



## Covid-19 Guidance for Full Opening September 2020


01.09.20

This risk assessment has been adapted to allow the safe return of pupils and staff to our 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 our school.

The control measures listed are prompts and will not necessarily reflect those in all our establishments and we must adapt it by adding (or removing) and outlining in detail the control measures as appropriate to our setting.

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

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

	<b>Establishment/Department:</b> On Track Education	<b>Establishment Risk Assessment</b>	<b>RA100 V2</b>
	<b>Address:</b> Barnstaple / Northam		
<b>Person(s)/Group at Risk</b> Staff, Students, Visitors and Contractors		Date assessment completed: 28.08.20  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.	
<p> <b>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)</b> As part of planning for full return in the autumn term, it is a <b>legal requirement</b> that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term.</p> <p> <b>This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance: <a href="#">Guidance for Full Opening</a></b>  <b>When conducting the risk assessment, it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</b> </p>		Assessor(s): Jon Lisle Sally Gordon	

<b>Control measures in place</b>	<b>Additional measures to put</b>

Significant Hazard Section		into place
<b>Social distancing and reducing risk of transmission</b>		
Entrance and egress to school site causing 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 necessary. 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 <a href="#">Staying safe outside of your home: face coverings</a> and <a href="#">Guidance for Full Opening</a>. Pupils must be instructed to wash their hands or use anti-bacteria gel on arrival.</i>	School will provide individual face coverings for use in communal areas of school / situations where distancing cannot be maintained by staff (obligatory) and students (advisory).
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>	Bollards to be used outside main school entrances where needed to keep vehicles and people on foot at an appropriate distance.
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 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.</i>	Staff to remind students regularly about not wandering around the school. They need to stay near their learning spaces. Most students have been good at social distancing so far.
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 &amp; in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i>	Avoid students gathering in kitchens and places where they may wish to prepare or eat their lunch together. Stagger lunch times for individual students. Could sit outside together to eat if they social distance.
Groups mixing during extra-curricular provision	<i>Carefully consider 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. Holiday club guidance suggests delivering sessions outside where possible As with physical activity during the school day, contact sports should not take place and recommendations set out in <a href="#">Protective measures for out-of-school settings during the coronavirus</a></i>	All activities generally already take place staffed 1:1 – keep outside and social distance if mixing students. No football yet.

	<a href="#"><u>(COVID-19) outbreak should also be taken into consideration.</u></a>	
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>	Monitor numbers of staff and students on each site as new students join the cohort on site. Maintain maximum of 15 students on any site at any time.
Staff	<u><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></u>	In line with latest guidance giving head teachers discretion on face coverings, all staff will be told to use face coverings whilst in the school buildings (face masks and plastic visors will be supplied for use in school)
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>	Wall-mounted and table-top hand sanitisation available in each site and students are encouraged to use them regularly. One-way system in operation at 16a (narrow corridors), floor markings in some rooms at Saunders House. Wipes, etc available for use in the gym.
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>	Face coverings and gloves available at first aid boxes. All staff trained in emergency first aid. Quarantine rooms on each site.
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>	Ensure distancing when evacuating and in fire drills during this pandemic period.
Water hygiene – management of legionella	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance <a href="#"><u>Managing School Premises during the Covid-19</u></a></i>	Jane (SH) and Net (NH, NH2 and 16a) have continued to do these.

	<a href="#">outbreak.</a>	
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>	Staff team will be informed when practices change, plus written in emails to staff at the start of the academic year. JL and LBF to monitor arrangements.
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>	PAT testing, smoke alarms, fire extinguishers have been checked as usual.
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>	Number of students (and hence staff) on each site monitored as above. Learning areas dispersed more widely throughout each site. Meetings for staff / annual reviews / PEP meetings / SLT / Safeguarding Team / Core Group meetings, etc to be held via video links. Communal crockery and cutlery removed. Staff able to leave school sites at 3pm to reduce unnecessary congregation indoors.
Ventilation to reduce spread	<i>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air systems should be operated as normal. Ventilation to chemical stores should remain operational.</i>	Windows opened wherever temperatures allow. STAYS MUST NOT BE OPENED.
Management of waste	<i>Ensure bins for tissues are emptied throughout the day. Follow <a href="#">Guidance on disposal of PPE waste</a> (such as used fluid resistant masks)</i>	Staff responsible for cleaning and clearing learning areas after each session.
Management of incoming goods	<i>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</i>	Deliveries dropped off in lobby of NH or porch of SH.
School owned outdoor play equipment	<i>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children's hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment,</i>	Sports equipment to be cleaned after each use. If going out to playgrounds, insist on hand-washing before they go, when they return and discourage



