

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: Shebbear Community School	Establishment Risk Assessment	RA100 V3
Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors UPDATED 23.11.20	Address: Shebbear, Beaworthy, Devon EX21 5SG		
<p>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance: Covid-19 Implementing protective measures in education and childcare settings (15 May 2020) and updated following the publication of Guidance for Full Opening (2 July 2020) and Managing School Premises during the Covid-19 outbreak (7 July) As part of planning for full return in the autumn term, 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.</p> <p>This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting. This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance: Guidance for Full Opening</p> <p>General guidance on completing risk assessments is available at arrangements note HS47.</p> <p>Updates:</p> <p>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: 2.9.20 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): Nick Alford (HT) Sue Hawker (Office Manager) Governing Body		
Version Control: RA 100 Version 2.1			
Update – 15/7/20, page 6. Premises related matters - Management of waste			

Update – 15/09/20, page 16. Educational Visits - updated link.	
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 17. Educational Visits - updated link.	
Update – 29/10/20, page 6. Premises related matters, ventilation to reduce to spread and thermal comfort – Updated following HSE spot checks.	
Update – 29/10/20, pages 16 and 17. Curriculum considerations, update on Music Dance and Drama	

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		
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	<i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and 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,</i>	<i>10 minute window in the morning for drop offs. Staggered end to the school day. Pupils discouraged from wearing masks as guidance suggests it is not needed. Those wearing them will be required to bring an appropriate plastic bag for its</i>

	<i>on arrival.</i>	<i>storage.</i>
Parents gathering at school gate not social distancing	<i>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely.</i>	<i>Included in the school plan. Parents regularly reminded not to loiter.</i>
Overcrowding in classrooms and corridors.	<i>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups</i>	<i>See school plan. Pupils will be in three class bubbles with some controlled mixes to allow teaching of the full curriculum. Assemblies will be in class (acts of collective worship each day) with regular whole school assemblies via Zoom.</i>
Risk of transmission within EYFS settings	<i>Updated Guidance for EYFS (2 July 2020) to be followed. https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</i>	<i>Pupils will be reminded regularly but school accepts the expectations on the pupils may be different to those in other year groups.</i>
Groups mixing during breaks and lunchtime compromising social distancing.	<i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes & in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i>	<i>Different playground locations will be used with appropriate supervision in place. Staggered lunchtimes with some pupils eating in class. An additional MTA employed.</i>
Groups mixing during extra-curricular provision	<i>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children</i>	<i>It is hopeful some clubs can go ahead but appropriate measures will be put in place to minimise contact. Single classes only would make most clubs unviable so, actions will be needed to mitigate risk.</i>

	<i>should only attend settings that can demonstrate this. DfE have issued guidance for parents and carers, which schools may want to circulate.</i>	
Spread of virus due to increased numbers of people within the building.	<i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i>	<i>Noted in school action plan.</i>
Staff	<i>Staff should maintain Public health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.</i>	<i>Staff will be regularly reminded of this and the need to not become complacent. The school will continue to develop the culture of safe working in school.</i>
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<i>Review whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary. Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</i>	<i>All groups have easy access to outside areas and fire escapes. Keep to the left system to be used to access toilets. Minimal movement around the building is needed.</i>
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<i>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</i>	<i>Timetable of staffing is structured to ensure that there are appropriate numbers of first aiders on site at all times including paediatric first aiders. Increased numbers will not impact unduly on first aid arrangements. Two members of staff have just updated training.</i>
Fire Procedures	<i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i>	<i>Fire evacuation procedures will change little as Teddy, Panda and Koala classes retain their normal fire escapes.</i>
Water hygiene – management of legionella	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained</i>	<i>As school has remained open, these procedures have been taking place on the regular cycle.</i>

	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	<i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</i>	<i>Non-pupil day in September will be used as an opportunity to update staff. Regular ongoing reminders and training as necessary.</i>
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<i>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</i>	<i>External contractors and all visitors will be avoided unless in the case of an emergency e.g. a burst pipe.</i>
Staff rooms and offices to comply with social distancing and safe working practice	<i>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</i>	<i>Where possible, staff to bring in a vacuum cup for use in school. Staff to eat in their bubble room or outside. Staff room not used for sitting just access to the fridge, microwave etc. All should be fully wiped down after use. Appropriate materials left in staff room.</i>
Ventilation to reduce spread	<p><i>Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</i></p> <ul style="list-style-type: none"> <i>• opening high level windows in preference to low level to reduce draughts</i> <i>• increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</i> <i>• providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</i> <i>• rearranging furniture where possible to avoid direct drafts</i> <i>• mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</i> <i>• Opening internal doors can also assist with creating a throughput of air</i> <i>• natural ventilation – if necessary external opening doors may also be used Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be</i> 	<i>All classrooms and the hall have capacity for good ventilation. Cold weather in the winter months may make this more of a challenge.</i>

