

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

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

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

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

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

	Establishment/Department: Cockwood Primary School	Establishment Risk Assessment	RA100 V2.1
	Address: Cofton Hill, Cockwood		
<b>Person(s)/Group at Risk</b> <b>Staff, Pupils, Visitors and Contractors</b>	<b>Date assessment completed: 1<sup>st</sup> September 2020</b> Reviewed 23/9/20 Reviewed 2/10/20 Reviewed 21/10/20 Reviewed 7/1/21 Reviewed 4/2/21 Reviewed 1/3/21 Reviewed 21/4/21 Reviewed 14/5/21		This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.
<b>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance, latest: Guidance for Full Opening: Schools dated 7 August 2020</b> As part of planning for full return in the autumn term, it is a <b>legal requirement</b> that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. <b>This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance: <a href="#">Guidance for Full Opening</a></b> <b>General guidance on completing risk assessments is available at arrangements note HS47.</b> <b>When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</b>	<b>Assessor(s): LC</b>		
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			

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><i>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:</i></p> <p><i>The current definition of close contact in a school setting is shown below.</i></p> <ul style="list-style-type: none"> <li>○ <i>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)</i></li> <li>○ <i>been within one metre for one minute or longer without face-to-face contact</i></li> <li>○ <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></li> <li>○ <i>travelled in the same vehicle or a plane (this includes school transport)</i></li> </ul> <p><i>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, <a href="https://www.gov.uk/nhs-test-and-trace">NHS Test and Trace: how it works - GOV.UK (www.gov.uk)</a>)</i></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</i></p>	<p><i>All classes drop off from 8:40am until 8:55am.</i></p> <p><i>Collections</i></p>

	<p>coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance <a href="#">Staying safe outside of your home: face coverings</a> and <a href="#">Guidance for Full Opening</a>. Pupils must be instructed to wash their hands, on arrival.</p>	<p>Class 1 3:15 Class 2 – 3:20 Class 3 – 3:30 Reminders of staggered times sent to parents.</p> <p>Staff reminded about face coverings - guidance shared relating to storage and disposal of face coverings. All parents and staff to wear face masks at the gate.</p>
Parents gathering at school gate not social distancing	<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>Reminders sent via text and through emails. A system has been set up for parents with siblings to avoid congestion and waiting. Safeguarding governor reminders in newsletters</p>
Overcrowding in classrooms and corridors.	<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 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</p>	<p>Assemblies held in Class groups. Class 1 to leave via the back of the classroom to the playground and toilets. Due to space limitations, pupils to sit in named spaces and remain with this group for all lessons. It is not possible for all classes to have desks facing the front.</p>
Risk of transmission within EYFS settings	<p>Updated Guidance for EYFS (2 July 2020) to be followed. <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a> removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</p>	<p>Where possible, pupils work with the small group on their table and keep within consistent groups.</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 &amp; in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i></p>	<p><i>1 class per zone in the playground. MTS for each class to ensure good hygiene of pupils and desks. Class TAs to support. 1 class offsite each lunch time when hall is available – on rotation between Class 1 and Class 2. New lunchtime plan for staffing in place and shared with staff.</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 17 May, in line with the commencement of Step 3 of the roadmap, where wraparound and other extra-curricular activities for children are taking place indoors, they may take place in groups of any number. However, it will remain important to continue to minimise mixing between children. This can be achieved by keeping children in separate consistent groups in these settings, or in smaller groups where it is not possible to do this. Multiple groups from the same provider can use the same shared space if necessary, provided that distancing between the groups can be maintained and there is adequate ventilation. Although, different groups sharing the same space should be avoided where possible. Providers will need to regularly review groups to minimise the amount of mixing . For example, guidance for providers of grassroots sport and sport facilities recommends that the maximum occupancy of an indoor facility should be limited by providing a minimum of 100sqft per person.</i></p> <p><i>Schools can consult the guidance produced for <a href="#">providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</a>, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued <a href="#">guidance for parents and carers</a>, which schools may want to circulate.</i></p>	<p><i>Explore the provision of a breakfast club for the Summer Term adhering to updated guidance. After school clubs set up - lego, cricket, athletics. In class bubbles only.</i></p>
<p>Spread of virus due to increased numbers of people within the building.</p>	<p><i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i></p>	<p><i>Only essential visitors allowed onto the premises where possible and must wear a mask. All meetings with parents to be virtual or over the phone for current pupils.</i></p>

