

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.

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

you are getting significant media interest). Special schools, boarding schools, or special post 16 providers should call the PHE SW Health Protection Team straight away.

 	Establishment/Department: St Catherine's C of E School	Establishment Risk Assessment	RA100 V2.4
Address: Moorland Road, Launceston, Cornwall, PL15 7HX			
Person(s)/Group at Risk Staff, Pupils, Parents, Visitors and Contractors		Date assessment completed: 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>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance. The following guidance to reflect the changes announced by the Prime Minister on the wider reopening of schools and colleges from Monday 8 March:</p> <ul style="list-style-type: none"> • early years and childcare providers • actions for schools during the coronavirus outbreak • special schools, special post-16 providers and alternative provision <p>This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting- and must consult with their staff regarding the risks and control measures being implemented. This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance: Guidance for Full Opening</p> <p>General guidance on completing risk assessments is available at arrangements note HS47.</p> <p>Updates: When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</p>		Assessor(s): Louise Hussey Review 3.9.20 Review 25.9.20 Review 5.11.20 Review 20.11.20 Review 3.1.21 Review 5.1.21 Review 8.3.21	

Significant Hazard Section	Control measures in place <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i>	Optional: School's comments re. mitigations put in place
Social distancing and reducing risk of transmission		
Definition of close contact	<p>When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of 'close contact'. The following definition of 'close contact':</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means): The current definition of close contact in a school setting is shown below.</p> <ul style="list-style-type: none"> ○ face-to-face contact including being coughed on or having a face-to-face conversation within one metre (this will include times when you have been wearing a face covering or face mask) ○ been within one metre for one minute or longer without face-to-face contact ○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) ○ travelled in the same vehicle or a plane (this includes school transport) <p>Focusing on obtaining mitigations to reduce close contact, will reduce staff and pupil absences when there are cases within the school. Note that the use of face masks and other forms of PPE does not exclude somebody from being considered a close contact (unless they are providing direct care with patients or residents in a health and care setting, NHS Test and Trace: how it works - GOV.UK (www.gov.uk))</p>	8.3.21 updated
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</i>	See: parent letter timetables Daily procedures checklist

	<i>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>	<i>From 5.11.20 All adults on site will be required to wear a face covering whilst dropping and collecting children.</i>
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>	<i>Parent letter gives guidance and a member of the SLT will be on duty to check all followed. One-way system used to minimise adult contact.</i> <i>From 5.11.20 All adults on site will be required to wear a face covering whilst dropping and collecting children. A member of the SLT is on duty daily to supervise. Parents have been reminded not to congregate or socialise. One-way systems have been improved.</i>
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>	<i>Set up of classrooms to take place prior to break up for summer. Draft timetable created. Procedures and risk assessments shared with all staff. Full staff briefing booked Sept 4th prior to opening on 7th. Timetabling of staff to minimise bubble mixing. Briefing booked 24.2.21</i>
Risk of transmission within EYFS settings	<i>Updated Guidance for EYFS (February 2021 early years and childcare providers) to be followed. removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</i>	<i>See separate detail – updated 8.3.21</i>
Groups mixing during breaks and lunchtime compromising social distancing.	<i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes & in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i>	<i>2 classes per hall, separate tables, staggered times. Staff in hall to wear masks and gloves.</i>
Groups mixing during extra-curricular provision	<i>Carefully consider how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school</i>	<i>PE lead assessing guidance on appropriate sports actions.</i>

	<p>day then use small, consistent groups. Holiday club guidance suggests delivering sessions outside where possible As with physical activity during the school day, contact sports should not take place and recommendations set out in Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak should also be taken into consideration.</p>	<p>From 5.11.20 extra-curricular clubs have been cancelled.</p> <p>No groups mixing 8.3.21</p>
<p>Wraparound provision: Groups mixing during extra-curricular provision</p>	<p>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued guidance for parents and carers, which schools may want to circulate.</p>	<p>Breakfast club will keep children separate where possible</p> <p>From 5.11.20 All bubbles kept separate in breakfast club. Breakfast club staff to wear shields or masks.</p> <p>Additional tutor sessions will continue as they are limited to own 'bubbles'.</p> <p>Updated 8.3.21</p>
<p>Spread of virus due to increased numbers of people within the building.</p>	<p>Inform parents that if their child needs to be accompanied to school only one parent should attend</p>	<p>See parent letter.</p> <p>24.2.21 reminder letter sent to parents.</p>
<p>Staff</p>	<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>	<p>Staff advised to keep 2m social distance. Masks provided and other PPE when needed.</p> <p>Staff advised they must wear PPE if engaged in Team Teach or intimate care.</p> <p>From 5.11.20 staff to wear face covering when dismissing or receiving children. Staff in Breakfast club wear face coverings. Staff advised to wear face-coverings when moving about communal areas where social distancing is difficult.</p>
<p>Premises related matters</p>		

