul>
Accessing testing arrangements are clear for all staff	<p>Guidance about testing, including the NHS 'Test and Trace' service, is available via this link <a href="https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/">https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</a></p>	<ul style="list-style-type: none"> <li>• Share this link</li> <li>• Inform through training.</li> </ul>
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</p> <p>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <p>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p>	<ul style="list-style-type: none"> <li>• PPE training has been provided to staff.</li> </ul>
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<p>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.</p> <p>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff</p>	<ul style="list-style-type: none"> <li>• Individual and personalised risk assessment will be carried if appropriate.</li> <li>• Including pregnant staff members</li> </ul>

	<p>including vulnerable groups' can be used to aid and record this assessment - <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a></p>	
Staff use of PPE	<p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> Guidance on the appropriate selection and use of PPE from DCC can be found here: <a href="http://devon.cc/ppe">http://devon.cc/ppe</a></p>	<ul style="list-style-type: none"> <li>• Clear guidance has been shared with all members of our school staff team.</li> <li>• Training provided</li> </ul>
Use of face coverings Lack of understanding	<p><a href="#">Guidance on the use of face coverings for pupils in year 7</a> 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 <a href="#">where local restrictions apply</a>. Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings.</p>	<ul style="list-style-type: none"> <li>• Staff training on 3/4th September 2020</li> <li>• Repeated staff training on 2<sup>nd</sup> November</li> </ul>
Dealing with suspected and confirmed case/ cases and outbreak.	<p><b>Dealing with suspected and confirmed case/ cases and outbreak.</b> 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>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 <a href="#">DfE guidance on test kits for schools</a>.</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 <a href="mailto:swhpt@phe.gov.uk">swhpt@phe.gov.uk</a>. If the matter is not urgent you can also email <a href="mailto:ask.swhpt@phe.gov.uk">ask.swhpt@phe.gov.uk</a>.</p> <p>For <b>ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS</b> inform the local authority by emailing <a href="mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk">educate.schoolspriorityalerts-mailbox@devon.gov.uk</a>.</p>	<ul style="list-style-type: none"> <li>• Clear procedures have been shared with parents and staff on how we will deal with a suspected case. We have made it very clear that engage with test and trace will be expected from the 1st September.</li> <li>• Staff will receive training in September to reinforce procedures.</li> <li>• All governors and staff have copies of the PHE SW HPT flow diagram , copies are in the main office/ website and sent directly home.</li> <li>• Templates letters prepared from PHE/DFE to be sent home to the school community.</li> <li>• Dedicated hot line set up for all parents to ring for advice or informing of a suspected/confirmed case with in our school community.</li> </ul>

	<p>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: <a href="https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/">https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/</a>. If 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 <b>Schools Emergency Plan</b> to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</p> <p><a href="#">Educational settings Action cards</a></p> <p><a href="#">PHE SW HPT: Flowchart for childcare and Educational settings V 4</a></p> <p>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the <a href="#">Actions for Schools Guidance Section 5</a></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. <a href="#">Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons</a> 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>Currently no shielding pupils after 1st August Continued as of 5th November.</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>SENCO to update current COVID 19 risk assessment for children with EHCP's.</p>
Pupils unable to follow guidance	<p>Some pupils will need additional support to follow these measures. <a href="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</a></p>	
Pupils equipment	<p>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.</p>	<p>No school bags for the first few weeks, regular review of RA 100 will determine the acceptance of additional items back into school. Still keeping items into school to a bare minimum</p>

		Individual stationary sets provided to children. Limiting shared equipment. Clear cleaning regime for those items that are shared.
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>	Isolation rooms – Discovery room PAY Staffroom –AWL All rooms have appropriate PPE ready
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>	Everyone to follow normal school uniform and Staff to follow clothing expectations. (appropriate footwear) <i>With colder weather we are encouraging children to wear or bring more clothing in as windows and doors are open and lots of outdoor activities.</i>
<b>Transport</b>		
Travel to school and provision of safe school transport:	<i>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.</i>	Communicate with parents via the newsletter the need to reduce car sharing and to travel to school either by walking or cycling. P School to provide a save location to store bikes throughout the day.
Dedicated school transport, including statutory provision	<a href="#"><u>transport-to-school-and-other-places-of-education-autumn-term-2020</u></a> <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>	Send the recent communication regarding transport to parents. Liaise with Crudges to ask if they have any particular requirements for the children using the school taxi. <i>Liaise with school transport as soon as there is a positive case within school .</i>