		<p><i>All visitors to the school should wear a mask for the duration of their visit, including student teachers.</i></p> <p><i>School visits for prospective parents avoided.</i></p> <p>Welcome video for prospective parents available on the website.</p> <p>All contractors to visit after school day.</p> <p>Music teachers are permitted to continue lessons but only in the village hall with adequate space and ventilation. First Aid training to take place in the village hall.</p>
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<p><i>Review whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary. 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>Additional sink in the playground.</i></p> <p><i>Reminder to all staff that this must be used now that all pupils are returning to school.</i></p> <p><i>Village hall to be used as much as possible. Cleaning to be undertaken between groups.</i></p> <p><i>Before school cleaning to be considered if necessary.</i></p> <p><i>Drapes and curtains removed from hall. All chairs removed.</i></p> <p><i>Tables remain in groups to ensure ease of evacuation in case of fire.</i></p> <p><i>Pupils have specific routes to use to exit the building for lunch and play times – supervised by members of staff.</i></p>

First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<i>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</i>	<i>Additional first aid training planned for Autumn and Spring Term. Most staff are first aid trained. New member of staff appointed to be key first aider at work (Oct 2020)</i>
Fire Procedures	<i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i>	<i>Fire drills to be carried out. Class teachers to discuss arrangements and practise safely. Doors propped open to be closed on exit. Fire doors to remain closed when ventilation is good. Staff reminded to close fire doors on exit from building during fire/drill where possible.</i>
Water hygiene – management of legionella	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance <a href="#">Managing School Premises during the Covid-19 outbreak</a>.</i>	<i>External provider. E Plus and Churchill continue testing regimes but not during the school day.</i>
Using and monitoring new practices to reduce risk of Covid-19 transmission	<i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</i>	<i>Regular discussions – staff meeting agenda items weekly to ensure protocols are being followed and staff can discuss pressure points and how we can make further improvements to systems. All staff meeting minutes saved onto google drive</i>
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>	
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>Staff room limited to a maximum of 3 people at one time. Staff to ensure colleagues have access to this space during the lunch break. Staff room door propped open to allow ventilation. New timetable set up for staff room use and shared. 1/3/21.</i>

<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"> <li>● <i>opening high level windows in preference to low level to reduce draughts</i></li> <li>● <i>increasing the ventilation while spaces are unoccupied (between classes, during break and lunch, when a room is unused)</i></li> <li>● <i>providing flexibility to allow additional suitable clothing.</i></li> <li>● <i>rearranging furniture where possible to avoid direct draughts</i></li> <li>● <i>opening internal doors</i></li> <li>● <i>natural ventilation - if necessary opening external doors where schools believe that ventilation could be improved by leaving fire doors, either internal or external open.</i></li> </ul> <p><i>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air systems should be operated as normal. Ventilation to chemical stores should remain operational.</i></p>	<p><i>All doors and windows to be kept open when the rooms are being used. Pupils and staff to wear additional layers of clothing, particularly when temperatures are dropping.</i></p> <p><i>Temperature checks in the school to be taken daily.</i></p> <p><i>Fire doors need to remain closed where there is good ventilation. See fire risk assessment.</i></p> <p><i>Pupils to wear coats/additional sweatshirts on colder days.</i></p>
<p>Management of waste</p>	<p><i>Ensure bins for tissues are emptied throughout the day.</i></p> <p><i>Follow <a href="#">Guidance on disposal of PPE waste</a> (such as used fluid resistant masks) and <a href="#">Government guidance on disposal of waste</a>, including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins.</i></p>	<p><i>Additional lidded bins ordered for shared areas.</i></p>
<p>Management of incoming goods</p>	<p><i>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</i></p>	<p><i>Notes on gate for delivery drivers. All delivery drivers wait at the gate and do not enter the premises.</i></p>
<p>School owned outdoor play equipment</p>	<p><i>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children’s hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on <a href="#">Managing Outdoor Playgrounds</a> for equipment also used by the community.</i></p> <p><i>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</i></p>	<p><i>1 class only to use the climbing wall. Regular cleaning in place. All outdoor play equipment colour coded and used by only one bubble.</i></p>