	<p><i>cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on <a href="#">Managing Outdoor Playgrounds</a> for equipment also used by the community.</i></p> <p><i>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</i></p>	<p>them touching their faces.</p>
Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	<p><i>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.</i></p> <p><i>Follow government <a href="#">guidance for working in education and childcare</a> if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on <a href="#">Cleaning and decontamination of non-health care settings</a>. Further guidance on cleaning non health care settings is to be published by Public Health England by the end of the summer term.</i></p>	<p>Staff responsible for cleaning down learning areas and equipment used after each session, or photocopiers, etc after each use. Extra cleaning staff have been recruited and extra cleaning hours contracted.</p>
Shared resources and equipment increasing spread	<p><i>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.</i></p>	<p>Students are given their own stationery.</p>
Cleaning staff and hygiene contractor's capacity - providing additional requirements	<p><i>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See <a href="#">Safe working in education and childcare</a> for guidance on PPE and guidance on <a href="#">cleaning non-health care settings</a>. Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.</i></p>	<p>All staff to share in cleaning the premises between sessions and at the end of the day. Staff who clean our sites have been increased in number and have had extra hours allocated since February to ensure they have time to clean our sites more thoroughly.</p>
Sufficient handwashing facilities for staff and pupils	<p><i>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.</i></p>	<p>Hand wash dispensers installed and mobile sanitation available. Sinks in each toilet have hand wash.</p>
Additional time for staff and pupils to carry out handwashing	<p><i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.</i></p>	<p>1:1 teaching allows for each student to be reminded regularly to wash their hand and gives the staff member and student the chance to wash their hands at any time.</p>

Handwashing practice with children	<i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at <a href="#">e Bug</a>. Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i>	Staff to role-model this and to remind our students in an age-appropriate manner.
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>	Staff to promote and role model.
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>	Supplies ordered regularly via head office.
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>	All toilets are single-use already. Staff will strongly encourage hand-washing.
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: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a> <b>Where this cannot be met, then the school must record why and what other control measures they will adopt.</b> <i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</i></i>	Staff or students will not move across sites during the day. All meetings such as SLT, departments and safeguarding held by video-link.
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<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</i>	We do not use supply or peripatetic staff.

	<i>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, 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>	
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></i>	Due to 1:1 or 2:1 staffing of all students at all times because of their EHCP needs or H&S issues, if staffing levels drop to a point where this ratio cannot be maintained, JL and LBF will review whether to use agency staff or to temporarily introduce remote learning for a small number of students for the day if required due to high levels of staff absence.
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<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' - <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a> Further advice is available from HR if required.</i>	See above. Care First and BUPA available for all staff, provided free by the company. Ed Psych offering regular counselling sessions for staff during term time. SLT and Senior Support Workers available for any ad hoc meetings or discussions required by team members.
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i>	Present this risk assessment, leave it on the Drive to be read. Go to JL, AW, SG or JH with queries. Any ideas for improvements most welcome.
Accessing testing arrangements are clear for all staff	<i>Guidance about testing, including the NHS 'Test and Trace' service, is available via this link <a href="https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/">https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</a></i>	Instructions already given to staff.
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron</i>	Staff to be given instructions in writing by email.



	<p>and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <p>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p>	
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 - <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a></p>	All staff are expected to be back working on site from September. Staff risk assessment paperwork already being used.
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><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> Guidance on the appropriate selection and use of PPE from DCC can be found here: <a href="http://devon.cc/ppe">http://devon.cc/ppe</a></p>	Not applicable.
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><a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings.</p>	Information given by email at start of September term. This document sent to all staff so they have access to the link in the box on the left.
Dealing with suspected and confirmed case/ cases and outbreak.	<p>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162. If the matter is not urgent you can also email <a href="mailto:swhpt@phe.gov.uk">swhpt@phe.gov.uk</a>. Devon County Council's Local Outbreak Management Plan (LOMP) is available here: <a href="https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/">https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/</a>. IF A <b>SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS</b> Contact your</p>	These instructions will be followed by leadership team.

