

IMPORTANT – please read this information before completing this risk assessment.


This is a model risk assessment and **MUST be adapted to reflect the significant hazards and control measures present in your site** to allow the safe return of pupils and staff to your school. This is a live document and it must be continuously reviewed alongside the latest Covid-19 government guidance. It must also be read alongside existing risk assessments and health and safety arrangements for your school.

The control measures listed **are prompts** and will not necessarily reflect those in all establishments and you **MUST** adapt it by adding (or removing) **and outlining in detail the control measures as appropriate to your establishment.**

If you need help to complete this risk assessment, please refer to HS47 (Risk Assessment Arrangements) or telephone the Devon Health & Safety Service on 01392 382027.

Suspected or confirmed cases of COVID-19 must be reported to the local **Public Health England (PHE) Health Protection team** on **0300 303 8162 (press Option 1, Option 1)**. This will enable you to discuss the outbreak control measures that are needed and the information to be communicated to others. You should also email the school priority alert mailbox (educate.schoolspriorityalerts-mailbox@devon.gov.uk) to ensure the DCC Education team also know promptly.



	Establishment/Department: Withycombe Raleigh C of E Primary School	Establishment Risk Assessment	RA100 V2.3
	Address: Withycombe Village Road Exmouth EX8 3BA		
<p>Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors</p> <p>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance, latest: Guidance for Full Opening: Link: www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>It is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance and <u>must consult with their staff regarding the risks and control measures being implemented.</u></p> <p>General guidance on completing risk assessments is available at arrangements note HS47. When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</p>		<p>Date assessment completed:</p> <p>This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19. Updated March 2021</p> <p>Assessor(s): Emma Jones Mike Smith</p>	
Version Control: RA 100 Version 2.1			
Update – 15/7/20, page 6. Premises related matters - Management of waste			
Update – 25/08/20, page 12,13,14. School Transport			
Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&T Music Dance and Drama – link to new guidance and guidance for performing arts)			
Update – 25/8/20, page 8. Managing supply teachers, visitors, contractors and other temporary visiting staff			
Update – 25/8/20, 28/08/20, 02/09/20 page 10-11. Dealing with suspected and confirmed case/cases and outbreak, link to access to testing kits, use of face coverings in education – link to			

new guidance, link to action cards and updated guidance of 31/820	
Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus.	
Update – 02/09/20, page 4. Social distancing and reducing risk of transmission, Wraparound provision	
Update – 02/09/20, page 6. Premises related matters - Hiring of premises	
Update – 15/09/20, page 16. Educational Visits - updated link.	
Update – 29/10/20, page 5 – 6. Premises related matters, ventilation to reduce to spread and thermal comfort – Updated following HSE spot checks.	
Update – 29/10/20, page 15. Curriculum considerations, update on Music Dance and Drama	
Update – 14/12/2020, page 11 - Dealing with suspected and confirmed case/ cases and outbreak	
Update – 04/01/2021 – page 2 – new links to DfE school’s website for up to date guidance and consultation with staff	
Update – 04/01/2021 page 3 – definition of close contact	
Update – 04/01/2021 page 9 - Staff measures to reduce contact and transmission Covid-19.	
Update – 04/01/2021 page 14 – Lateral Flow Testing (Secondary Schools)	
Update – 12/04/2021 page 4 - Definition of close contact	
Update – 12/04/2021 page 13 - Assessment of all staff, including high risk staff with vulnerable	
Update – 12/04/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak.	
Update – 12/04/2021 page 15 - Lateral Flow testing (Secondary Schools)	
Update – 12/04/2021 page 16 - Lateral Flow testing (Primary).	
Update – 12/04/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable.	
Update – 12/04/2021 page 17 - Transport	
Update – 12/04/2021 page 21 - Educational visits	
Associated key documents, policy adaptations and communications: 1) Staff Handbook 2) Letters to parents and carers 3) Behaviour Policy 4) RA22 – Site RA 5) RA08 – Fire Evacuation Appendix	

6) First Aid Policy 7) Safeguarding Policy 8) Intimate Care Policy 9) Code of Conduct	
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Significant Hazard Section	Control measures in place	Optional: School's comments re. mitigations put in place
	<p><i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i></p>	
Social distancing and reducing risk of transmission		
Definition of close contact	<p>When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of 'close contact'. The following definition of 'close contact':</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. A risk assessment may be undertaken to determine this, but a close contact can be anyone who has had the following types of contact with someone who has tested positive for coronavirus with a PCR or LFD test:</p> <ul style="list-style-type: none"> direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual travelling in a small vehicle, like a car, with an infected person <p>Focusing on obtaining mitigations they reduce close contact, will reduce staff and pupil absences when there are cases within the school.</p>	<p>All staff are advised to wear a face covering in all communal areas and when working with a child.</p> <p>Staff to also wear visor and or face covering when working within 1m of a child.</p>
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	<p><i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for 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</i></p>	<p><i>Year groups allocated a set / staggered start time / collection time from either Main Gate, School Lane Gate or Foundation Gate. (Times in handbook and on website)</i></p>