<p>Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.</p>	<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>Reviewed at time of wider re-opening 1.6.20. Weekly reviews carried out to ensure maintained.</i></p>
<p>First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.</p>	<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>All staff returning ensuring there are adequate numbers of first aiders on site at all times.</i></p>
<p>Fire Procedures</p>	<p><i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i></p>	<p><i>Ensure fire drills carried out asap for children/staff who have not been in school/plus in different locations.</i></p>
<p>Water hygiene – management of legionella</p>	<p><i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak.</i></p>	<p><i>Reactivation check booked prior to reopening.</i></p> <p><i>Regular monthly checks continue to take place. All visitors to wear masks.</i></p>
<p>Using and monitoring new practices to reduce risk of Covid-19 transmission</p>	<p><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></p>	<p><i>Full staff briefing booked for INSET day 4th September.</i></p> <p><i>First day back – all staff to share procedures and expectations with pupils.</i></p> <p><i>Parents encouraged through parent letter to discuss this prior to return.</i></p> <p><i>Staff advised they must wear PPE if engaged in Team Teach or intimate care.</i></p> <p><i>Weekly reviews of all risk assessments and procedures carried out.</i></p>

		Full staff briefing on updates 24.2.21
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>	<i>These have been maintained through period of closure.</i> All visitors to the site required to register and wear masks.
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>	<i>Continue with daily/regular cleaning checklists throughout the day.</i> <i>Give out staff guidance on all procedures.</i> Time in the staffroom limited to 15 minute slots to ensure risk of transmission reduced. 8.3.21
Ventilation to reduce spread	<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> <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</i> 	<i>Where possible and weather dependent.</i>

	<p>mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored.</p> <ul style="list-style-type: none"> • Ventilation to chemical stores should remain operational. <p>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</p>	
Management of waste	<p>Ensure bins for tissues are emptied throughout the day.</p> <p>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.</p>	All classes have lidded bins.
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>	<p>Office to manage this. Continue with locked entrance procedures.</p> <p>From 5.11.20 all visitors to wear a face-covering.</p> <p>Visitors to the school to be kept to essential only.</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>	Children not to use equipment unless pre-booked and cleaned between by named class.
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><i>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</i></p> <p><i>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</i></p> <p><i>Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.</i></p> <p><i>Follow government guidance for working in education and childcare if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on Cleaning and decontamination of non-health care settings.</i></p>	<p><i>Children to have set learning resources on tables but shared maths/art resources to be cleaned after use.</i></p> <p><i>All classes have own set of outside equipment.</i></p> <p><i>PE equipment will be cleaned after each bubble's use.</i></p> <p><i>Computer Suite to be cleaned after each bubble's use.</i></p> <p><i>Fabric anti-bac spray used for chairs in staffroom and offices.</i></p> <p><i>Soft furnishings avoided where possible.</i></p>
Shared resources and equipment increasing spread	<p><i>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.</i></p>	<p><i>Photocopier to be included on cleaning schedule. Children to have own stationary.</i></p>
Cleaning staff and hygiene contractor's capacity - providing additional requirements	<p><i>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See Safe working in education and childcare for guidance on PPE and guidance on 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><i>To continue with procedures set up for 1st June. See separate cleaning risk assessment. Lunchtime cleaning booked.</i></p>

