

Covid-19 Guidance for Full Opening September 2020

RA100 V2.2

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: Ladysmith Junior School | Establishment Risk Assessment | RA100 V2.3 |
| | Address: Pretoria Road Exeter EX1 2PT | | |
| <p> Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors 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> | | Date assessment completed: 6.1.21 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. | |
| | | Assessor(s): Mark Wilkinson | |
| Version Control: RA 100 Version 2.1 | | | |
| Update – 15/7/20, page 6. Premises related matters - Management of waste | | | |
| Update – 25/08/20, page 12,13,14. School Transport | | | |
| Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&T Music Dance and Drama – link to new guidance and guidance for performing arts) | | | |
| Update – 25/8/20, page 8. Managing supply teachers, visitors, contractors and other temporary visiting staff | | | |
| Update – 25/8/20, 28/08/20, 02/09/20 page 10-11. Dealing with suspected and confirmed case/cases and outbreak, link to access to testing kits, use of face coverings in education – link to new guidance, link to action cards and updated guidance of 31/820 | | | |

| | | |
|---|--|---|
| Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus. | | |
| Update – 02/09/20, page 4. Social distancing and reducing risk of transmission, Wraparound provision | | |
| Update – 02/09/20, page 6. Premises related matters - Hiring of premises | | |
| Update – 15/09/20, page 16. Educational Visits - updated link. | | |
| Update – 29/10/20, page 5 – 6. Premises related matters, ventilation to reduce to spread and thermal comfort – Updated following HSE spot checks. | | |
| Update – 29/10/20, page 15. Curriculum considerations, update on Music Dance and Drama | | |
| Update – 14/12/2020, page 11 - Dealing with suspected and confirmed case/ cases and outbreak | | |
| Update – 04/01/2021 – page 2 – new links to DfE school's website for up to date guidance and consultation with staff | | |
| Update – 04/01/2021 page 3 – definition of close contact | | |
| Update – 04/01/2021 page 9 - Staff measures to reduce contact and transmission Covid-19. | | |
| Update – 04/01/2021 page 14 – Lateral Flow Testing (Secondary Schools) | | |
| | | |
| Significant Hazard Section | Control measures in place <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i> | Optional: School's comments re. mitigations put in place |
| Social distancing and reducing risk of transmission | | |
| Definition of close contact | <p>When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of 'close contact'. The following definition of 'close contact':</p> <p><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</i></p> <ul style="list-style-type: none"> <i>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)</i> | |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> 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> | |
| Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing. | Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance Staying safe outside of your home: face coverings and Guidance for Full Opening . Pupils must be instructed to wash their hands, on arrival. | <p>Year group different times drop off and pick up.</p> <p>Reduced numbers in school for lockdown – school will go back to core drop off and pick up times but through different entrances.</p> <p>Information on timings and face coverings going to parents out July 2020.</p> <p>Extra gate now open for Y3/5 from 24.9.20</p> <p>Adults wear masks on pick up from 28.9.20</p> |
| Parents gathering at school gate not social distancing | 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). | One-way system and different entrance points in place. Parents allowed on to school playground as this will enhance social distancing due to the narrow lane and entrances to school. No parent access to school building unless by appointment. |
| Overcrowding in classrooms and corridors. | 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>Year groups maximum and class groups where possible.</p> <p>Split break and lunch times in place.</p> <p>With split playgrounds.</p> <p>No live assembly during lockdown.</p> <p>Assembly taking place with 1 Yr group at a time and classes split in hall.</p> |
| Risk of transmission within EYFS settings | 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- | NA |

| | | |
|--|--|---|
| | 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. | |
| Groups mixing during breaks and lunchtime compromising social distancing. | 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. | Separate year group break times. Separate playgrounds. 2 year groups on lunch at one time in zones. Hall used by 1 year group at a time. |
| Wraparound provision: Groups mixing during extra-curricular provision | Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children , as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued guidance for parents and carers , which schools may want to circulate. | FISH are working as small pods of consistent children. Adult staff member testing positive resulted in a pod isolating for 14 days. 12 children out of school. All came back after 14 days – none developed symptoms Breakfast club started 14.9.20 – year group tables. Class group tables for lockdown |
| Spread of virus due to increased numbers of people within the building. | Inform parents that if their child needs to be accompanied to school only one parent should attend | Parent communication July 2020 and ongoing limited access |
| Staff | 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. | Staff 2m marked zone continued to be in place at front of each class. Perspex screen for MTAs on lunch list duty. Ongoing reminders in weekly staff notes. |
| Premises related matters | | |
| Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape. | 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. | Reviewed prior to September 2020 Toilets split to year groups Tape on floor in classrooms |