	<p>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.</p> <ul style="list-style-type: none"> • Ventilation to chemical stores should remain operational. <p>It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more information on suitable workplace temperatures see HSE: Guidance on temperature in the workplace</p>	
Management of waste	<p>Ensure bins for tissues are emptied throughout the day. Follow Guidance on disposal of PPE waste (such as used fluid resistant masks) and Government guidance on disposal of waste, including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins.</p>	<p>Additional bins purchased to waste paper towels. Staff to monitor bins through the day and empty when full. Ensure masks disposed of safely.</p>
Management of incoming goods	<p>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</p>	<p>Drops off via the school office only. Food drop off via the rainbow gate directly to the school kitchen. As previously, this should not be while children are present. No requirement to go through the school building.</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. 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>Good procedures for this are already in place and have been developed during the partial opening.</p>
Hiring out premises	<p>Schools should ensure they are considering carefully how to hire out to external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. Such arrangements can only operate within their wider protective measures and should also have regard to any other relevant</p>	<p>The school does not currently hire out the premises to third part providers.</p>

	<p>government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.</p>	
Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	<p>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</p> <p>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.</p> <p>Follow government guidance for working in education and childcare if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on Cleaning and decontamination of non-health care settings.</p>	<p>Each pupil will be given their own personal kit – pencil, ruler etc which will remain with them at all times.</p> <p>Soft furnishings removed from classrooms.</p>
Shared resources and equipment increasing spread	<p>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of ‘heavy use’ such a photocopiers to maintain social distancing. Enhanced cleaning regimes.</p>	As noted above.
Cleaning staff and hygiene contractor's capacity - providing additional requirements	<p>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>	<p>The school will continue to work closely with DL and Devon Norse to ensure good cleaning regimes in place and appropriate resources available.</p>

Sufficient handwashing facilities for staff and pupils	<i>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.</i>	<i>This will be a priority and appropriate resources. Use of classroom and toilet sinks.</i>
Additional time for staff and pupils to carry out handwashing	<i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.</i>	<i>Staff will work with pupils to build this culture and time will be made available. Staff will work on developing the best possible routines to maximise hand washing opportunities while not reducing, unduly, curriculum time.</i>
Handwashing practice with children	<i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug. Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i>	<i>Pupils to be constantly reminded.</i>
Good respiratory hygiene	<i>Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</i>	<i>School will continue its drive on 'Catch it, kill it, bin it' mantra. Additional posters and instructions.</i>
Sufficient supplies of soap and cleaning products	<i>Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.</i>	<i>School to work with DL and Devon Norse on this.</i>
Toilets being overcrowded	<i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</i>	<i>System in place – see plan.</i>
Staff related issues		
Staff measures to reduce contact and transmission	<i>When assessing the return to full opening in September 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</i>	<i>Staff are fully aware of the expectations.</i>

	<p><i>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>Managing supply teachers, visitors, contractors and other temporary visiting staff.</p>	<p><i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.</i></p>	<p><i>The school will endeavour to minimise external visitors including supply teachers but ensure suitable measures are in place to negate possible cross contamination.</i></p> <p><i>All visitors to be fully briefed on the school procedures following their signing in process with suitable contact details taken in the event of needing to track and trace.</i></p>
<p>Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios</p>	<p><i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</i></p>	<p><i>Some additional staff hours will be in place for September (TAs) which will give the school extra capacity to cover absences. School will have a contingency plan to deal with cases of isolation etc.</i></p>
<p>Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.</p>	<p><i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice. Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' -</i></p>	<p><i>As above. Staff encouraged to discuss concerns with HT.</i></p>

	<p>https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy Further advice is available from HR if required.</p>	
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<p>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</p>	<p>The school's plan and risk assessment are a key part of the September non-pupil days. Regular updates to communicate any changes/improvements.</p>
Accessing testing arrangements are clear for all staff	<p>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/</p>	<p>The school will respond to this accordingly. Testing kits are now available in school to be used as necessary. See DfE guidance for further details.</p>
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p>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</p>	<p>All staff to be clear on these procedures.</p>
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<p>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.</p> <p>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid and record this assessment -</p>	<p>This will be in place as appropriate.</p>

	https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy	
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</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 Guidance on the appropriate selection and use of PPE from DCC can be found here: http://devon.cc/ppe</p>	<p><i>Not appropriate at time of writing but will be updated as necessary.</i></p> <p><i>Although there are no identified pupils, those working with the youngest children in school (in particular) will need to implement this if dealing with personal hygiene issues.</i></p>
Use of PPE Lack of understanding	<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>	<p><i>Regular staff updates to meet training needs.</i></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><i>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.</i></p> <p><i>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.</i></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><i>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</i></p>	<p><i>All staff to be absolutely clear on the procedure. Cases to be dealt with in a timely fashion. Information communicated accordingly.</i></p> <p><i>See updated DfE guidance which states the process required.</i></p>