Sufficient handwashing facilities for staff and pupils	<i>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.</i>	<i>All classes provided with had sanitiser and all have sinks.</i>
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>	<i>Breaks and lunches staggered to ease congestion in the school toilet blocks.</i>
Handwashing practice with children	<i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug. Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i>	<i>To be carried out on first day back.</i> Review hand washing and hygiene practices with children on first day back 8.3.21
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>Pupils to be taught this on first day back. 8.3.21 - review</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>All carried out for 1st June re-opening – see sperate risk assessment and COSHH assessments.</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>Breaks and lunches staggered to support this.</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 children and young people who present as - asymptomatic.	<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 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</i></i>	The following areas have been considered and acted upon: <ul style="list-style-type: none"> • a requirement that people who are ill stay at home • robust hand and respiratory hygiene • enhanced cleaning arrangements • active engagement with NHS Test and Trace • formal consideration of how to reduce contacts and maximise distancing

	<p><i>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"> ▪ <i>Reducing bubble sizes,</i> ▪ <i>reducing face to face meetings (move to video calling if appropriate),</i> ▪ <i>reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc.</i> ▪ <i>reducing or eliminating the movement around the school of pupils and teaching staff,</i> ▪ <i>reducing or eliminating the movement across bubbles of pupils and teaching staff,</i> ▪ <i>no car sharing between staff to school</i> ▪ <i>keeping to the 2m distancing (for teachers especially) if at all possible</i> <p><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></p>	<p><i>between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable</i></p> <p>8.3.21 Staff offered lateral flow testing twice a week.</p>
<p>Managing supply teachers, visitors, contractors and other temporary visiting staff.</p>	<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</i></p>	<p>All visitors will be kept to a minimum – only essential visitors 8.3.21.</p>

	<p><i>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>	<p><i>Visitors must make prior arrangements to visit and a visitor protocol will be sent with a tracking form to be completed prior to their visit.</i></p> <p><i>They will be admitted through the office and guidance given as needed.</i></p> <p><i>The secretary will sign in all visitors and keep the record of their contact information.</i></p> <p><i>Catering staff are separate and have own entrance and facilities.</i></p> <p><i>Coaches will work outside and follow given protocols.</i></p> <p><i>At present HLTAs currently working in the school will cover supply.</i></p> <p><i>Cleaning staff have been given a separate risk assessment.</i></p> <p><i>From 5.11.20 all visits stopped unless essential. All visitors will be required to wear a face-covering for the duration of their visit.</i></p>
<p>Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios</p>	<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: 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></p>	<p><i>Managed and planned for if arises.</i></p>

<p>Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.</p>	<p>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.</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' - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</p> <p>Further advice is available from HR if required.</p>	<p>Online meetings held to discuss plans.</p> <p>RAs shared – opportunities given for questions and concerns to be raised.</p> <p>Daily procedures to be created based on the risk assessments.</p> <p>Full staff briefing to be held on 4th September to brief staff on changes to the buildings, procedures, risk assessments, etc.</p> <p>From 5.11.20 all changes and procedures shared and discussed. Half-termly reminders of mental health and well-being support available. EHT and HoS provided additional time of for well-being this half term.</p> <p>24.2.21 Full staff virtual briefing to be held to discuss anxieties and updates to risk assessments and procedures.</p>
<p>Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment</p>	<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>	<p>As above</p>
<p>Accessing testing arrangements are clear for all staff</p>	<p>Guidance on the new asymptomatic testing programmes taking place in schools are on a shared document platform hosted by DfE, including FAQ, webinars and step-by-step 'how to guides.</p> <p>For secondary schools - Resources - Google Drive.</p> <p>For primary schools - Primary Schools Document Sharing Platform - Google Drive.</p>	<p>To follow as needed. Instructions are in the isolation room and office and have been shared with staff.</p> <p>School staff have LFD test kits to be used and reported twice weekly. Updated 8.3.21</p>
<p>Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.</p>	<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>Instructions are in the isolation room and office and have been shared with staff.</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 Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p>	<p>Staff advised they must wear PPE if engaged in Team Teach or intimate care.</p>
<p>Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors</p>	<p>Clinically Extremely Vulnerable staff (CEV) are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required) and there is guidance for this group. Employers should talk to their staff about how they will be supported, including to work from home. These new formal shielding measures will apply across the whole of England until at least 31 March. Staff who are Clinically Vulnerable (CV) can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk) p37</p> <p>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid and record this assessment - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</p>	<p>To be carried out if applicable.</p> <p>Staff who are vulnerable will not be asked to engage in close contact activities such as intimate care, team teach or isolation room supervision.</p> <p>From 5.11.20 any staff member who is CEV will be offered the opportunity to work from home during the 2nd lockdown.</p> <p>8.3.21 Reduction in close contact for vulnerable staff planned where applicable and practicable. Staff encouraged to wear shields when working with children.</p>
<p>Staff use of PPE</p>	<p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe Guidance on the appropriate selection and use of PPE from DCC can be found here: http://devon.cc/ppe</p>	<p>PPE provided for early years classes.</p> <p>Staff advised they must wear PPE if engaged in Team Teach or intimate care.</p> <p>From 5.11.20 All staff to wear face coverings when outside of the classroom and when in contact with parents outside. Breakfast club staff to wear masks.</p>

