

*Howe*

## Covid-19 Guidance for Full Opening September 2020

RA100 V2.1

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

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

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

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

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

	<b>Establishment/Department: WDF</b>	<b>Establishment Risk Assessment</b>	<b>RA100 V2.1</b>
 Wisdom    Respect    Love    Joy    Hope			
<p><b>Person(s)/Group at Risk</b>  <b>Staff, Pupils, Visitors and Contractors</b></p> <p><b>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance, latest: Guidance for Full Opening: Schools dated 7 August 2020</b></p> <p>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 is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance: <a href="#">Guidance for Full Opening</a></b></p> <p><b>General guidance on completing risk assessments is available at arrangements note HS47. When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</b></p>		<p><b>Date assessment completed:</b>          Return to school: from September 2020          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> <p><b>Assessor(s):</b>          G Hamilton</p>	
<p>Update – 15/7/20. Premises related matters - Management of waste</p> <p>Update – 25/08/20, School Transport – not included no transport used</p> <p>Update – 25/08/20 and 02/09/20, Curriculum considerations (Science, art and D&amp;T Music Dance and Drama – link to new guidance and guidance for performing arts)</p> <p>Update – 25/8/20, Managing supply teachers, visitors, contractors and other temporary visiting staff</p> <p>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</p> <p>Update – 25/8/20, Contaminated surfaces spreading virus.</p> <p>Update – 02/09/20, Social distancing and reducing risk of transmission, Wraparound provision</p> <p>Update – 02/09/20. Premises related matters - Hiring of premises - not included, no hiring</p>			

Update - 5/11/20 ventilation, fire procedures (fire doors), management of incoming goods, increased people in the building, handwashing, staff measures, managing visitors (contractors), clinically vulnerable staff, school uniform, PE

### Steps of Re-opening Preparation:



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		
<p><b>legal requirement that schools should revisit and update their risk assessments</b>  <b>Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.</b></p>		<ul style="list-style-type: none"> <li>• RA updated for September 7/7/20</li> <li>• Updated 3/9/20</li> </ul> <p>Control measures in place follow all new DFE guidance from 2/7/20 onwards and prior advice where still valid.</p> <ul style="list-style-type: none"> <li>• Updated 5/11/20</li> </ul>
Entrance and egress to school site causing large groups of people inside	<p><i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible.</i></p>	<p>LM 2 bubbles: Vixen + Hound Tors; Sheepstor.            M 2 bubbles: FS/KS1 + KS2            LM bubble 1: 0845 – 1500</p>

<p><b>school grounds compromising social distancing.</b></p>	<p><i>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, on arrival.</i></p>	<p>bubble 2; 0900 – 1515 M bubble 1: 0845 – 1500 bubble 2; 0900 – 1515 Drop off and protocols shared with both sets of parents.</p>
<p><b>Parents gathering at school gate not social distancing</b></p>	<p><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></p>	<p>Made clear in letter to parents 13/7/20 establishing rules of engagement Parents asked to social distance by 2m within the school site and also not to gather outside the gates to chat. Parents asked to wear masks inside school grounds as social distancing immediately outside has been an issue and this will reinforce protocols. Protocols for contacting the schools established and shared with staff to ensure this is adhered to. Appointments will be scheduled after school finishes preferably by phone. In exceptional cases, if a face to face meeting is necessary, parents will be met outside reception. Meetings to take place either in the library of HT office to ensure distancing. Parents will be expected to wear face coverings on the premises until the meeting is socially distanced. Suspend any use of the school entrance as a 'bus shelter' due to location, safeguarding concerns and preventing groups of people gathering compromising social distancing. Police contacted and agree, Bus company also contacted and agree. Review post Covid as safeguarding concerns still prevalent.</p>
<p><b>maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</b></p>		<ul style="list-style-type: none"> <li>Both settings to have 2 distinct bubbles:  Meavy bubble 1 = FS/KS1 Acorn + Beech); bubble 2 = KS2 (Chestnut + Oak) LM bubble 1 =FS/Y1/2/3 (Vixen Tor + Hound Tor); bubble 2 = Y4/5/6 (Sheepstor)</li> </ul>