	<p>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.</p>	<p>Information about drop off and collection to be communicated to parents / carers in 'Start Back' letters and reminders given regularly via newsletter and on website</p> <p>SLT and staff to greet and direct children to bubbles if necessary – 'spare' staff also requested / required to help with this process.</p> <p>Children will wash hands on arrival.</p> <p>Face coverings (if used) can be placed in bags for re-use or disposed of in class flip-top bins. Parents and staff are required to wear face coverings at drop off and collection</p>
<p>Parents gathering at school gate not social distancing</p>	<p>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).</p>	<p>In 'Start Back Letters' parents to be advised about: partial entry to outside collection spaces (zones with tape / barriers) on site, one parent drop off, social distancing, not congregating or lingering, keep left rule and queuing. Parents/Carers requested to wear a face covering on site and in vicinity of school. Regular reminders via newsletters/Facebook/emails and website</p> <p>Pre-arranged appointments will take place outside where possible and only if cannot be dealt with on the phone.</p>
<p>Overcrowding in classrooms and corridors.</p>	<p>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</p>	<p>Children to be grouped in class bubbles with interaction between bubbles limited.</p>

	<p><i>and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups</i></p>	<p><i>EYFS and Year 6 now operating at discrete bubbles as of Jan 2021</i></p> <p><i>Where possible 2 adults will be available in each class bubble – allowing for welfare issues and breaks. Staffing updated January 2021 and shared with staff</i></p> <p><i>Teachers / TAs will organise time slots for toilet breaks within year groups – avoiding unnecessary cross over.</i></p> <p><i>Tables / seated children should be arranged as forward facing, separated, spaced apart (as much as possible) – tables to be brought together for guided work when required. 2 children per table.</i></p> <p><i>Teachers / TAs to maintain 2m distancing for the majority of the day, from front of class and limit time spent <1m from pupils. Staff expected to wear a face covering in communal areas or if working in close proximity of a child</i></p> <p><i>Cloakrooms / pegs can be used but access to these limited and supervised</i></p> <p><i>Most classes have direct access to outside spaces – Orcombe House upstairs bubbles will have access using a strict one-way system (shared in ‘Start Back’ letters).</i></p> <p><i>Equipment to be shared in advance – children to have own</i></p>
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<p>Risk of transmission within EYFS settings</p>	<p><i>Updated Guidance for EYFS (2 July 2020) to be followed. https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</i></p>	<p><i>Keep EYFS children / staff in class bubbles where possible</i></p> <p><i>Staff expected to wear face visor / gloves / apron while working in close proximity including where normal care needs require this, inc intimate care.</i></p>

		<p><i>PPE guidance provided for staff / will be discussed on NPD and shared in regular staff communications.</i></p>
<p>Groups mixing during breaks and lunchtime compromising social distancing.</p>	<p><i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes & in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i></p>	<p><i>Handbook – avoidance of contact sports / choice of suitable PE</i></p> <p><i>PE equipment e.g. racket handles and balls to be sanitised after each class bubble use (invincible).</i></p> <p><i>The hall may be used for PE but avoid using equipment-it is recommended that the PE is Dance based.</i></p> <p><i>Children to wash hands before and after session</i></p> <p><i>Doors and windows to be opened for ventilation</i></p> <p><i>After School Clubs to be suspended until after Easter when this will be reviewed</i></p> <p><i>Message to parents requesting that they receive assurances from child-minders and other providers that they are meeting Covid 19 safe guidelines.</i></p>
<p>Wraparound provision: Groups mixing during extra-curricular provision</p>	<p><i>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as 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</i></p>	<p><i>Breakfast club provision will resume</i></p> <p><i>FISH After School Club will continue as long as numbers are sufficient enough to warrant it running.</i></p>

	<u>guidance for parents and carers</u> , which schools may want to circulate.	
Spread of virus due to increased numbers of people within the building.	<i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i>	<i>Start Back letter to parents Regular reminders in newsletters/specific communications.</i>
Staff	<i>Staff should maintain Public Health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.</i>	<i>Staff to maintain 2m social distancing and wear face covering / visor in communal areas or when working in close proximity of child or another member of staff.</i> <i>PPE offered to Teachers / TAs in meetings 6/1/21 – regular reminders given to all staff.</i> <i>Limited time to be spent in communal areas e.g. staff room – included in Handbook. Unarranged movement / access to office area not permitted</i> <i>Staff encouraged to wash hands regularly and maintain hygiene procedures.</i> <i>In staff handbook – this aspect will require clear communication and understanding esp returning staff.</i> <i>Staff advised not to lift share</i>
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<i>Review whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary. Consider how the layout will enable access to outdoor space and the</i>	<i>Review RA22 separately Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms)</i>