<p>Use of face coverings</p> <p>Lack of understanding</p>	<p><i>Guidance on the use of face coverings for pupils in year 7 and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</i></p> <p><i>Adequate training / briefing on use and safe disposal</i></p> <p><i>Follow guidance on putting on and taking off standard PPE</i></p> <p>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>Guidance shared with staff.</p> <p>Training booked if requested.</p>
<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p>Dealing with suspected and confirmed case/ cases and outbreak.</p> <p><i>If you would like advice, contact the DfE Coronavirus Helpline on 0800 046 8687. You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting someone in your setting has been admitted to hospital or you are getting significant media interest. Special schools, boarding schools or special post 16 providers should call the PHE SW Health Protection Team straight away.</i></p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> • <i>The current definition of a close contact in a school setting is shown below.</i> • <i>face-to-face contact including being coughed on or having a face-to-face conversation within one metre</i> • <i>been within one metre for one minute or longer without face-to-face contact</i> • <i>been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</i> • <i>travelled in the same vehicle or a plane (this includes school transport)</i> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc</p> <p><i>If a child or staff member in your education setting becomes symptomatic, you should advise them to access a PCR test through the normal channels.</i></p>	<p><i>To be carried out as needed.</i></p> <p><i>Guidance printed and out in offices – updates including new DfE helpline that replaces PHE contact added.</i></p> <p><i>New LA guidance and procedures followed.</i></p> <p><i>Letters prepared in case.</i></p> <p><i>School Contingency plan created.</i></p> <p><i>All staff have received training on using Microsoft TEAMS and have prepared remote learning packs for pupils isolating.</i></p> <p>Updated 8.3.21</p> <p><i>See flow charts and contact information displayed in Head's office.</i></p>

	<p>However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided PCR home test kits to improve the chances that the individual will get tested. See the DfE guidance on test kits for schools.</p> <p>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162</p> <p>For ALL CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority by completing the smart survey form: COVID 19 - Education Provision/School Notification of Positive COVID 19 Test Results or who have been advised to isolate (smartsurvey.co.uk)</p> <p>Educational settings Action cards</p> <p>PHE SW HPT: Flowchart for childcare and Educational settings V 4</p> <p>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the Actions for Schools Guidance Section 5</p>	
<p>Lateral Flow testing. It is important to note that LFD /PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation. actions, particularly in relation to contact between staff.</p>	<p>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</p> <p>It is also important to remember that the LFD test are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</p> <p>Key points</p> <ul style="list-style-type: none"> • All staff working in primary, secondary and Colleges are encouraged to take part in the LFD testing programme • Secondary age pupils are recommended to undertake 3 tests in school at their Asymptomatic Test Site (ATS) BEFORE moving to use LFD home test kits • Recommended twice weekly before coming into school 3-4 days apart • Read guidance and watch video • This process is not for releasing people early from Self Isolation • It is not mandatory DfE have created the link below for asymptomatic testing for schools to follow. This area contains additional information to support primary schools and secondary staff in preparing and operating home testing LFD. 	<p>Lateral Flow testing. It is important to note that LFD /PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation. actions, particularly in relation to contact between staff.</p> <p>Updated 8.3.21</p>