Hiring out premises	<p>Schools should ensure they are considering carefully how to hire out to external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. Such arrangements can only operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on <a href="#">working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities</a>.</p>	NA
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: <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></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 <a href="#">guidance for working in education and childcare</a> if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on <a href="#">Cleaning and decontamination of non-health care settings</a>.</p>	<p>Cleaning products to be stored out of the reach of children. Class groups to continue to be responsible for their areas. TB to monitor.</p> <p>All equipt to be left 72 hours before sharing with other bubbles. To discuss equipt requirements each week in staff meetings.</p> <p>TB to book all returns into the library on a Friday afternoon. Each class to have a book box set up for returned books. TAs to continue to choose books for pupils.</p>
Shared resources and equipment increasing spread	<p>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such as photocopiers to maintain social distancing. Enhanced cleaning regimes.</p>	<p>Individual stationery bags provided. All shared ipads/laptops wiped by teaching staff and allocated to pupils. Kept within own classrooms and limited sharing across the school. To be avoided where possible. New ipads purchased to support this.</p>

		Office staff to ensure photocopier and phones regularly cleaned.  <i>Comic Relief Day activities - Class equipment to be kept within class bubbles and not shared. Pupils/staff participating in some activities should wear a face covering for the duration of this activity. These are voluntary fund raising activities where pupils can opt out.</i>
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 <a href="#">Safe working in education and childcare</a> for guidance on PPE and guidance on <a href="#">cleaning non-health care settings</a>. Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.</i>	<i>Milton fluid purchased.  Cleaning regime in place. All staff clear on who is responsible for this. Lunchtime cleaning regime regularly reviewed with key individuals allocated key tasks TB to set up new system for March 8th opening.</i>
Sufficient handwashing facilities for staff and pupils	<i>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.</i>	<i>Pupils to hand wash on entry to classroom, regularly throughout the day.</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>	
Handwashing practice with children	<i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at <a href="#">e Bug</a>. Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i>	<i>Review of handwashing practices completed Feb 21, March 2nd.</i>
Good respiratory hygiene	<i>Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</i>	
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>MW to make regular checks on supplies to ensure we can meet daily requirements.</i>

Toilets being overcrowded	<p><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></p>	<p><i>TAs and classteachers to monitor this. Pupils to be reminded that they must wait outside.</i></p> <p><i>Only two children permitted at a time to enter the building. Additional toilet breaks put in place for the afternoon and lunch time sessions reorganised to allow one class to use the village hall.</i></p>
Staff related issues		
Staff measures to reduce contact and transmission. 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 as asymptomatic.	<p><i>When assessing the return to full opening in September the following section of the DfE guidance must be followed:</i></p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></p> <p><b><i>Where this cannot be met, then the school must record why and what other control measures they will adopt.</i></b></p> <p><i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</i></p> <p><i>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><i>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.</i></p> <p><i>Schools are 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>Further reminders to staff about key procedures, face coverings, hand washing and cleaning routines.</p> <p>Staff to not share lifts or provide lists for others.</p> <p>1 member of staff in each lunchtime bubble to remain consistent for the Spring Term.</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"> <li>● <i>reducing bubble sizes</i></li> <li>● <i>reducing face to face meetings</i></li> <li>● <i>reducing or eliminating the number of staff and pupils mixing across year groups/classes at lunch, breaks, staff rooms</i></li> <li>● <i>reducing the movement around the school of pupils and teaching staff</i></li> <li>● <i>reducing or eliminating the movement across bubbles</i></li> <li>● <i>no car sharing between staff to school</i></li> <li>● <i>keeping to the 2 m distancing rule</i></li> </ul> <p><i>Other measures to 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 touch points), catch it bin it kill it messages.</i></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 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>Music teachers to use large space only – hall. Must wear mask or visor and remain 2 metres from pupils. Pupils in same bubble only to have lessons at any one time where possible. Risk assessments provided to them.</i></p> <p><i>No music teachers during lock down. Staff to wear masks/visors when moving through the school.</i></p> <p><i>Cleaning staff receive all Covid information and risk assessment procedures.</i></p> <p><i>New music timetables to be set up. Return to village hall. LB to organise covid risk assessment updates for music teachers prior to lessons beginning.</i></p> <p><i>Music teachers to resume lessons on school site, with all windows open and masks work. Clear hygiene practices in place, and pupils remain in bubbles when taking their lessons.</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: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></i></p>	<p>Additional staff member moved to support Class 2 twice a week.</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>  <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pqkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pqkko5qBbtOSEkw?e=040Qiy</a>  <i>Further advice is available from HR if required.</i></p>	<p>Mindfulness training for staff booked for the year to support this.</p> <p>Weekly staff meeting agenda item – staff wellbeing</p> <p>Additional time provided to staff to work from home for the Spring Term where needed. Wellbeing calls made to staff members shielding at home.</p>
<p>Staff understanding of new changes – safe practice at work &amp; 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>Updates shared 1/3/21</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 <a href="https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/">https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</a></i></p>	<p>All Covid information is stored in a folder on google drive.</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>  <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 Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i>  <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p>	<p>All PPE stored in staff toilet.</p>
<p>Assessment of all staff, including high risk staff with vulnerable / shielding</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</i></p>	<p>Staff members to wear a visor as an added form of protection.</p>