	<p>equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</p>	<p><i>Include:</i></p> <ul style="list-style-type: none"> - Isolation of water fountains and hand-dryers (replaced by towel dispensers – ordered 26/05/20) - One way systems and keep left rules in school and at school gates - Furniture and unwanted items stored in intervention rooms - Re-assignment of rooms (Spanish Room for isolation room, staff room for storage, observing social distancing) - Signage including ‘respect 2m space, one way, do not enter, ‘keep left’ - 2m markers / floor tape - Handwashing – facilities and sanitiser available for each bubble <p><i>Fire Evacuation Appendix updated and shared with staff</i></p> <p><i>Access to outside spaces – zones and timetabled, following one-way systems</i></p> <p><i>Equipment: IT resources shared between bubbles sanitising after use; stationery to be kept in trays and not shared between older children.</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>Appendix added to First Aid Policy (shared with staff)</i></p> <p><i>Minor first aid issues to be dealt with in bubbles.</i></p> <p><i>Staff Handbook to include actions</i></p>

		<p>around dealing with health concerns (inc symptoms and actions). Further information shared with parents in 'Start Back' letters</p> <p>PPE available for First Aid Staff – sanitising procedures shared</p> <p>SLT to act as first response to more serious first aid or health concerns – following procedures for isolation in designated room.</p> <p>Updates regarding first aid inc any updates to best practice around dealing with suspected Covid 19, to be shared with staff</p>
Fire Procedures	<p>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</p>	<p>Fire Evacuation Appendix updated and shared with staff</p> <p>Pupils and staff assemble on school field keeping to 2m social distancing – Yr 6 on School Lane side descending in age group.</p> <p>Open door policy (shared in Staff Handbook) does present a slight increased risk for fire – but outweighed by multiple touching of handles.</p> <p>Classes also to be ventilated with open windows but taking account of temperature in classroom too. Further guidance re ventilation of classrooms sent to staff via weekly update</p> <p>One way systems to be used in any evacuation.</p> <p>Alarm regime / checks to be continued as normal</p>
Water hygiene – management of legionella	<p>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained</p>	<p>Checks inc legionella temperature checks carried out as normal (timed so non-contact with</p>

	<p>ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak.</p>	<p>bubbles is achieved)</p> <p>Increased cleaning regime (agreed with Norse) – extra staff drafted in and briefed</p> <p>Schedule for this cleaning regime requested – to allow SLT to monitor and provide any feedback</p>
<p>Using and monitoring new practices to reduce risk of Covid-19 transmission</p>	<p>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</p>	<p>All shared in handbook and shared on Autumn Term NPD Regular discussions in staff meetings, SLT meetings and weekly updates</p> <p>Regular / further updates via email (staff gatherings avoided) Virtual staff meetings planned inc for this purpose.</p> <p>SLT presence to be maintained – visiting each bubble regularly, monitoring and responding to issues, checking and enforcing rules around social distancing – remedial actions and adaptations to be made and shared accordingly.</p> <p>Advice in handbook – staff to email to SLT or call / speak directly if an urgent matter. Only if required, staff may contact Nick Pearce, Chair of Governors (npearce@wrpschool.org)</p> <p>Regular opportunities for concerns to be raised</p>
<p>Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)</p>	<p>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</p>	<p>Further contact to be made with delivery companies to ensure that they attend site in an agreed way</p> <p>e.g. Countrywise, recycling and food delivery to avoid drop off /</p>

		<p><i>collection of children esp 8.30-9am (AP to contact Bidfood to this affect 15.07.20)</i></p> <p><i>Essential contractors, to work in a socially isolated way, with PPE if necessary. Face coverings compulsory for all visiting contractors.</i></p> <p><i>All visitors and contractors to sign-in as normal, allowing for Test and Trace. – signing in sheet office and QR code available</i></p> <p><i>Lift – to be used only if strictly necessary - only adult from the same bubble to accompany a child</i></p>
<p>Staff rooms and offices to comply with social distancing and safe working practice</p>	<p><i>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</i></p>	<p><i>Staff room arranged to facilitate social distancing – Staff to be advised (handbook) about social distancing / safe / limited use of these spaces (ventilation to be ensured)</i></p> <p><i>Face coverings to be worn in staff room unless eating and drinking.</i></p> <p><i>Surfaces etc to be sanitised after use and crockery etc to be cleaned, placed in the dishwasher or taken home (individual responsibility) Staff have been advised to bring their own mug from home and take responsibility for the cleaning of this</i></p> <p><i>Bubbles to use staff room during allocated breaks / lunch times. Before and after school, staff to be mindful of numbers and observe social distancing of 2m – staff advised to bring own cups /</i></p>