| | | |
|--|--|---|
| | 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). | |
| First Aid procedures – Reduced numbers of first aiders and Paediatric first aider. | 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 | MTAs reminded of PPE for first aid 9.9.20 |
| Fire Procedures | 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. | Fire evacuation routes remain the same. Practice has taken place. |
| Water hygiene – management of legionella | Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak . | |
| Using and monitoring new practices to reduce risk of Covid-19 transmission | 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. | RA 100v2 shared with governors and staff July 2020. Updated version shared with staff 4.9.20 and published on school website. Updated 22.10.20 – shared Updated 23.11.20 – shared Updated 6.1.20 - shared Use of PPE completed by all staff June 2020. Revised September 2020. Weekly staff notes refer to covid practice. |
| Management of premises related risks e.g. asbestos, delayed statutory testing (<i>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. | |
| Staff rooms and offices to comply with social distancing and safe working practice | 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. | Only 1 room available for staff room but staggered times enable this. Masks worn in food prep area. 2m distance kept |

| | | |
|------------------------------|--|---|
| Ventilation to reduce spread | <p>Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform • rearranging furniture where possible to avoid direct drafts • 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) • Opening internal doors can also assist with creating a throughput of air • 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. • Ventilation to chemical stores should remain operational. <p>It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more information on suitable workplace temperatures see HSE: Guidance on temperature in the workplace</p> | New guidance on ventilation – 22.10.20 shared with all staff via staff notes. |
| 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> | Lidded bins in all classrooms, emptied mid-day and end of day. |
| 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> | |

| | | |
|--|---|---|
| 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>Large play equipment – trim trail out of use.</p> <p>Slide now in use 1 year group at a time – cleaned afterwards</p> <p>Slide out of use during lockdown</p> |
| Hiring out premises | <p>Schools should ensure they are considering carefully how to hire out to external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. Such arrangements can only operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.</p> | |
| 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</p> | <p>PE Guidance provided to all staff.</p> <p>72 hours between library usage</p> <p>Library 72 hour rota in place</p> |

| | | |
|--|--|--|
| | <p>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> | |
| Shared resources and equipment increasing spread | 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. | All pupils provided with own essential stationary pack at start of term. |
| Cleaning staff and hygiene contractor's capacity - providing additional requirements | 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. | <p>Extra cleaners employed mid-day to complete a clean of high use areas.</p> <p>Extra cleaning hours employed after school to facilitate a deeper clean every evening.</p> |
| Sufficient handwashing facilities for staff and pupils | 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. | <p>Hand sanitiser available in all classrooms as well as handwashing facilities. Hand sanitiser available at main entrance points to building. 2 new outside sinks were installed for September 2020.</p> <p>Hand sanitiser wall mounted units now installed outside all classrooms. Teachers and children clear that these are not a replacement for handwashing.</p> |
| Additional time for staff and pupils to carry out handwashing | 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. | |
| Handwashing practice with children | <p>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.</p> <p>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.</p> | |
| Good respiratory hygiene | 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. | |

| | | |
|---|---|---|
| Sufficient supplies of soap and cleaning products | 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. | |
| Toilets being overcrowded | 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. | Toilets cleaned mid-day as well as evening. 1 child per class allowed to toilet during lesson time. |
| Staff related issues | | |
| Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic. | <p><i>When assessing the return to full opening the following section of the DfE guidance must be followed:</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>Where this cannot be met, then the school must record why and what other control measures they will adopt.</p> <p><i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</i></p> <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>Numbers of children in class reduced to no more than 15 on the class key worker and vulnerable list at any time.</p> <p>Places will be allocated against criteria if there is over-subscription.</p> <p>Staff based in limited classes where possible</p> <p>Break times split</p> <p>Regular cleaning continues</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> | |
| Managing supply teachers, visitors, contractors and other temporary visiting staff. | <p>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.</p> | <p>Peripatetic music teachers will have limited contact as they will use the dedicated room which is in a separate building. Cleaning kit and PPE available in this room.</p> <p>All staff who will be interacting with supply teachers and visitors will ensure that they are aware of social distancing protocols.</p> <p>No peripatetic teachers during lockdown.</p> |
| Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios | <p>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</p> | |