<p>family member, underlying health conditions or other risk factors</p> <p>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>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 - <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a></p>	<p>Individual staff risk assessments reviewed April 21</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 <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> Guidance on the appropriate selection and use of PPE from DCC can be found here: <a href="http://devon.cc/ppe">http://devon.cc/ppe</a></p>	
<p>Use of face coverings</p>	<p>Follow guidance on putting on and taking off standard PPE <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings.</p>	<p>Staff no longer need to wear face coverings in school, unless they choose to or if we have a suspected case.</p>
<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p><b>Dealing with suspected and confirmed case/ cases and outbreak.</b></p> <p><b>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 (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.</b></p> <p><b>Follow-up PCR tests required after a positive LFD test</b></p> <p><b>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 31<sup>st</sup> March, staff and pupils who get a positive LFD result (whether at home or at supervised</b></p>	<p>Up-to- date guidance shared to google drive, emailed to staff and clear on the office wall.</p>

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.

#### 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.

#### 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.

If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162

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><i>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: <a href="https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/">https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/</a>. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the Schools Emergency Plan to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</i></p>	
<p>Lateral Flow testing (Primary staff home testing)</p>	<p><b><i>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</i></b></p> <p><i>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.</i></p> <p><b><i>Primary school testing</i></b></p> <p><i>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 <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection</u> and <u>book a PCR test for the child</u>. 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.</i></p>	<p><i>Staff information area set up on google drive. Staff provided with all necessary information and training. All testing results logged. All members of the school staff provided with tests, to include caretaker, catering staff, Pe coach and dance teacher.</i></p>

	<p><b>Resources for testing:</b></p> <p><a href="#">youtube video</a></p> <p><a href="#">Google Drive</a></p> <p><a href="#">Primary Phase - Google Drive</a></p>	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	<p><i>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.</i></p> <p><a href="#">Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)</a></p>	
Children with EHCP and pupils who attend dual settings	<p><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></p>	Saved on google drive in Covid folder.
Pupils unable to follow guidance	<p><i>Some pupils will need additional support to follow these measures.</i></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p>	
Pupils equipment	<p><i>Pupils to limit the amount of equipment they bring into school each day, to essentials. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i></p>	
Member of a class becoming unwell with COVID-19	<p><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</i></p>	Sunny Room to be used as Covid isolation area if a child is displaying symptoms. Temp to be taken where necessary. TA working within the class

