Covid-19 Guidance for Full Opening May 2021	RA100 V2.6

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.

If you would like support for confirmed cases of COVID-19 call the DfE Coronavirus helpline on 0800 046 8687, they will work with you to assess the risk and advice what actions to take. Please do report confirmed cases to Devon County Council using this smart survey link. You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting (you should also email the school priority alert mailbox - educate.schoolspriorityalerts-mailbox@devon.gov.uk), someone in your setting has been admitted to hospital or you are getting significant media interest). Special schools, boarding schools, or special post 16 providers should call the PHE SW Health Protection Team straight away.

Devon County Council

Devon County Council	**Establishment/Department: Ladysmith Infant and Nursery School**	**Establishment Risk Assessment**	**RA100 V2.6**
	Address: Ladysmith Road Exeter		

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. The following guidance to reflect the changes announced by the Prime Minister on the wider reopening of schools and colleges from Monday 8 March:** • early years and childcare providers • actions for schools during the coronavirus outbreak • special schools, special post-16 providers and alternative provision 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 must consult with their staff regarding the risks and control measures being implemented.** **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.**	**Date assessment completed:** This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19. **Assessor(s):** Mark Wilkinson Dave Broad Fran Collinge
Version Control: RA 100 Version 2.1	
Update – 15/7/20, page 6. Premises related matters - Management of waste	
Update – 25/08/20, page 12,13,14. School Transport	
Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&T Music Dance and Drama – link to new guidance and guidance for performing arts)	
Update – 25/8/20, page 8. Managing supply teachers, visitors, contractors and other temporary visiting staff	

Update – 25/8/20, 28/08/20, 02/09/20 page 10-11. Dealing with suspected and confirmed case/ cases and outbreak, link to access to testing kits, use of face coverings in education – link to new guidance, link to action cards and updated guidance of 31/820	
Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus.	
Update – 02/09/20, page 4. Social distancing and reducing risk of transmission, Wraparound provision	
Update – 02/09/20, page 6. Premises related matters - Hiring of premises	
Update – 15/09/20, page 16. Educational Visits - updated link.	
Update – 29/10/20, page 5 – 6. Premises related matters, ventilation to reduce to spread and thermal comfort – Updated following HSE spot checks.	
Update – 29/10/20, page 15. Curriculum considerations, update on Music Dance and Drama	
Update – 14/12/2020, page 11 - Dealing with suspected and confirmed case/ cases and outbreak	
Update – 04/01/2021 – page 2 – new links to DfE school's website for up to date guidance and consultation with staff	
Update – 04/01/2021 page 3 – definition of close contact	
Update – 04/01/2021 page 9 - Staff **measures to reduce contact and transmission Covid-19.**	
Update – 04/01/2021 page 14 – Lateral Flow Testing (Secondary Schools)	
Update – 08/03/2021 page 14 – Lateral Flow Testing (Secondary Schools)	
Update – 14/01/2021 page 14 - Lateral Flow Testing (primary staff home testing)	
Update – 08/03/2021 first page PHE information	
Update – 08/03/2021 page 2 – return to school March 8th guidance	
Update – 08/03/2021 page 4 – definition of close contact	
Update – 08/03/2021 page 5 - ***Guidance for EYFS***	
Update – 08/03/2021 page 5 - ***Wraparound provision***	
Update – 08/03/2021 page 12 - Accessing testing arrangements are clear for all staff	
Update – 08/03/2021 page 13 - Assessment of all staff, including high risk staff	
Update – 08/03/2021 page 13 - ***face covering***	
Update – 08/03/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak	
Update – 08/03/2021 page 14 - Lateral Flow testing (Secondary Schools)	
Update – 08/03/2021 page 15 - Lateral Flow testing (Primary staff home testing	

Update – 08/03/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable	
Update – 08/03/2021 page 21 - Educational visits	
Update – 12/04/2021 page 4 - Definition of close contact	
Update – 12/04/2021 page 6 - Staff remove covered elsewhere	
Update – 12/04/2021 page 13 - Assessment of all staff, including high risk staff with vulnerable	
Update – 12/04/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak.	
Update – 12/04/2021 page 15 - Lateral Flow testing (Secondary Schools)	
Update – 12/04/2021 page 16 - Lateral Flow testing (Primary).	
Update – 12/04/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable.	
Update – 12/04/2021 page 17 - Transport	
Update – 12/04/2021 page 21 - Educational visits	
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Update- 17/05/2021 – page 6 - Wraparound provision: Groups mixing.	
Update- 17/05/2021 – page 14 - Face Coverings – 17 May 2021	
Update- 17/05/2021 – page 21 - Physical activity in schools /swimming lessons	
Update 17/05/2021 – page 22 – Educational visits	