<b>Overcrowding in classrooms and corridors.</b>	<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>	Children in each school split into 2 bubbles each. Not practising social distancing with FS/Y1 or Y2 if they are in a FS/Y1 bubble but all other groups are. Desks will not be arranged as such in these bubbles but will for Y2 (where appropriate) & KS2. Play spaces segregated and staggered.. Lunch times will not be staggered but 1 bubble in, 1 bubble out with any 'late finishers' eating in class where school meal or on the playground if not. Desks as distant as possible within classroom confines.
<b>Risk of transmission within EYFS settings</b>	<i>Updated Guidance for EYFS (2 July 2020) to be followed. <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a> removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</i>	This will be followed and protocols in place as throughout the period.
<b>Need for wrap around care inability to maintain bubbles being used during the school day</b>	<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 <a href="#">providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</a>, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued <a href="#">guidance for parents and carers</a>, which schools may want to circulate.</i>	<ul style="list-style-type: none"> <li>• OSC staff will be available from September small, consistent groups of children split between the 2 workers into pupils from Meavy and LM ensuring the 2 do not mix. RA completed by OSC Manager.</li> </ul>

<p><b>Groups mixing during breaks and lunchtime compromising social distancing.</b></p>	<p><i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes &amp; in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i></p>	<p>No staggered break times as there is adequate available space at both settings. This will be continually monitored. Break times are also at discretion of teacher as we have found short more often breaks has been useful for concentration. Lunches are 1 bubble in, 1 out with a clean down of tables between. Any later finishers to be in class or with packed lunches in the playground with specific bubble.</p>
<p><b>Groups mixing during extra-curricular provision</b></p>	<p><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 (COVID-19) outbreak should also be taken into consideration.</a></i></p>	<p>No extra curricular provision available at least until half term and then reviewed.</p>
<p><b>Spread of virus due to increased numbers of people within the building.</b></p>	<p><i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i></p>	<p>In school protocols and communicated to parents 13/7/20</p>
<p><b>Staff</b></p>	<p><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></p>	<p>Protocols in place for all staff via June return to school and risk assessments updated regularly. Staff expected to social distance where ever possible such as limited numbers in staff room and break to be taken in larger library or 'open spaces'. Staff at Meavy can use picnic bench appropriately. Staff choice whether to wear face coverings in corridors and/or staff room. In class, at discretion of HT and after consultation</p>
<p><b>minimise coronavirus (COVID-19) risks so far as is reasonably practicable</b></p>		<ul style="list-style-type: none"> <li>• If staff/pupils are ill there is a requirement people stay at home. This is extended beyond the normal measures to include any/all Covid symptoms (see later)</li> <li>• robust hand and respiratory hygiene regime in place for adults and children (later section)</li> <li>• enhanced cleaning arrangements through sub-contractor – their RA available</li> <li>• this RA ensures formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and</li> </ul>

		<p>minimise potential for contamination so far as is reasonably practicable</p> <ul style="list-style-type: none"> <li>• grouping children together as above – 2 bubbles per setting</li> <li>• avoiding contact between groups – later section on organisation</li> <li>• arranging classrooms with forward facing desks – in KS2 only and where possible</li> <li>• staff maintaining distance from pupils and other staff as much as possible – for KS2 and staff common areas (later section)</li> <li>• Collective worship either in classes or bubble use the hall where needed to avoid large gathering</li> <li>• twin strategy of limiting contact between pupils and implementing hygiene</li> </ul> <p>thorough and regular handwashing and promoting good respiratory hygiene (the 'catch it, bin it, kill it' approach)</p>
<b>Premises related matters</b>		
<b>Changes to building use being safe for pupils &amp; staff – e.g. storage, one-way systems, floor tape.</b>	<p><i>Review whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary.</i></p> <p><i>Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups.</i></p> <p><i>Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</i></p>	<p>As June 1 RA – monitored and updated now measures to include LM.</p> <p>See initial point re 'bus shelter' at Meavy</p>
<b>First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.</b>	<p><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></p>	<p>As with earlier RA – both sites have adequate provision and there is PPE in the kits.</p> <ul style="list-style-type: none"> <li>• Rota systems in place to ensuring adequate numbers of first aid and PFA trained staff.</li> <li>• PPE equipment must be made available for all first aiders in the disabled toilet to be worn when dealing with individual first aid cases. IF Covid suspected, taken to small office and then protocols</li> </ul>