	<i>intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i>	<p><i>will accompany the child, wearing PPE if safe distance cannot be maintained. Room to be cleaned and disinfected after use by TA.</i></p> <p><i>Pupils take a Covid test and self isolate while symptoms persist and await test result.</i></p> <p><i>If case confirmed then school to notify parents of class bubble - see flow chart and contact PHE SW HPT. 14 day self isolation for class group.</i></p> <p><i>DFE coronavirus helpline – 0800 046 8687</i></p> <p><i>2 or more confirmed cases contact PHE SW HPT.</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>	
<b>Transport</b>		
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. The Department for Transport have updated their <a href="#">guidance on home to school transport</a>, 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, <b>this is now <u>not</u> an automatic assumption</b>. 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>Face coverings to be worn on school bus. Pupils to be seated in specific places and masks to be put into a plastic bag before entry into school. No pupils under Year 2 recommended by the school to travel on the bus.</i></p> <p><i>Only school transport - designated taxi. Parent bringing in child during lockdown rather than relying on the taxi.</i></p>

	<p>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 touch to advise. If you require advice on an individual case please email: <a href="mailto:schooltransportservicequeries-mailbox@devon.gov.uk">schooltransportservicequeries-mailbox@devon.gov.uk</a></p>	
<p>Dedicated school transport, including statutory provision</p> <p>Face coverings &amp; PPE</p> <p>Loading for vehicles above nine passenger seats</p>	<p><a href="#">transport-to-school-and-other-places-of-education-autumn-term-2020</a></p> <p>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.</p> <p>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.</p> <p>Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning.</p> <p>Ensure organised queuing/boarding and distancing within vehicles if possible.</p> <p>It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, DCC, supported by PHE, <b>recommend</b> that people aged 11 and over wear a face covering when travelling on dedicated school transport from the start of the autumn term. However, there are some exemptions:</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings">https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings</a></p> <p>Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.</p> <p>Transport Co-ordination Service will work with operators, schools and parents to manage arrangements for organised queueing and boarding.</p> <p>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</p>	<p>Seating arrangements on bus. 1 seat left vacant on all journeys. Limited numbers allowed to use the bus.</p>

<p>Good practice &amp; personal care</p>	<p><i>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).</i>  <i>Seats alongside or immediately to rear of the driver may be out of use and if so, would be clearly marked as “out of use” by the operator.</i>  <i>ALL students will be expected to abide by the DCC Code of Conduct</i>  <i>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.</i>  <i>Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.</i></p>	
<p>Carriage of passengers with symptoms</p>	<p><i>Parents must be advised that students 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"> <li><i>• they develop symptoms themselves (in which case, they should arrange a test) or</i></li> <li><i>• the symptomatic person subsequently tests positive (see below) or</i></li> <li><i>• if they have been requested to do so by NHS Test and Trace.</i></li> </ul>	
<p>Children with Special Educational Needs:</p>	<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 <a href="#">must wear a face covering when travelling in England</a> on public transport. Some people <a href="#">don’t have to wear a face covering</a> including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis</i></p>	

	<i>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>	
School Transport arrangements support changes to school times	<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 <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</a></i>	
<b>Curriculum considerations</b>		
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>	<i>Curriculum planned termly to ensure flexibility. Additional time allowed to support pupils' mental and physical well-being, to include continuation of Forest School. Forest School to resume after Easter break. LC to complete a risk assessment for this activity. Off site but in class bubbles.</i>
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>Remote learning in place for pupils working at home. See Remote Teaching provision document. Staff providing pre -recorded lessons for pupils daily, with daily feedback and support given. All pupils, both in school and at home following normal daily timetable.  Mental Health focus Week Beg 2nd Feb - Children's Mental Health Week.</i>
Music, dance and drama activities	<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. Schools should also consider <a href="#">Guidance for Music, Dance and Drama</a> as well as <a href="#">Guidance for the Performing Arts</a> and 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>	<i>LB to discuss provision with staff – focus on particular areas for the Autumn Term. Singing in small groups only, outside where possible.  Dance – half classes only. Sessions to be carried out in the village hall or outside if possible.</i>