	<p><i>Outbreak Control Team Meeting. Schools should up-date the Schools Emergency Plan to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</i></p> <p><i>Educational settings Action cards</i></p> <p><i>PHE SW HPT: Flowchart for childcare and Educational settings V 4</i></p> <p><i>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the <i>Actions for Schools Guidance Section 5</i></i></p>	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	<p><i>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 shielding. <i>Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons</i> 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.</i></p>	<p><i>All staff will be aware of any particularly vulnerable pupils/adults.</i></p>
Children with EHCP and pupils who attend dual settings	<p><i>A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child</i></p>	<p><i>No pupils with an EHCP.</i></p>
Pupils unable to follow guidance	<p><i>Some pupils will need additional support to follow these measures. Insert measures here or attach additional document.</i></p>	<p><i>No identified pupils although this will need to be reviewed in September following the new reception intake. The school behaviour policy has been updated accordingly. Staff to support pupils in achieving this.</i></p>
Pupils equipment	<p><i>Pupils to limit the amount of equipment they bring into school each day, to essentials</i></p> <p><i>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i></p>	<p><i>As noted previously, individual equipment for each pupil. No large bags allowed in to school. Coats kept in the classroom. Book bags and lunchboxes also.</i></p>
Member of a class becoming unwell with COVID-19	<p><i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which</i></p>	<p><i>Isolation room in place (Bear Cave). Room to be fully cleaned after use.</i></p>

	<i>is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i>	
School Uniform	<i>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</i>	<i>School will continue with Friday PE kit day to avoid changing and big bags being in school. Timetables will be adjusted accordingly to allow for PE lessons.</i>
Transport		
Travel to school and provision of safe school transport:	<i>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.</i>	<i>Numbers of pupils needing bus transport in September will be low and include family groups. School working with transport provider to ensure safe travel.</i>
Dedicated school transport, including statutory provision	<p><u>transport-to-school-and-other-places-of-education-autumn-term-2020</u></p> <p><i>Although there is no requirement for students to sit with the group of students or “bubble” with which they are educated, students should sit in year groups as far as possible when travelling – this will be in ascending year groups front to back (youngest students at the front of the vehicle). Schools may even wish to draw up seating arrangements on vehicles.</i></p> <p><i>Consider how you are going to “police” any seating arrangements as this is not the driver’s responsibility – their role is to focus on driving the vehicle safely. Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of each day to assist the students.</i></p> <p><i>Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning.</i></p> <p><i>Ensure organised queuing/boarding and distancing within vehicles if possible.</i></p>	<p><i>Latest guidance (see DCC update) says on those 11+ need to wear masks. Seating arrangements will try to replicate bubbles but no requirement and some siblings will be in separate bubbles anyway.</i></p> <p><i>Parents have been informed of the requirements.</i></p> <p><i>School will work with the bus company and parents to ensure the pupils are aware of the requirements and adhere to the expectations.</i></p>
Face coverings & PPE	<p><i>It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, DCC, supported by PHE, recommend that people aged 11 and over wear a face covering when travelling on dedicated school transport from the start of the autumn term. However, there are some exemptions:</i></p> <p><u>https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings</u></p> <p><i>Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of</i></p>	

<p>Loading for vehicles above nine passenger seats</p> <p>Good practice & personal care</p> <p>Carriage of passengers with symptoms</p>	<p><i>transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.</i></p> <p><i>Transport Co-ordination Service will work with operators, schools and parents to manage arrangements for organised queueing and boarding. Students should be asked to respect the driver's personal space and hold back from entering the vehicle until the driver has indicated it is safe to do so, and then do so one by one in an orderly manner. They should hold their bus pass so it is visible to the driver (and produce for closer examination if requested). Seats alongside or immediately to rear of the driver may be out of use and if so, would be clearly marked as "out of use" by the operator.</i></p> <p><i>ALL students will be expected to abide by the DCC Code of Conduct. Students, drivers and escorts should clean their hands, before boarding home to school transport and when arriving at school or home. It should not normally be necessary for students to clean their hands during the journey. Coughs/sneezes – students/parents to be given guidance on good management of coughs and sneezes, in line with the "catch it, bin it, kill it" approach – this will be reinforced in schools. Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.</i></p> <p><i>Parents must be advised that students MUST NOT board home to school transport, if they or a member of their household has symptoms of coronavirus. Any child, young person or other learner who starts displaying coronavirus symptoms while at their setting should be sent home immediately. They must not travel on home to school transport. The school should contact the parent or carer who should make arrangements for the child or young person's journey home. In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported to their home, you must contact the Transport Coordination Service at DCC. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak. Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;</i></p> <ul style="list-style-type: none"> <i>• they develop symptoms themselves (in which case, they should arrange a test) or</i> <i>• the symptomatic person subsequently tests positive (see below) or</i> <i>• if they have been requested to do so by NHS Test and Trace.</i> 	
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Children with Special Educational Needs:	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.	N/A
School Transport arrangements support changes to school times	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	In place.
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.	The intention is to offer a full curriculum albeit, in some cases, reduced time to allow for catch up work as necessary.
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.	Swimming will not be possible during the autumn term but this will be reviewed with a view to reintroduction later I the school year.
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	Latest DfE guidance says music, dance and drama lessons can go ahead with appropriate precautions in place e.g. when singing all facing forwards. Staff briefed on the requirements necessary to run these lessons safely.