<p>Face coverings &amp; PPE</p>	<p><i>It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, DCC, supported by PHE, <b>recommend</b> 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>  <a href="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</a>  <i>Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.</i></p>	<p>Face coverings can be worn by teachers or support staff if they anxious or vulnerable. However it is not expected that anyone wears facemasks while working with the children.  Parents are now encouraged to wear a mask for picking up and dropping off.  Staff will wear a mask if there is a possibility of have a discussion with a parent  Face masks worn if there is a symptomatic person in school.</p>
<p>Loading for vehicles above nine passenger seats</p>	<p><i>Transport Co-ordination Service will work with operators, schools and parents to manage arrangements for organised queueing and boarding. 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.</i></p>	
<p>Good practice &amp; personal care</p>	<p><i>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.</i></p>	
<p>Carriage of passengers with symptoms</p>	<p><i>Parents must be advised that students <b>MUST NOT</b> 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.</i></p>	

Children with Special Educational Needs:	<p>Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak. Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;</p> <ul style="list-style-type: none"> <li>• they develop symptoms themselves (in which case, they should arrange a test) or</li> <li>• the symptomatic person subsequently tests positive (see below) or</li> <li>• if they have been requested to do so by NHS Test and Trace.</li> </ul> <p>When deciding on the package of measures that is appropriate on transport for children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school.</p>	
Wider public transport	<p>It is the law that you <a href="#">must wear a face covering when travelling in England</a> on public transport. Some people <a href="#">don't have to wear a face covering</a> including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</p>	N/A – we have no families using public transport.
School Transport arrangements support changes to school times	<p>Any alternative access arrangements for when students arrive at the school grounds should be communicated via the school to families/students. Liaising with the School Transport Team before change are made. Follow government guidance <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</a></p>	Administrators have liaised with the taxis/ bus. Both schools will allow all children on the school transport to start at normal time.
<b>Curriculum considerations</b>		
Planned return to normal curriculum in all subjects by Summer Term 2021	<p>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</p>	New plan for curriculum in place. September – Full assessment to identify gaps and secure knowledge. Return to last full term and make assessments. Full debrief after home schooling.
Suspension of some subjects for some pupils in exceptional circumstances.	<p>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.</p>	No suspension of any subject but a weighting focus on the core subjects to allow catch up. Regular review by SLT to adjust the curriculum to ensure we are back on track by end of summer term 21.
Music, dance and drama activities	<p>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.</p>	No class singing (groups under 15 or outside)



	<p><i>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 <a href="#">Guidance for Music, Dance and Drama</a> as well as <a href="#">Guidance for the Performing Arts</a></i></p>	<p>Limited singing to under 15 and very quietly.</p>
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"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroot sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul> <p><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. 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></p>	<p>Tracy Moran to manage PE across both sites. No swimming till further notice.</p>
Practical science, art and D&T lessons	<p><i>Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the <a href="#">Guide to doing practical science work during Covid-19</a>, <a href="#">Guide to doing practical work in D&amp;T, food and art</a>, <a href="#">Carrying out practical science work in non-lab environments</a> and for primaries <a href="#">Practical activities in a bubble</a>. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</i></p>	<p>Science co-ordinator to ensure all staff are kept upToDate with latest changes to CLEAPSS. Share resources with teachers</p>
Educational visits	<p><i>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the <a href="#">Covid-19 DfE travel guidance for educational settings</a> For additional information check with EVOLVE guidance on website.</i></p>	<p>No trips till after October half term. To be reviewed at the beginning of October. Extended till after Christmas.</p>

Groups of children mixing resulting in risk of more widespread transmission	<p>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</p> <p>Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time).</p> <p>Large gatherings such as assemblies and with more than one group should be avoided.</p>	<p>All classes are in separate bubbles. All bubbles have staggered starts, ends, breaks.</p> <p>Only pinch point will be lunch times and a clean plan in place to reduce issues of mixing.</p> <p><b>Breakfast and after school club bubbles to be maintain whenever practicable. If single children in bubbles , consideration to be given to their health and wellbeing.</b></p>
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	School kitchens must comply with the <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a>	No school Kitchen and while restrictions in place, limited food during breakfast club. Toast at afterschool club.
Catering staff are operating in a safe environment	<i>Catering staff to follow the relevant aspects of government guidance for food premises: <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a></i>	Devon Norse manage the serving staff. Both will understand our school site rules.
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>	Enter to school only be prior invitation. All parent meetings need to be booked in before the day of the meeting. Explain the rules of the site when signing in. All visitors must comply to the test and trace <b>Parents meeting to use School cloud whenever possible. (November 2020)</b>
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>	Administrators to a carry out when placing an order.

Communications to parents and staff	<i>Regular communications</i>	Regular newsletters. Update information on the website.- <b>A dedicated space on the website for COVID related information.</b> <b>Dedicated COVID telephone set up 24/7 so parents can inform school of negative/positive cases.</b>
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>	Regular newsletter, share contact details for SLT. Arrange telephone meetings to discuss issues.
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>	Provide information with enough time to ask questions. Limit rapid responses from Parents. Regular information sharing to reduce stress. Share links and helplines.
Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<i>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</i>	We have an identified COVID 19 Governor – Tony Treen.  FGB signed of RA100 2/9/20  Review FGB 16/9/20

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

**Date 2/9/20**

*Penny Hammett*

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.