		<p><i>bottles etc</i></p> <p><i>Sanitised by staff, but also cleaned before and after school by cleaning staff (enhanced numbers)</i></p> <p><i>Office and Communication Office out of bounds to all staff at all times.</i></p>
<p>Ventilation to reduce spread</p>	<p><i>Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</i></p> <ul style="list-style-type: none"> <i>• opening high level windows in preference to low level to reduce draughts</i> <i>• increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</i> <i>• providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</i> <i>• rearranging furniture where possible to avoid direct drafts</i> <i>• mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</i> <i>• Opening internal doors can also assist with creating a throughput of air</i> <i>• natural ventilation – if necessary external opening doors may also be used Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be done once the fire risk assessment has been reviewed and amended. Schools must ensure that systems are in place to close doors in the event of a fire alarm, during breaks if they cannot be monitored or at the end of the day. There is also the security risk of leaving external doors open and therefore there must be procedures in place to mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored.</i> <i>• Ventilation to chemical stores should remain operational.</i> <p><i>It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more information on suitable workplace temperatures see HSE: Guidance on temperature in the workplace</i></p>	<p><i>See actions above – bubbles to remain ventilated / open door policy</i></p> <p><i>Not applicable - Kingfisher classroom to keep air-conditioning off as per guidance above</i></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>	<p>Bags for tissues and lidded bins available in all bubbles / wider locations – guidance for disposal shared in handbook and discussed daily with children. Bins emptied daily.</p> <p>PPE available for cleaning staff (kept in JG office)</p> <p>Cleaners to wear face covering</p>
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>Agreed times with office staff</p> <p>All contractors/visitors to wear face coverings</p> <p>Limit number of people allowed in main entrance to 1 adult</p>
School owned outdoor play equipment	<p>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children's hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on Managing Outdoor Playgrounds for equipment also used by the community.</p> <p>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p>	<p>Trim trail / Games - children to wash hands before/after use, following regular handwashing routines.</p> <p>(no plans to clean permanent outdoor equipment e.g. trim trail, between use)</p> <p>Play equipment to be owned and kept by class bubble – kept in a storage box. This equipment to be regularly sanitised.</p> <p>Shared equipment between bubbles to be sanitised after each use.</p> <p>Limit use of outdoor areas e.g. 'The Ark' or trim trail to one bubble at a time.</p> <p>Staff informed of routines via the handbook.</p>
Hiring out premises	<p>Schools should ensure they are considering carefully how to hire out to external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. Such arrangements can only operate within their wider protective measures and should also have regard to any other relevant</p>	<p>No lettings this half term-review after Easter (FISH currently operating in school hall)</p>

	<p>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>	
Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	<p>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</p> <p>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</p> <p>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.</p> <p>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.</p>	<p>Sports equipment to be sanitised or quarantined (for 48 / 72 hours) before sharing with other bubbles.</p> <p>All classes to be deep cleaned following cases and children with symptoms (following guidelines see part below) – signs for cleaning staff provided, but verbal communication preferable.</p> <p>Cleaning regimes to include all potentially contaminated and frequently touched areas.</p> <p>Cleaning staff to use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings – think one site, one wipe, in one direction.</p> <p>Class staff to sanitise high contact areas in classrooms and in vicinity of class room regularly throughout the day.</p> <p>Public areas where a symptomatic person has passed through and spent minimal time but which are not visibly contaminated with body fluids, such as corridors, to be cleaned</p>

		<i>thoroughly with invincible. All surfaces that the symptomatic person has directly come into contact with should be deeply cleaned and disinfected, This should take place at the earliest opportunity / as a priority.</i>
Shared resources and equipment increasing spread	<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><i>Sharing of stationery to be avoided in KS2 classes</i></p> <p><i>Quarantining and cleaning of shared resources with invincible in KS1 after use (but avoid sharing where possible)</i></p> <p><i>Cleaning staff enhancing cleaning of multi-use areas</i></p> <p><i>Further sanitising of equipment (e.g. IT equipment, stationery) will be carried out by staff during day. Hand sanitiser will be available by photocopiers, but out of reach of children</i></p>
Cleaning staff and hygiene contractor's capacity - providing additional requirements	<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><i>Supplies to be monitored by Site Manager and Cleaning Supervisor (inc hand towels, cleaning cloths, invincible, hand sanitiser) AP and SLT monitor and order stocks of PPE (inc gloves, aprons, face visors).</i></p> <p><i>Teachers to inform the above if stocks running low in bubbles (extra resources JG office)</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>	<p><i>All locations have a suitable sink or wash basin with soap and towels. Hand sanitiser will also be available.</i></p> <p><i>Handwashing to be timetabled across day (arrival, before / after breaks and lunch, end of day – hourly is a further 'rule of thumb')</i></p>