Significant Hazard Section	**Control measures in place** *Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document*	**Optional: School's comments re. mitigations put in place**
Social distancing and reducing risk of transmission		
Definition of close contact	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': *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:*	

	The current definition of close contact in a school setting is shown below. ○ face-to-face contact including being coughed on or having a face-to-face conversation within one metre (this will include times when you have been wearing a face covering or face mask) ○ been within one metre for one minute or longer without face-to-face contact ○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) ○ travelled in the same vehicle or a plane (this includes school transport) Focusing on obtaining mitigations to reduce close contact, will reduce staff and pupil absences when there are cases within the school. Note that the use of face masks and other forms of PPE does not exclude somebody from being considered a close contact (unless they are providing direct care with patients or residents in a health and care setting, **NHS Test and Trace: how it works - GOV.UK (www.gov.uk)**	
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*.	Year group different times drop off and pick up. One parent only, face coverings to be worn.
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).*	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 or to access the school office. Encouragement to not gather in groups Face coverings to be worn by visitors to the school site Staff to wear visors or face coverings when welcoming children in or seeing them out.

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*	Year groups maximum and class groups where possible. Split beak and lunch times in place. With split playgrounds. Assembly taking place with 1 Yr group at a time and classes split in hall.
Risk of transmission within EYFS settings	*Updated Guidance for EYFS (February 2021**early years and childcare providers**) to be followed. removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.*	*NA*
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. Playgrounds shared but at different times; playtrail cleaned between year groups 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 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.* *. ~~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	
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*	
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.* *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).*	Toilets split to year groups
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*	
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.
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*	Use of PPE revised with all staff September 2020. Updated RA100 shared with all staff and published on website.

	make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.	
Management of premises related risks e.g. asbestos, delayed statutory testing *(LOLER)*	*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* Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk) .	Each year group has a dedicated break room with tea and coffee facilities.
Ventilation to reduce spread	*Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:* • *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.* *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*	In line with guidance from DCC ventilation will be operated in the following manner: 1. In nursery the windows will be opened before the start of the day. Once the day begins, the doors will be open to enable Continuous provision, this may be reduced to one door in cold weather. 2. In Reception and Year One, windows will be open before school, doors to the canopy areas will be open during access to continuous provision 3. In Year Two, windows will be opened at set points throughout the day – at break time, at lunchtime and at the end of the day. In between these points the windows may be closed. 4. In the canteen, all the doors and windows will be open during the meal time, unless it is raining hard.

	information on suitable workplace temperatures see HSE: Guidance on temperature in the workplace	5. In office spaces, doors and windows will be opened periodically, dependent on who is using the space. *6.* In the hall, the windows will be opened when the space is being used, and will be closed when the group leaves the space.
Management of waste	*Ensure bins for tissues are emptied throughout the day.* *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*	Lidded bins in all classrooms.
Management of incoming goods	*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.*	Drop off point in place outside reception window.
School owned outdoor play equipment	*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.* *When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.*	Play Trail is not used by chd before or after school. Yr R have their own play trail in their Year Group playground and there is no mixing between year group. Y1/2 share a play trail but this is cleaned before each use.
Hiring out premises	*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.*	

Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	*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.* *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* *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.* *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.*	
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.*	
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*COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk) *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.*	Additional mid-day cleaning completed for high use areas. Extra cleaning hours employed after school to facilitate a deeper clean every evening
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.*	Hand sanitiser available in all classrooms as well as handwashing facilities. Hand sanitiser available at main entrance points to building.