	<p>Resources for testing: youtube video Google Drive Primary Phase - Google Drive</p>	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	<p>Clinically extremely vulnerable (CEV) adults and children. It has been confirmed by the DfE that all CEV (and those who have been newly identified by letter in recent days) that all these staff/pupils should continue to self-isolate until March 31st.</p> <p>The Department of Health and Social Care has added a third category to the definition of clinically extremely vulnerable (CEV). The definition has been expanded to include a new group of adults who have been identified through the COVID-19 population risk assessment as potentially being at high risk of serious illness if they catch the virus. Individuals identified as CEV through this risk assessment are advised to follow guidance for clinically extremely vulnerable people, which has now been extended until 31 March. Anyone newly identified as part of this group will be notified.</p>	<p>To be carried out as needed.</p> <p>From 5.11.20 any pupil who is CEV will be allowed to select to learn from home. They will receive a GP letter if they are defined as CEV.</p> <p>Updated 8.3.21</p>
Children with EHCP and pupils who attend dual settings	A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child	Currently EHCP pupils are attending – at present no additional risks. Risk assessments have been completed.
Pupils unable to follow guidance	Some pupils will need additional support to follow these measures. Insert measures here or attach additional document.	See separate risk assessments specific to pupils and/or see updated behaviour policy.
Pupils' equipment	Pupils to limit the amount of equipment they bring into school each day, to essentials For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.	Pupils provided with own stationary. Staff to keep theirs' separate. PE kit to be used only one day a week and taken home to be washed.
Member of a class becoming unwell with COVID-19	If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.	See isolation room guidance – shared with all staff.

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>	<p><i>Children have the option to wear trainers and joggers to reduce parent outgoings and to support wider use of outdoor learning.</i></p> <p><i>Children wear PE kits all day on their allotted PE times to avoid the need to change in school.</i></p>
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>	<p><i>Change of use of outside layby to drop off only has significantly improved safety outside the school. Application is being submitted by CCC to make this permanent.</i></p> <p><i>One taxi drop off uses this. Driver is masked and pupil is met daily by SLT.</i></p>
Dedicated school transport, including statutory provision	<p><u>transport-to-school-and-other-places-of-education-autumn-term-2020</u></p> <p><i>Although there is no requirement for students to sit with the group of students or “bubble” with which they are educated, students should sit in year groups as far as possible when travelling – this will be in ascending year groups front to back (youngest students at the front of the vehicle). Schools may even wish to draw up seating arrangements on vehicles.</i></p> <p><i>Consider how you are going to “police” any seating arrangements as this is not the driver’s responsibility – their role is to focus on driving the vehicle safely. Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of each day to assist the students.</i></p> <p><i>Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning.</i></p> <p><i>Ensure organised queuing/boarding and distancing within vehicles if possible.</i></p>	N/A
Face coverings & PPE	<p><i>It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, DCC, supported by PHE, recommend that people aged 11 and over wear a face covering when travelling on dedicated school transport from the start of the autumn term. However, there are some exemptions:</i></p> <p><u>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</u></p>	

Loading for vehicles above nine passenger seats	<p><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>	
Good practice & personal care	<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. 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>	
Carriage of passengers with symptoms	<p><i>Parents must be advised that students MUST NOT board home to school transport, if they or a member of their household has symptoms of coronavirus. Any child, young person or other learner who starts displaying coronavirus symptoms while at their setting should be sent home immediately. They must not travel on home to school transport. The school should contact the parent or carer who should make arrangements for the child or young person's journey home. In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported to their home, you must contact the Transport Coordination Service at DCC. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak. Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;</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> 	

Children with Special Educational Needs:	<ul style="list-style-type: none"> • if they have been requested to do so by NHS Test and Trace. <p>When deciding on the package of measures that is appropriate on transport for children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school.</p>	
Wider public transport	<p>It is the law that you must wear a face covering when travelling in England on public transport. Some people don't have to wear a face covering including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</p>	
School Transport arrangements support changes to school times	<p>Any alternative access arrangements for when students arrive at the school grounds should be communicated via the school to families/students. Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</p>	Taxi driver informed if changes are needed to start and ends of the day.
Curriculum considerations		
Planned return to normal curriculum in all subjects by Summer Term 2021	<p>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</p>	<p>See Trust Recovery Principles RWI and reading prioritised and planned in accordance to guidance. PE timetables revised and planned according to guidance. Assessments have been carried out to identify and plan for gaps and appropriate intervention and catch-up is in place.</p>
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>	
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. As a result, schools must refer to the detailed Guidance for Music, Dance and Drama as well as Guidance for the Performing Arts and should take particular care to observe social distancing which may limit numbers taking part in group activity, and prevent physical correction by teachers, and contact between pupils in drama and dance.</p>	<p>Assemblies will not take place in current form.</p> <p>Guidance will be followed for singing, drama and music.</p> <p>8.3.21 Return to singing outdoors only.</p>