	<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>TAs to clean after each session.</p> <p>Small lockdown groups accessing dance - outside in small bubbles. Hall to be used in wet weather - large space for a small group.</p>
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: <a href="#">Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events - GOV.UK (www.gov.uk)</a> and guidance from <a href="#">Sport England</a> for grassroot sport advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a>. 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. <a href="#">Schools should consider guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents</a></p> <p><a href="#">using changing rooms safely</a></p> <p><a href="#">carefully assess how such arrangements can operate within their wider protective measures.</a></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>Liaise with Premier Sport and Education Sept.</p> <p>Where lessons are in the hall due to wet weather, half classes should be considered if manageable.</p> <p>All sessions – non contact activities. Sports coach to follow procedures, cleaning protocols to be complied with.</p> <p>Skipping workshops to be booked to support this.</p>

<p>Practical science, art and D&amp;T lessons</p>	<p>Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the <a href="#">Guide to doing practical science work during Covid-19</a>, <a href="#">Guide to doing practical work in D&amp;T, food and art</a>, <a href="#">Carrying out practical science work in non-lab environments</a> and for primaries <a href="#">Practical activities in a bubble</a>. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</p>	
<p>Educational visits</p>	<p><b>School Visits – updated Guidance</b></p> <p><b>Educational day visits</b></p> <p>Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</p> <p>Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits.</p> <p><b>Domestic residential educational visits</b></p> <p>In line with the roadmap, schools can undertake domestic residential education visits, from 17 May. Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time. You should keep children within their consistent groups (bubbles) for the purpose of the visit. Specialist advice available from the <a href="#">Outdoor Education Advisory Panel (OEAP)</a>. All educational visits must be fully compliant with COVID-19 requirements.</p> <p><b>Existing bookings</b></p> <ul style="list-style-type: none"> <li>Should step 3 commence as planned, you may undertake domestic residential education visits, that are already booked, no earlier than 17 May.</li> </ul>	<p>Forest School in class bubbles to begin in April. Class 1 to walk to the site from school every Monday.</p> <p>Class 2 Forest School - look to use Dawlish Community Transport if possible. Check guidance on school transport.</p>

- Any domestic residential educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidance and regulations in place at that time.

For new bookings, whilst there are still gaps in the traditional insurance market regarding COVID-19 cancellation cover, schools should be able to secure appropriate travel insurance for other aspects of their visit.

Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new visit are advised to ensure that any new bookings have adequate financial protection in place.

Many providers are now offering no cost deferral to a later date or a full cash refund of all monies paid against a new booking should a deferral not be acceptable. Other measures that may be available include:

insurance backing of 'COVID-19 guarantee' extended payment terms financial protection in case of insolvency membership of industry organisations

You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation. If unsure contact organisations such as the [British Insurance Brokers Association](#) (BIBA) or [Association of British Insurers](#) (ABI) for independent advice on insurance cover and options.

The government has now published [red, amber and green list rules for entering England](#). Given the complexities attached to international travel at this stage of the pandemic, we recommend schools do not go on any international visits this academic year up to and including 5 September 2021.

<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>All children remain in class bubbles.</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 <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a></p>	<p>All meals taken to the classes in sealed containers. Children eat within their bubble.</p> <p>Lockdown meals on trays due to smaller numbers. Staff to bring the meals to the classes. MTA staff to remain with the same group each day.</p> <p>From March 8th lunches to be provided in plastic sealed containers. MTA to bring lunches to classes/bubbles.</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: <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a></i></p>	<p><i>Norse adhere to all protocols. One member of staff in the kitchen during lockdown periods.</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>SJ and NR to ensure that this is in place.</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>	
Communications to parents and staff	<i>Regular communications</i>	<i>Paperless system for all newsletters and updates.</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>Staff will be made available. Additional hours for some TAs in place for the Autumn Term. LC to take responsibility for supporting all anxious parents – phone calls, links to EWO</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>CCTV fitted Dec 20</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>All Covid information is shared with key governors, such as regularly updated RA100. Regular discussions during governor meetings to ensure practices are in place, and there is a focus on vulnerable pupils and families and staff wellbeing. Updated risk assessment sent to key governors for approval 1/3/21</i>

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
Curriculum	Ensure all staff have access to trips guidance and revisit protocols	May 2021	LC
Curriculum	Review school transport guidance for minibus use re Forest School for Class 2	May 2021	LC
Communication with parents	Update parent information re masks at the gate. No need for these outside from May 17th.	May 17th 21	LC

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

**Date: 14.5.21**

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.