	<p>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.</p> <p>Schools should consider risk reduction measure such as physical distancing and playing and singing outside wherever possible, limiting group sizes, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. The guidance should be consulted for further information relating to:</p> <ul style="list-style-type: none"> - peripatetic music staff, - cleaning and handling of equipment, - singing and playing brass and woodwind instruments - Avoiding sharing of musical instruments - Handling scripts 	
Physical activity in schools	<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>	<p>PE lessons will be contained to Fridays only although physical activity will be encouraged throughout the week.</p> <p>SSW will continue to provide lessons on a Friday.</p> <p>Additional physical activities will be encouraged during break times and suitable points in the week.</p> <p>PE lessons on Fridays will include specific content to support good levels of fitness following the lockdown period.</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</p>	

	<i>activities in a bubble. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</i>	
Educational visits	<i>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 For additional information check with EVOLVE guidance on website.</i>	<i>School visits will be considered for the autumn term but will need to be fully risk assessed in consultation with the HT.</i>
Groups of children mixing resulting in risk of more widespread transmission	<i>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time). Large gatherings such as assemblies and with more than one group should be avoided</i>	<i>See school plan for details of class bubbles.</i>
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19)	This is in place.
Catering staff are operating in a safe environment	<i>Catering staff to follow the relevant aspects of government guidance for food premises: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</i>	
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<i>Tell parents, caterers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.</i>	<i>School to work closely with kitchen manager and Devon Norse accordingly.</i>
Suppliers understanding and complying with new arrangements	<i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i>	<i>This will be communicated accordingly.</i>

Communications to parents and staff	<i>Regular communications</i>	<i>The school has maintained regular communication throughout the lock down period.</i>
Pupils and families anxious about return	<i>Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</i>	<i>School will work with families to support children as required. The reintegration visits in July will hopefully support this.</i>
Parent aggression due to anxiety and stress.	<i>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety</i>	<i>Regular reminders via the school newsletter. HT will be on the playground overseeing start and end of days.</i>
Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<i>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</i>	<i>The GB has met regularly throughout the lockdown period and will continue to do so in the autumn term with regular feedback and updates from the HT. Plans for safe running of the school continually reviewed.</i>

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
Communication	Effective communication to parents, staff and governors on reopening arrangements and updates/amendments as necessary. Clarity amongst all staff and parents/carers on procedures for suspected cases of Covid-19	ongoing	NA, staff, parents/carers, GB

Various	Signage updated around the school to remind pupils and staff of expected behaviours during this period.	Before September 7th	NA, staff
Cleaning and reducing contamination.	Ensure continued good supplies of hand sanitiser, soap, dispensers, anti-bacterial spray along with PPE equipment in place and positioned in appropriate places around the school. Staff reminded of expectations of cleaning regimes necessary during the school day including equipment.	ongoing	SH, Devon Norse, all staff
Social distancing	Pupils reminded of expectations both in class and around the school. Regular reminders of this. Classes set up to support this e.g. organisation of desks.	Classrooms ready for return in September. Regular reminders to all pupils will be ongoing.	NA, all staff
Pupil related issues	New pupils assessed for any possible risk (or those returning after a long absence). Appropriate support put in place.	On return of the pupils	All staff
Provision of food	Work with kitchen manager and Devon Norse to agree arrangements for safe delivery of food.	Ready for September start.	NA, SH, VM, Devon Norse
Curriculum Considerations	NA and staff to finalise curriculum arrangements including alternative provision as necessary. Agree plan for catch up provision including missed subjects in autumn term.	Ready for the start of term although this will be subject to review on return of the pupils	NA, teaching staff

Signed: Headteacher/Head of Department:

.....**Date**

The outcome of this assessment should be shared with the relevant staff.

A copy of the completed assessment to be kept on file and copied to the Health & Safety Co-ordinator.