		Hand sanitiser wall mounted units now installed outside all classrooms. Teachers and children clear that these are not a replacement for handwashing.
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	*Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug.* *Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.*	
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.*	
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.	*When assessing the return to full opening the following section of the DfE guidance must be followed:* *https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks* ***Where this cannot be met, then the school must record why and what other control measures they will adopt.*** *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*	When staff move between their year group bubble they wear a face visor when teaching the children. When staff move around the school building outside of their year group bubble they wear a face masks

	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). **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.** *PHE have identified issues that have arisen in their Incident Management Teams (IMT) test result 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.* *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:* ▪ *Reducing bubble sizes,* ▪ *reducing face to face meetings (move to video calling if appropriate),* ▪ *reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc.* ▪ *reducing or eliminating the movement around the school of pupils and teaching staff,* ▪ *reducing or eliminating the movement across bubbles of pupils and teaching staff,* ▪ *no car sharing between staff to school* ▪ *keeping to the 2m distancing (for teachers especially) if at all possible* *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.*	
Managing supply teachers, visitors, contractors and other temporary visiting staff.	*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*	Peripatetic music teachers will have limited contact as they will use the music room

	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.*	Cleaning kit and PPE available in this room. All staff who will be interacting with supply teachers and visitors will ensure that they are aware of social distancing protocols.
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	*If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks*	
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	*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.* *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/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy* *Further advice is available from HR if required.*	Staff sent revised Staff RA. Staff notes updates weekly on issues and promotes wellbeing.
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 on the new asymptomatic testing programmes taking place in schools are on a shared document platform hosted by DfE, including FAQ, webinars and step-by-step 'how to guides.* ***For secondary schools*** - Resources - Google Drive. ***For primary schools*** - Primary Schools Document Sharing Platform - Google Drive.	

Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	*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.* *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.* *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*	
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors The advice from 1 April 2021 is that clinically vulnerable people, as with everyone else, should work from home if possible. If it is not possible for them to work from home then they should return to their normal place of work.	*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/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy*	
Staff use of PPE	*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*	Ensure staff who will be delivering intimate care to children are trained on PPE use.
Use of face coverings ~~Lack of understanding~~	*Guidance on the use of face coverings for pupils in year 7 and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain.* ~~*In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.*~~ . *Adequate training / briefing on use and safe disposal*	

	Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.	
Dealing with suspected and confirmed case/ cases and outbreak.	***Dealing with suspected and confirmed case/ cases and outbreak.*** *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. ***Follow-up PCR tests required after a positive LFD test*** *Previously, a follow-up PCR test was only required following a positive LFD test carried out at home. The Government has* ***re-introduced*** *the requirement for a PCR test after positive LFD tests carried out at all assisted testing sites. As of 31st March, staff and pupils who get a positive LFD result (whether at home or at supervised testing site in school) should take a follow-up PCR test. This requirement is now published in the Stay At Home Guidance. Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk) and has been included in the DfE daily update. As the prevalence rates are now low in England, follow-up PCR tests will help reduce the chances of false positive LFD tests. The follow-up PCR test should be taken as soon as possible and* ***within 2 days of the positive LFD result****. The quickest way is to book a test online or call 119 for an appointment at a nearby nearest testing centre. Alternatively, a PCR home test kit can be used but it may take longer for the results to come back.* ***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) *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:*	
Lateral Flow testing (Primary).	***Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.*** ***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.*** ***Primary school testing*** ***The asymptomatic testing programme offers primary school, school-based nursery and maintained nursery school staff home Lateral Flow Device (LFD) test kits for twice weekly testing. Those who test positive then self-isolate in accordance with the relevant guidance. Pupils are not included in the rapid, regular asymptomatic testing in primary school and nursery settings. Primary school aged children should only be tested if they are symptomatic, and their families should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and book a PCR test for the child. Schools may also offer a PCR test kit to the parent or guardian of any primary school child who becomes symptomatic onsite, if they believe that the child faces significant barriers to testing through the usual routes.***	

	Resources for testing: youtube video Google Drive Primary Phase - Google Drive	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	*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.* *Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)*	
Children with EHCP and pupils who attend dual settings	*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*	
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.*	
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.*	First aid area by reception – ensuring doors open.

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.*	
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. The Department for Transport have updated their guidance on home to school transport, and managing a response to an infection. Whilst previously we were advised that those who had travelled in the same vehicle (regardless of vehicle size) and been in contact with someone who has tested positive for coronavirus (COVID-19) would be classified as a "close contact" and asked to self-isolate,* ***this is now not an automatic assumption.*** *We will now carry out a risk assessment for each individual case taking into consideration vehicle size, the degree of face-to-face contact or length of time / proximity to a positive case, and other mitigating factors such as seating plans, Perspex screens around drivers, etc.* *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: schooltransportservicequeries-mailbox@devon.gov.uk*	
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 back (youngest students at the front of the vehicle). Schools may even wish to draw up seating arrangements on vehicles.* *Consider how you are going to "police" any seating arrangements as this is not the driver's responsibility – their role is to focus on driving the vehicle safely. Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of each day to assist the students.* *Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning.* *Ensure organised queuing/boarding and distancing within vehicles if possible.*	