	<p>local Health Protection Team on 0300 303 8162 or <a href="mailto:swhpt@phe.gov.uk">swhpt@phe.gov.uk</a> and inform the local authority by emailing <a href="mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk">educate.schoolspriorityalerts-mailbox@devon.gov.uk</a>. If there is a complex situation or an outbreak is declared in your setting, you may be asked to join an Outbreak Control Team or Local Incident Management Team Meeting. School should up-date the <b>Schools Emergency Plan</b> to incorporate the above links.</p>	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	<p>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. <a href="#">Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons</a> 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.</p>	No-one can 'shield' after 1 <sup>st</sup> August, everyone has to be in school as per government guidelines.
Children with EHCP and pupils who attend dual settings	<p>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</p>	Risk assessment for all students with EHCPs carried out before return in September.
Pupils unable to follow guidance	<p>Some pupils will need additional support to follow these measures. Insert measures here or attach additional document.</p>	Limited movement in sites, students encouraged to stay in their learning space. All students to be guided by their 1:1 member of staff. This will appear on individual risk assessments.
Pupils equipment	<p>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.</p>	Message home to families and carers sent in July and reiterated at start of September term.
Member of a class becoming unwell with COVID-19	<p>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.</p>	Quarantine Rooms established on all sites. These instructions will be followed.

<b>Transport</b>		
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>	Liaise with Devon transport about their expectations of students.
Dedicated school transport, including statutory provision	<i>Consider how pupils are grouped together on transport and where possible this should reflect the bubbles that are adopted within school. Ensure organised queuing/boarding and distancing within vehicles if possible. Consider the use of face coverings for children over the age of 11, where appropriate. For example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet. Consider the use of hand sanitiser upon boarding and/or disembarking. Waiting for the DfE who will shortly publish new guidance to local authorities on providing dedicated school transport.</i>	Students will be expected to follow guidance and rules in county transport. Sanitiser available on arrival at school.
Wider public transport	<i>It is the law that you <a href="#">must wear a face covering when travelling in England</a> on public transport. Some people <a href="#">don't have to wear a face covering</a> including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</i>	Where staff are transporting students to or from school, both staff and student will wear face coverings, sit as far away from each other as possible and have the windows open where possible. The touch points in the car will be cleaned after use by the member of staff,
School Transport arrangements support changes to school times	<i>Liaising with the School Transport Team before change are made. Follow government guidance <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</a></i>	JL will liaise with the transport team where appropriate.
<b>Curriculum considerations</b>		
Planned return to normal curriculum in all subjects by Summer Term 2021	<i>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i>	Each student will have an individual plan to return to their normal curriculum, depending on their needs.
Suspension of some subjects for some pupils in exceptional circumstances.	<i>Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</i>	'Normal curriculum' will be resumed in Autumn term.
Music activities	<i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are</i>	No group singing will happen. Instruments will be cleaned after each use. Group playing will happen with social distancing

	<p><i>playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. <b>Further detailed DfE guidance will be published shortly.</b></i></p>	<p>between players.</p>
Physical activity in schools	<p><i>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:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul> <p><i>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. 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.</i></p>	<p>PE will focus on individual non-contact sports and activities. It will be delivered 1:1. Equipment will be cleaned after each session.</p>
Educational visits	<p><i>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the <a href="#">Covid-19 DfE travel guidance for educational settings</a> For additional information check with EVOLVE guidance on website.</i></p>	<p>May 2020 states: The Department for Education is currently advising against <u>domestic trips</u> (residential and non-residential) for children under 18 organised by educational settings.</p>
Groups of children mixing resulting in risk of more widespread transmission	<p><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.</i></p>	<p>1:1 teaching on all sites.</p> <p>Sites will act as bubbles each day which will keep bubble sizes small.</p> <p>As much work as possible to be</p>

	<i>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>	done in the open air or with students in their learning areas 2, from the staff member.
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	School kitchens must comply with the <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a>	We have no central kitchen. School cooking lessons will involve hand-washing and cleaning of equipment after use.
Catering staff are operating in a safe environment	<i>Catering staff to follow the relevant aspects of government guidance for food premises: <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a></i>	N/A
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<i>Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.</i>	Poster in the lobby of NH, 16a and SH.
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>	Office staff to speak to delivery people.
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>	Keyworkers to contact parents/students and offer reassurance. Signpost them to government documents.
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>	Keyworkers to contact parents/students and offer reassurance. Signpost them to government documents.
Oversight by directors		
Lack of director oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<i>The directors continue to meet regularly via online platforms. Their agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report includes content and updates on how the school is continuing to meet its</i>	Regular meetings and monitoring visits between JL and JC.



	<i>statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with directors to ensure designated responsibilities are in place.</i>	
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**Signed: Headteacher/Head of Department:**      **JLisle**      .....      **Date 01.09.20** .....

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.