		<p><i>Children should only use their permitted toilet / classroom facilities – advise in handbook.</i></p>
<p>Additional time for staff and pupils to carry out handwashing</p>	<p><i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.</i></p>	<p><i>Timetables and routines to ensure regularity is maintained – supervision and support for younger children / children with additional needs required (by bubble staff). Details in handbook – hourly / before and after break, lunch.</i></p> <p><i>Agreed that sanitising could replace handwashing at certain points of the day (not a substitute for arrival time / before lunch)</i></p>
<p>Handwashing practice with children</p>	<p><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></p>	<p><i>See above – re-share e-bug resources with children. Baked potato / 20 second songs and equivalent. Assist children if required and manage risk of hand sanitiser in classes.</i></p> <p><i>Posters to remind children</i></p> <p><i>Regular reminders / signage.</i></p>
<p>Good respiratory hygiene</p>	<p><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></p>	<p><i>Support and PPE (inc visors etc) for dealing with younger children / those who need close personal contact with pupils who cannot control behaviour such as spitting, coughing, sneezing, or whose behaviour or learning needs to be physically managed inc in EYFS and SEND pupils.</i></p> <p><i>Individual RAs for high risk children e.g. those who cannot follow instructions, need help around hygiene. Parent communication to be made with parents if individual risks are identified – actions to be agreed.</i></p>

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>Office staff / Site Manager to monitor with feedback from SLT / wider staff (who should report stock needs)</i> <i>Paper towels and dispensers made available by sinks / wash basins.</i> <i>Devon-agreed products in use.</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>Bubbles to be allocated toilets to use (and only use these - using the same at break time and lunchtime) – reduced numbers of children to visit / social distancing expectations reinforced.</i> <i>Children to ask to use the toilet at break and lunch to ensure that staff can monitor use at any one time. Supervision where larger numbers of children using facilities. Staff to check thoroughness of handwashing.</i> <i>1m distancing in queues to be encouraged and managed by all staff.</i> <i>Staff to schedule toilet breaks within year groups, avoiding cross-overs between bubbles where possible</i>
Staff related issues		
<i>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>	<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</i></i>	<i>Limited numbers of staff operating between bubbles to socially distance (min 2m and avoiding face to face contact)</i> <i>Staff to limit time spent less than 1m from children (not face to face and wearing a visor / face</i>

	<p><i>groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</i></p> <p>Focusing on control measures that reduce close contact, will reduce the number of staff and pupils required to self-isolate when there are cases within the school.</p> <p><i>PHE have identified issues that have arisen in IMTs in schools and some adjustments are being made by schools as a result. There may be difficult to implement due to disruption to learning or operational issues. But schools are also identifying that actually having positive cases and seeing the impact on numbers being sent home to self-isolate (staff and pupils) will also affect learning and operational issues.</i></p> <p><i>Mitigating measures that will reduce the number of close contacts between individuals and therefore numbers required to self-isolate as the result of a positive case in the school:</i></p> <ul style="list-style-type: none"> ▪ <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>covering)</i></p> <p><i>Controlling risks and reinforcing staff commitment to the measures reinforced regularly</i></p> <p><i>Where staff can work from home, this will be permitted</i></p> <p><i>Meetings / training carried out remotely where social distancing cannot be observed.</i></p> <p><i>Staff encouraged to test 2x week using Lateral Flow tests.</i></p>
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<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 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>Specialist staff to be used only if necessary.</i></p> <p><i>Site visitors to be kept to a minimum and accompanied / advised on social distancing / one way systems etc.</i></p> <p><i>Record of visitors to be kept. All visitors to be informed about our procedures before entering the school site.</i></p> <p><i>Test and Trace QR code in reception for all visitors to scan- otherwise Test and Trace form completed</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:</i> https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</p>	<p><i>Use of TAs to lead groups may be a requirement in certain circumstances (and agreed with individuals) – but closely supported and directed by teachers (and SLT) SLT to monitor staff well-being throughout.</i></p>
<p>Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.</p>	<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), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.</i> <i>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' -</i> https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy <i>Further advice is available from HR if required.</i></p>	<p><i>Timetables and staggered timings shared letters/website</i></p> <p><i>Clinically Extremely Vulnerable groups / pregnant have been contacted by SLT to confirm their involvement</i></p> <p><i>Risk assessments for CEVG returning staff to be completed prior to return. Other staff have completed a personal RA</i></p> <p><i>Well-being box / open email / door policy (SLT) to receive comments and concerns from staff (Nick Pearce also available)</i></p>

<p>Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment</p>	<p><i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i></p>	<p><i>Further guidelines in handbook</i></p>
<p>Accessing testing arrangements are clear for all staff</p>	<p><i>Guidance about testing, including the NHS ‘Test and Trace’ service, is available via this link https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</i></p>	<p><i>Staff have been advised about actions around testing –</i></p> <p><i>Information around test and trace shared with parents and added to handbook</i></p> <p><i>Updates around test and trace to be followed and shared accordingly.</i></p> <p><i>Regular updates via newsletter, website, facebook, messages home</i></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><i>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.</i></p> <p><i>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</i></p> <p><i>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i></p> <p><i>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</i></p>	<p><i>PPE available in Home Room (and JG old office)</i></p> <p><i>Further advice in Staff Handbook regarding dealing with symptomatic cases and in annex to first aid policy.</i></p> <p><i>As above – for example if distressed or a younger pupil in close contact</i></p>
<p>Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors</p>	<p><i>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.</i></p> <p><i>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</i></p>	<p><i>Assurance to vulnerable staff re: covid security in handbook</i></p> <p><i>Individual RAs to be completed with CEVG staff</i></p> <p><i>RAs for all other staff - inc those who are pregnant</i></p>