Face coverings & PPE	*It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, DCC, supported by PHE,* ***recommend*** *that people aged 11 and over wear a face covering when travelling on dedicated school transport from the start of the autumn term. However, there are some exemptions:* *https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings* *Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.*	
Loading for vehicles above nine passenger seats	*Transport Co-ordination Service will work with operators, schools and parents to manage arrangements for organised queueing and boarding.* *Students should be asked to respect the driver's personal space and hold back from entering the vehicle until the driver has indicated it is safe to do so, and then do so one by one in an orderly manner. They should hold their bus pass so it is visible to the driver (and produce for closer examination if requested). Seats alongside or immediately to rear of the driver may be out of use and if so, would be clearly marked as "out of use" by the operator.*	
Good practice & personal care	*ALL students will be expected to abide by the DCC Code of Conduct* *Students, drivers and escorts should clean their hands, before boarding home to school transport and when arriving at school or home. It should not normally be necessary for students to clean their hands during the journey.* *Coughs/sneezes – students/parents to be given guidance on good management of coughs and sneezes, in line with the "catch it, bin it, kill it" approach – this will be reinforced in schools. Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.*	
Carriage of passengers with symptoms	*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*	

Children with Special Educational Needs:	*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;* *• 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.* *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.*	
Wider public transport	*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.*	
School Transport arrangements support changes to school times	*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*	
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 in place
Suspension of some subjects for some pupils in exceptional circumstances.	*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.*	Broad and balanced curriculum remains in place for all pupils.
Music, dance and drama activities	*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. *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* *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.* *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:* *- peripatetic music staff,* *- cleaning and handling of equipment,* *- singing and playing brass and woodwind instruments* *- Avoiding sharing of musical instruments* *- Handling scripts*	
Physical activity in schools	*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: Coronavirus (COVID-19): grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events - GOV.UK (www.gov.uk) and guidance from Sport England for grassroot sport advice from organisations such as the Association for Physical Education and the Youth Sport Trust 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 guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents* ● *using changing rooms safely*	

	carefully how such arrangements can operate within their wider protective measures. *Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.*	
Practical science, art and D&T lessons	*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.*	
Educational visits	***School Visits – updated Guidance*** ***Educational day visits*** ~~*In line with the roadmap, should step 2 commence as planned,* ***schools can resume educational day visits no earlier than 12 April.***~~ *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.* *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 health and safety guidance on educational visits when considering visits.* ***Domestic residential educational visits*** ~~*In line with the roadmap, we advise against domestic residential educational visits until at least step 3, no earlier than 17 May.*~~ ~~*The roadmap is driven by data do not date. The approach to domestic residential visits is dependent on the roadmap and is subject to change.*~~ *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 Outdoor Education Advisory Panel (OEAP). All educational visits must be fully compliant with COVID-19 requirements.* ***Existing bookings***	

- *Should step 3 commence as planned, you may undertake domestic residential education visits, that are already booked, no earlier than 17 May.*
- *Any domestic residential educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidance and regulations in place at that time.*

New bookings

- ~~*Schools may begin planning for new domestic residential educational visits to take place. Should step 3 commence as planned, new visits will be possible from and no earlier than 17 May.*~~
- ~~*Schools are advised not to enter into any new financial or contractual commitments at this stage. This advice will remain under review and updated at the earliest opportunity.*~~
- ~~*Any new domestic residential educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidance and regulations in place at that time.*~~
- ~~*We are working with Public Health England and the sector on what coronavirus (COVID-19) secure residential visits will look like at step 3, and further advice will be provided.*~~

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.

	International visits ~~*The Global Travel Taskforce has been commissioned to set out how to facilitate a return to international travel as soon as possible while managing the risk from imported variants of concern. It is due to report on 12 April 2021. This advice will be updated following the publication of the report.*~~ ***International visits*** *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.* .	
Groups of children mixing resulting in risk of more widespread transmission	*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.* *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.*	No whole school assemblies unless done remotely. Year group assemblies in hall with at least 2m distance between classes.
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	*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.*	Regular governor updates. COVID section in headteacher report to all governors. Governor Covid working group set up. Fortnightly head and Chair meeting

Signed: Headteacher/Head of Department: Mark Wilkinson.....Date: 17.5.21

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.