| | | |
|--|--|---|
| | <p>teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</p> | |
| Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes. | <p>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.</p> <p>Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' - https://devoncc.sharepoint.com/:w/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy Further advice is available from HR if required.</p> | <p>Plan for opening sent to staff in draft 10.7.20. Revised version to be sent w/b 13.7.20.</p> <p>Staff sent RA100 v2.3</p> <p>Staff sent revised Staff RA.</p> <p>Staff notes updates weekly on issues and promotes wellbeing. SLT open door policy.</p> |
| Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment | 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. | |
| Accessing testing arrangements are clear for all staff | Guidance about testing, including the NHS 'Test and Trace' service, is available via this link https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/ | |
| Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff. | <p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</p> <p>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <p>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> | |
| Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors | Staff deemed to be clinically extremely vulnerable and clinically vulnerable can return to school in the Autumn term subject to school leaders confirmation that the school is 'covid-secure', i.e. that every reasonable step has been taken to ensure the safety of children, staff, premises and community and that the full measures as provided in the DfE guidance have been applied. | Relevant risk assessments taken place and stored in personnel files. CEV staff shielding as per latest government recommendations. |

| | | |
|--|---|---|
| | <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> | |
| Staff use of PPE | <p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance 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>Ensure new staff who will be delivering intimate care to new Y2 child in September are trained on PPE use.</p> <p>Intimate care child not in school due to shielding during Jan lockdown</p> |
| <p>Use of face coverings</p> <p>Lack of understanding</p> | <p><i>Guidance on the use of face coverings for pupils in year 7 and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. Additional precautionary measures should also be taken where local restrictions apply.</i></p> <p>Adequate training / briefing on use and safe disposal</p> <p>Follow guidance on putting on and taking off standard PPE</p> <p>https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p> | |
| Dealing with suspected and confirmed case/ cases and outbreak. | <p>Dealing with suspected and confirmed case/ cases and outbreak.</p> <p>ALWAYS contact the local Health Protection Team if one of the following: 1) The symptomatic person has been admitted to Hospital 2) The Possible case REFUSES testing 3) There are a cluster of possible cases/unexpected increase in absenteeism 4) The Possible case has DEFINITE link to a confirmed case 5) ALL confirmed cases.</p> <p>If a child or staff member in your education setting becomes symptomatic, you should advise them to access testing through the normal channels. However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided home test kits to improve the chances that the individual will get tested. See the DfE guidance on test kits for schools.</p> | |

| | | |
|---|--|---|
| | <p>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162 or email swhpt@phe.gov.uk. If the matter is not urgent you can also email ask.swhpt@phe.gov.uk.</p> <p>For ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority by emailing educate.schoolspriorityalerts-mailbox@devon.gov.uk.</p> <p>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the Schools Emergency Plan to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</p> <p>Educational settings Action cards</p> <p>PHE SW HPT: Flowchart for childcare and Educational settings V 4</p> <p>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the Actions for Schools Guidance Section 5</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> • <i>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)</i> • <i>proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</i> • <i>travelling in a small vehicle, like a car, with an infected person</i> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc</p> | |
| Pupil related issues | | |
| Vulnerable groups who are clinically, extremely vulnerable. | Shielding advice for all adults and children will pause on 1 August meaning that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are | Contact all potentially vulnerable pupils prior to term starting. |

| | | |
|---|---|--|
| | shielding. Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons should be followed, and those under the care of a specialist encouraged to discuss their return to school. Any additional temporary recommendations received from local health agencies due to localised higher rates of transmission should be implemented as required. | No pupils are absent due to vulnerability. CEV staff to shield during lockdown |
| Children with EHCP and pupils who attend dual settings | A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child | No children on role currently in dual settings. |
| Pupils unable to follow guidance | Some pupils will need additional support to follow these measures. 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 | |
| Pupils equipment | Pupils to limit the amount of equipment they bring into school each day, to essentials For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. | Expectations communicated to parents July 2020 and September 2020. |
| Member of a class becoming unwell with COVID-19 | If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location. | Hygiene room opposite main office is the allocated room. |
| School Uniform | 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. | Explained in parent comms School uniform continues during lockdown. |
| Transport | | |
| Travel to school and provision of safe school transport: | 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. | |
| Dedicated school transport, including statutory provision | transport-to-school-and-other-places-of-education-autumn-term-2020 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 | |