	<p>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>Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors The advice from 1 April 2021 is that clinically vulnerable people, as with everyone else, should work from home if possible. If it is not possible for them to work from home then they should return to their normal place of work.</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>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><i>PPE to be made available, advice shared in Staff Handbook Updates to Intimate Care Policy (shared with staff).</i></p> <p><i>PPE – limited requirement for this but available at request</i></p> <p><i>PPE generally used if:</i></p> <ul style="list-style-type: none"> <i>children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</i> <p><i>if a child, young person or other learner becomes unwell with symptoms of coronavirus (COVID-19) while in their setting and needs direct personal care until they can return home.</i></p>
<p>Use of face coverings Lack of understanding</p>	<p>Guidance on the use of face coverings for pupils in year 7 and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. Additional precautionary measures should also be taken where local restrictions apply. Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p>	<p><i>Advice in handbook including requirements for use of PPE in different circumstances, double bagging and hand washing / sanitising and how to don and doff equipment..</i></p> <p><i>First-Aiders have received briefings via handbook and will</i></p>

		receive updates
Dealing with suspected and confirmed case/ cases and outbreak.	<p>Dealing with suspected and confirmed case/ cases and outbreak. ALWAYS contact the local Health Protection Team if one of the following: 1) The symptomatic person has been admitted to Hospital 2) The Possible case REFUSES testing 3) There are a cluster of possible cases/unexpected increase in absenteeism 4) The Possible case has DEFINITE link to a confirmed case 5) ALL confirmed cases. Follow-up PCR tests required after a positive LFD test</p> <p>Previously, a follow-up PCR test was only required following a positive LFD test carried out at home. The Government has re-introduced the requirement for a PCR test after positive LFD tests carried out at all assisted testing sites. As of 31st March, staff and pupils who get a positive LFD result (whether at home or at supervised testing site in school) should take a follow-up PCR test. This requirement is now published in the Stay At Home Guidance. Stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk) and has been included in the DfE daily update. As the prevalence rates are now low in England, follow-up PCR tests will help reduce the chances of false positive LFD tests. The follow-up PCR test should be taken as soon as possible and within 2 days of the positive LFD result. The quickest way is to book a test online or call 119 for an appointment at a nearby nearest testing centre. Alternatively, a PCR home test kit can be used but it may take longer for the results to come back.</p> <p>Self-isolation Staff, students and pupils who have a positive LFD test result, their household members and close contacts should self-isolate immediately whilst waiting for the follow-up PCR result. Public health action must be taken from a positive result, whether from a LFD or PCR test, to quickly identify close contacts in school and request that they self-isolate.</p> <p>If the follow-up PCR result is negative If the follow-up PCR test result is negative and the test was done within 2 days of the positive LFD result, the person, their household members and close contacts at school can stop self-isolating and return to school or college if they are well. PHE SW Health Protection Team have distributed a template 'stand down' letter (attached) which can be used for this purpose. It is important to continue with all existing protective measures, negative test results should not be read as a means to relax preventative measures which are intended to reduce the risk of transmission.</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p>	<p><i>SLT to ensure that guidelines are followed and communications are made with parents / staff so that they know what to do and do so in a timely manner.</i></p> <p><i>SLT to report suspected / confirmed cases to DfE / PHE</i></p> <p><i>SLT to follow published guidelines and associated flow diagrams.</i></p>

- *direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)*
- *proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual*
- *travelling in a small vehicle, like a car, with an infected person*

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc>

If a child or staff member in your education setting becomes symptomatic, you should advise them to access testing through the normal channels. However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided home test kits to improve the chances that the individual will get tested. See the [DfE guidance on test kits for schools](#).

If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162 or email swhpt@phe.gov.uk. If the matter is not urgent you can also email ask.swhpt@phe.gov.uk.

*For **ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS** inform the local authority by emailing educate.schoolspriorityalerts-mailbox@devon.gov.uk.*

*Devon County Council's Local Outbreak Management Plan (LOMP) is available here: <https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/>. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the **Schools Emergency Plan** to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:*

[Educational settings Action cards](#)

[PHE SW HPT: Flowchart for childcare and Educational settings V 4](#)

Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the [Actions for Schools Guidance Section 5](#)