	<p>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</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> - peripatetic music staff, - cleaning and handling of equipment, - singing and playing brass and woodwind instruments - Avoiding sharing of musical instruments - Handling scripts 	
Physical activity in schools	<p>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:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p>	<p>Each class allocated an afternoon – preferably outside. However, if hall is needed it will only be one class per day. Clubs taught by coaches will be outside where possible.</p> <p>Outside coaches have provided own risk assessments to supplement this.</p> <p>Additional time in the day allocated for active miles, track walking etc.</p> <p>Outdoor Learning Lead has created a timetable for outdoor spaces that ensures gaps between group use and avoids mixing of groups in any areas.</p>

	<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>	
Educational visits	<i>The DfE advises against all educational visits at this time. This advice will be kept under review. Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk) For additional information check with EVOLVE guidance on website.</i>	<i>N/A at present no trips planned – guidance will be following if this changes.</i> Updated 8.3.21
Groups of children mixing resulting in risk of more widespread transmission	<i>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time). Large gatherings such as assemblies and with more than one group should be avoided</i>	<i>Timetable allows for classes to remain in their own bubbles – staggered start, finish, lunch and break.</i> <i>See daily procedures/timetables etc.</i>
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)	<i>See Chartwells Catering Company Risk Assessments and Procedures.</i>
Catering staff are operating in a safe environment	<i>Catering staff to follow the relevant aspects of government guidance for food premises: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</i>	<i>See Chartwells Catering Company Risk Assessments and Procedures.</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>	<i>Central Office to arrange contractors outside school hours. Office staff to ensure visitors understand and comply with procedures.</i> <i>From 5.11.20 – only essential visits booked. 8.3.21 – continue with essential visits only. All visitors to wear masks.</i>

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>	Central Office to arrange contractors outside school hours. Office staff to ensure visitors understand and comply with procedures. 8.3.21 – continue with essential visits only. All visitors to wear masks.
Communications to parents and staff	<i>Regular communications</i>	<i>Through Class Dojo, Website, Text, Facebook and Twitter</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>See parent letters.</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>See parent letter. Parents will have the opportunity to ask questions prior to the end of term. An SLT member will be on duty in the mornings to supervise.</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. 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>	<i>Full governors’ meeting has been held. Governors are kept updated and all relevant documentation shared and looked at through working parties.</i> All updates have been shared with governors. CoG meets Head fortnightly.

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
Social distancing and	<i>parent letter timetables daily procedures checklist</i>	<i>Summer 2020</i>	<i>LH LH LH</i>

reducing risk of transmission	<i>Breakfast club procedures After-school Club procedures PE Risk Assessments EY risk assessment</i>		<i>LH AR AR AR/HB</i>
Premises related matters/Cleaning and contamination	<i>Cleaning schedule and checklists to be updated Premises checks</i>	<i>Summer 2020</i>	<i>LH/DB Central Premises team SC/TH</i>
Staff Issues	<i>Check all guidance updates and action as necessary</i>	<i>Summer 2020</i>	<i>LH Central HR Team SC/KM</i>
Pupil Issues	<i>Ensure sufficient stationary supplies for pupils Check individual SEN pupil risk assessments</i>	<i>By September 2020</i>	<i>Secretary YPO orders – JP Class teachers to organise in class SENDCo – TL and class teachers</i>
Curriculum considerations	<i>Timetables PE bookings Daily Procedures Check updated guidance RWI routines</i>	<i>By September</i>	<i>LH AR LH LH PW</i>
Provision of Food	<i>Check Chartwells plans, menus and arrangements</i>	<i>By September</i>	<i>LH/LW</i>
Communication with Parents and others	<i>Parent letter Contractors</i>	<i>By end of summer term July 2020 Ongoing</i>	<i>LH Central Premises team – TH/SC and secretary JP</i>
Oversight of governing body	<i>Share all new documentation Arrange working party review</i>	<i>By end of summer term July 2020 Sept 2020</i>	<i>LH LH/TM</i>

Signed: Headteacher/Head of Department:

Raiae Hussey

Date

3.3.21

The outcome of this assessment should be shared with the relevant staff. A copy of the completed assessment to be kept on file and copied to the Health & Safety Co-ordinator.