| | | |
|---|---|--|
| Carriage of passengers with symptoms | <p>in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.</p> <p>Parents must be advised that students MUST NOT board home to school transport, if they or a member of their household has symptoms of coronavirus. Any child, young person or other learner who starts displaying coronavirus symptoms while at their setting should be sent home immediately. They must not travel on home to school transport. The school should contact the parent or carer who should make arrangements for the child or young person's journey home. In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported to their home, you must contact the Transport Coordination Service at DCC. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak. Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;</p> <ul style="list-style-type: none"> • they develop symptoms themselves (in which case, they should arrange a test) or • the symptomatic person subsequently tests positive (see below) or • if they have been requested to do so by NHS Test and Trace. | |
| Children with Special Educational Needs: | <p>When deciding on the package of measures that is appropriate on transport for children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school.</p> | |
| Wider public transport | <p>It is the law that you must wear a face covering when travelling in England on public transport. Some people don't have to wear a face covering including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</p> | |
| School Transport arrangements support changes to school times | <p>Any alternative access arrangements for when students arrive at the school grounds should be communicated via the school to families/students. Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</p> | |
| Curriculum considerations | | |

| | | |
|---|---|--|
| Planned return to normal curriculum in all subjects by Summer Term 2021 | 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. | Recovery curriculum details in place and circulated to staff July 2020. Recovery curriculum first stage completed to 23.10.20 Broad curriculum remains through lockdown |
| Suspension of some subjects for some pupils in exceptional circumstances. | Schools should be able to show that this is in the best 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. | Broad and balanced curriculum remains in place for all pupils. |
| Music, dance and drama activities | <p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities. As a result, schools must refer to the detailed Guidance for Music, Dance and Drama as well as Guidance for the Performing Arts and should take particular care to observe social distancing which may limit numbers taking part in group activity, and prevent physical correction by teachers, and contact between pupils in drama and dance.</p> <p>Schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment</p> <p>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.</p> <p>Schools should consider risk reduction measure such as physical distancing and playing and singing outside wherever possible, limiting group sizes, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. The guidance should be consulted for further information relating to:</p> <ul style="list-style-type: none"> - peripatetic music staff, - cleaning and handling of equipment, - singing and playing brass and woodwind instruments - Avoiding sharing of musical instruments - Handling scripts | Information provided to staff (July 2020) about music teaching in autumn term. |

| | | |
|--|---|---|
| Physical activity in schools | <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>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>School PE guide to be provided to staff for September 2020.</p> <p>Planning and guidance provided.</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>No visits during lockdown</p> |

| | | |
|---|--|---|
| Groups of children mixing resulting in risk of more widespread transmission | <p>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</p> <p>Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time). Large gatherings such as assemblies and with more than one group should be avoided.</p> | <p>No whole school assemblies unless done remotely.</p> <p>Year group assemblies in hall with at least 2m distance between classes.</p> <p>No assemblies during lockdown</p> |
| Provision of food | | |
| Food prepared on premises is compliant with Covid - 19 health and hygiene guidance | School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19) | Devon Norse are compliant |
| Catering staff are operating in a safe environment | 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 | |
| Communications with parents and others | | |
| Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety | 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. | |
| Suppliers understanding and complying with new arrangements | Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours | |
| Communications to parents and staff | Regular communications | Weekly newsletter and other relevant communications |

| | | |
|--|---|---|
| Pupils and families anxious about return | 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. | |
| Parent aggression due to anxiety and stress. | 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 | |
| Oversight of the governing body | | |
| Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements | <p>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.</p> <p>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</p> <p>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.</p> | <p>Regular governor updates. COVID section in headteacher report to all governors.</p> <p>Fortnightly head and Chair meeting</p> <p>Governing body updated Jan 21 with RA100 v2.3 and lockdown report from EHT.</p> |

| Section | List Actions / Additional Control Measures | Date action to be carried out by | Person Responsible |
|---------|--|----------------------------------|---------------------------------|
| | Parent communication with procedures for September | Completed | Mark Wilkinson Dave Broad |
| | RA100v2 and updated plan to governors and then all staff | Completed | Mark Wilkinson |
| | Increased mid-day clean of high use areas including toilets | In place | Lorraine Carter Andy Hawkins |
| | Increased cleaner time for deeper evening clean on a daily basis | In place | Lorraine Carter Andy Hawkins |

| | | | |
|--|--|-----------|-----------------------------------|
| | Classrooms set out with new layout and 2m marked zone at front | In place | SLT Teachers |
| | Teacher guide for PE activities including equipment usage | In place | Dave Broad Charlotte Hartland |
| | Installation of 2 external sinks | Completed | Andy Hawkins |
| | Ensure adequate supply of PPE with increased pupil numbers | In place | Annette Dickinson Andy Hawkins |
| | Further markings to encourage social distancing outside school | Completed | Andy Hawkins |
| | Risk Assessment for staff who have been shielding | Completed | Mark Wilkinson |
| | Re-train on correct use of PPE | In place | Dave Broad |

Signed: Headteacher/Head of Department: Mark Wilkinson Date: 6.1.21

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.