<p>Lateral Flow testing (Secondary Schools)</p>	<p>Guidance on the coronavirus (COVID-19) testing programme for secondary schools and colleges DfE have created a schools and colleges document sharing platform for asymptomatic testing. This area contains additional information to support schools and college staff in preparing and operating LFT.</p>	<p>n/a</p>
<p>Lateral Flow testing (Primary)</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>Primary school testing The asymptomatic testing programme offers primary school, school-based nursery and maintained nursery school staff home Lateral Flow Device (LFD) test kits for twice weekly testing. Those who test positive then self-isolate in accordance with the relevant guidance. Pupils are not included in the rapid, regular asymptomatic testing in primary school and nursery settings. Primary school aged children should only be tested if they are symptomatic, and their families should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and book a PCR test for the child. Schools may also offer a PCR test kit to the parent or guardian of any primary school child who becomes symptomatic onsite, if they believe that the child faces significant barriers to testing through the usual routes.</p> <p>Resources for testing: youtube video Google Drive Primary Phase - Google Drive</p>	
<p>Pupil related issues</p>		
<p>Vulnerable groups who are clinically, extremely vulnerable.</p>	<p>Shielding advice is being paused nationally from 31 March. From 1 April, all CEV children should attend their setting unless they are one of the very small number of children under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Children who live with someone who is CEV should continue to attend their setting as normal.</p>	<p>Parents to be asked to seek advice if any health concerns which may preclude them from returning to school ('Start Back' letter)</p>

	Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)	
Children with EHCP and pupils who attend dual settings	<i>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</i>	<i>RAs on individual children completed and shared with staff / parents</i>
Pupils unable to follow guidance	<i>Some pupils will need additional support to follow these measures.</i> https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings	<i>Refer to Covid19 Appendix to Behaviour Policy</i> <i>Ensure that groups with children who are unable to follow guidance have adults to support their needs</i> <i>SLT available where further difficulties arise</i> <i>When organising, careful selection of adults was made for each class bubble.</i> <i>(SLT / staff to wear PPE for any situation that requires restraint or close contact)</i> <i>Risk assessments made for certain children and SLT to contact parents where concerns around individual behaviours cannot be easily mitigated</i>
Pupils equipment	<i>Pupils to limit the amount of equipment they bring into school each day, to essentials</i> <i>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i>	<i>Equipment to be limited and not travel between school and home.</i> <i>Start Back letter to parents included what can and cannot be brought to school</i> <i>Reading Diaries to travel daily but only marked weekly after a period of quarantine (over a weekend or being in school).</i> <i>Returned reading books also</i>

		<i>quarantines before re-submission</i>
Member of a class becoming unwell with COVID-19	<i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i>	<p><i>Shared in handbook</i></p> <p><i>Children to be directed to the Home Room and social distancing observed.</i></p> <p><i>PPE available from Home Room, JG office, staffroom</i></p> <p><i>Courtesy email to be sent all members of a bubble if a child (or staff member) has symptoms.</i></p> <p><i>Cleaning to take place at earliest opportunity.</i></p>
School Uniform	<i>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</i>	<i>Normal school uniform policy stands</i>
Transport		
Travel to school and provision of safe school transport:	<p><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> <p><i>The Department for Transport have updated their guidance on home to school transport, and managing a response to an infection. Whilst previously we were advised that those who had travelled in the same vehicle (regardless of vehicle size) and been in contact with someone who has tested positive for coronavirus (COVID-19) would be classified as a “close contact” and asked to self-isolate, this is now not an automatic assumption. We will now carry out a risk assessment for each individual case taking into consideration vehicle size, the degree of face-to-face contact or length of time / proximity to a positive case, and other mitigating factors such as seating plans, Perspex screens around drivers, etc.</i></p> <p><i>Ultimately the decision to close a route will remain with the transport co-ordination service, with advice from the public health team, but we will work with you to minimise the impact to students’ learning, whilst ensuring their safety and preventing the onward spread of the virus. Please continue to report positive cases to DCC as we receive these notifications and will be in</i></p>	<p><i>Encourage this in line with normal school travel plan</i></p> <p><i>Active Travel Scheme launched across the school-16/11/20</i></p> <p><i>In start back letter – make parents aware that vehicle access will not be permitted as conflicts with pedestrian access. – contact to be made with parents with disabilities in order to make suitable arrangements</i></p>

	<p>touch to advise. If you require advice on an individual case please email: schooltransportinquiries@devon.gov.uk</p>	
Dedicated school transport, including statutory provision	<p>transport-to-school-and-other-places-of-education-autumn-term-2020 <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></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: https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.</i></p>	
Loading for vehicles above nine passenger seats	<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</i></p>	
Good practice & personal care		

<p>Carriage of passengers with symptoms</p> <p>Children with Special Educational Needs:</p>	<p><i>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><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> <i>• if they have been requested to do so by NHS Test and Trace.</i> <p><i>When deciding on the package of measures that is appropriate on transport for children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school.</i></p>	
<p>Wider public transport</p>	<p><i>It is the law that you must wear a face covering when travelling in England on public transport. Some people don’t have to wear a face covering including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</i></p>	
<p>School Transport arrangements support changes to school times</p>	<p><i>Any alternative access arrangements for when students arrive at the school grounds should be communicated via the school to families/students. Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</i></p>	

Curriculum considerations		
Planned return to normal curriculum in all subjects by Summer Term 2021	<i>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i>	<p><i>Subject of NPD and ongoing adaptations of curriculum throughout the school year</i></p> <p><i>Timetables to also be shared and agreed during NPDs</i></p> <p><i>Initial Maths and English baseline assessments carried out</i> <i>Moving towards a broad and balanced curriculum with a focus on emotional well being and supporting children to 'close the gap' via use of 'catch up funding'</i></p>
Suspension of some subjects for some pupils in exceptional circumstances.	<i>Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</i>	<i>None planned</i>
Music, dance and drama activities	<p><i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities. As a result, schools must refer to the detailed Guidance for Music, Dance and Drama as well as Guidance for the Performing Arts and should take particular care to observe social distancing which may limit numbers taking part in group activity, and prevent physical correction by teachers, and contact between pupils in drama and dance.</i></p> <p><i>Schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment</i></p> <p><i>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.</i></p>	<p><i>Share advice re music teaching shared with staff via email</i></p> <p><i>Resources to be sanitised between use / no wind instruments permitted in classes</i></p> <p><i>Choir suspended until January</i></p> <p><i>Peripatetic have been informed of guidance and are able to deliver teaching in school (currently suspended Easter 2021)</i></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 grassroot sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>	<p><i>PE to take place outdoors – and in class bubbles if weather is extreme.</i></p> <p><i>L&F to socially distance</i></p> <p><i>Equipment to be cleaned between use (share with teachers and L&F)</i></p> <p><i>Wash hands / maintain respiratory hygiene.</i></p> <p><i>Non-contact games to be chosen / rules adapted (handbook)</i></p> <p><i>Promotion of 30mins of physical activity in school</i></p>
Practical science, art and D&T lessons	<p>Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the Guide to doing practical science work during Covid-19, Guide to doing practical work in D&T, food and art, Carrying out practical science work in non-lab environments and for primaries Practical activities in a bubble. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</p>	
Educational visits	<p>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the information in the guidance at: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#educational-visits</p> <p>For additional information check with EVOLVE guidance on website.</p>	<p><i>None planned</i></p>

<p>Groups of children mixing resulting in risk of more widespread transmission</p>	<p><i>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</i></p> <p><i>Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</i></p> <p><i>Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time).</i></p> <p><i>Large gatherings such as assemblies and with more than one group should be avoided.</i></p>	<p><i>Children to be grouped into class bubbles</i></p> <p><i>Groups to be kept apart.</i></p> <p><i>Key message: older children to socially distance within groups and as far as possible encouraged for younger children.</i></p> <p><i>Inform parents of NHS test and trace</i></p> <p><i>Avoidance of large gatherings inc assembly (online)</i></p>
<p>Provision of food</p>		
<p>Food prepared on premises is compliant with Covid - 19 health and hygiene guidance</p>	<p>School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19)</p>	<p><i>Kitchen staff to be briefed by AP inc: enhanced opportunities for handwashing and cleaning of surfaces; back to back working in favour of side by side; working in fixed teams or pairs; establish roles in zones and one way systems.</i></p> <p><i>Business manager and catering manager meeting to discuss this and dissemination of information to other catering staff.</i></p> <p><i>PPE = usual kit, masks / visors</i></p>
<p>Catering staff are operating in a safe environment</p>	<p><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></p>	<p><i>Risk Assessment completed by Catering Manager and Business Manager on 18th May.</i></p> <p><i>Briefing will consider increased number / returning staff</i></p>

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>Posters alerting visitors about this (reminder on 'Start Back' letter)</i> <i>Office staff to contact known suppliers to arrange deliveries and calls to site at suitable times.</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>	<i>Posters alerting visitors about this (reminder on 'Start Back' letter)</i> <i>Office staff to contact known suppliers to arrange deliveries and calls to site at suitable times.</i>
Communications to parents and staff	<i>Regular communications</i>	<i>Facebook</i> <i>Website</i> <i>Newsletter</i> <i>Additional messages as required</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>Well being focus in school and at home as part of remote learning</i> <i>Information on website and in weekly newsletter (including in safeguarding cycle)</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>Continue to communicate regularly</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>Emergency Governor meetings held and more planned to ensure all parties are up to date and progress / processes questioned and agreed.</i> <i>RA / handbook to be shared with Governors prior to sending to staff.</i> <i>RA to be added to school website and sent to DCC.</i>

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
	<p>Consultation with governors and invite union rep (review and agree RA before school opening)</p> <p>Consider / communicate alternative plans if school cannot be opened. (unions suggest we carry out a workload impact assessment in the case of non-opening)</p>	24/08/20	EJ / MJS
	RA to be shared with staff and published on website	24/82020 Nov 2020	EJ / MJS / SS
	Manage Catch Up funding – and consult SLT / staff / Governors about the best ways to plan small group work for students to enable consolidation.	Ongoing	
	Review pastoral options and responsibilities (children with anxiety etc)	Ongoing	
	Review Handbook and RA	November 2020	EJ/MJS
	Update RA	January 2021	EJ/MS

	Update RA for full reopening March 8 th 2021	Feb 2021	EJ/MS
	Update RA April 21	April 2021	EJ/MS

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

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