		<p>followed and place deep cleaned. If ordinary first aid – taken to first aid area and PPE worn.</p> <ul style="list-style-type: none"> <li>• Basic First aid kit in each room.</li> </ul> <p>Bubble leader can shout from their room if help needed and doors to be left open for ventilation as well as safety.</p>
<p><b>Fire Procedures</b></p>	<p><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.</i></p> <p><i>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></p>	<ul style="list-style-type: none"> <li>• Fundamentally same – alarms tested weekly</li> <li>• Evacuation drill, groups need to social distance at gathering point, new gathering point on playground first then field.</li> </ul> <p>‘Bubbles’ leave classes by different routes. Acorn via pencil park, Oak via hall exit, Chestnut via Oak door and Beech via cloakroom. Then in order move to field and secure social distancing rules.</p> <p>Vixen by their outside door, Hound Tor via their external door and Sheepstor via their external door in the corridor or via the hall dependent on safety.</p> <ul style="list-style-type: none"> <li>• Evacuation routes are confirmed, and signage accurately reflects these all staff aware</li> <li>• NB In the event of emergency the priority is getting out of the building calmly regardless of social distancing.</li> <li>• Arrangements in place to support individuals with reduced mobility including cover arrangements in the case of reduced numbers of staff</li> <li>• Meavy: Acorn/Beech end of field bottom quarter, Chestnut/Oak other quarter. Therefore, maximum distance from each other and building</li> <li>• Total evacuation, towards village green keeping distancing from public and halving the green.</li> <li>• LM: normal exits for fire do not interfere with distancing line up on playground with at least 2m between classes as usual.</li> </ul> <p>Total evacuation, move in classes with relevant intervals to Memorial Field – excess space for distancing.</p>

		5/11/20 despite the need for ventilation, the settings will still adhere to the fire safety regulations with fire doors, escapes etc.
<b>Water hygiene – management of legionella</b>	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance <a href="#">Managing School Premises during the Covid-19 outbreak</a>.</i>	Continued flushing after school by cleaning contractor and then by contractor as usual at both premises.
<b>Using and monitoring new practices to reduce risk of Covid-19 transmission</b>	<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>	Inspections for asbestos and required premises inspections in hand with TDA.
<b>Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)</b>	<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>	
<b>Staff rooms and offices to comply with social distancing and safe working practice</b>	<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>	<ul style="list-style-type: none"> <li>• Support staff to release teaching staff for short breaks</li> <li>• As bubbles are staggered so will staff - not employing set break times, experiences of lockdown has taught us that taking short breaks when the teacher feels the children need it is better.</li> <li>• Field and playgrounds marked for each bubble</li> <li>• LM 2 playgrounds and grass area</li> <li>• M playground and field demarked.</li> <li>• Lunches to be served in bubbles in the hall, bubble 1 outside with MTA bubble 2 inside with MTA then swap. The MTAs then stay with their bubble throughout lunchtime.</li> </ul>

		Staff available if needed – staff maintain social distancing whilst having lunch
<b>Ventilation to reduce spread</b>	<p><i>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air systems should be operated as normal. Ventilation to chemical stores should remain operational.</i></p> <p><b>5/11/20</b> natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</p>	<ul style="list-style-type: none"> <li>Continue habit of first in propping all non-fire doors open and then hand washing/antiseptic wipe</li> <li>You must not prop open any fire doors as this presents another hazard. In propping open any doors or windows you must risk assess whether another hazard is created e.g. uncontrolled movement in and out of classrooms, the school building etc.</li> <li>Same for main doors and locking mechanism. Classroom windows open – heating only on for short bursts if essential.</li> <li>Pupils and staff may wear extra layers of clothing which may not adhere to uniform policy provided they are not ‘garish’ to counteract the cold due to ventilation</li> </ul>
<b>Management of waste</b>	<p><i>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.</i></p>	<p>Local provider updated by BM</p> <ul style="list-style-type: none"> <li>Contract cleaner already following waste protocol</li> <li>School purchased bins with lids for each bubble to enable protocol with hankies etc.</li> <li>Waste bags and containers - kept closed and stored separately from communal waste for 72 hours</li> </ul> <p>Waste collections made when the minimum number of persons are on site also Biffa contract – bins external to all bubbles no pupils access apart from drop off/pick up when procedures above apply.</p>
<b>Management of incoming goods</b>	<p><i>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</i></p>	<p>Protocols in place and adhered to Admin/BM responsible Times for delivery set. Signs up to deliver to the reception area as usual – No deliveries during drop off/pick up. Wait in van. Arrangements in place for any visitors/ contractors on site, protocols and expectations shared. Usual expectations also still in place eg share asbestos plan etc.</p>

		<p>Safeguarding for all visitors/contractors in place – usual procedures.</p> <p>Arrangements in place for any externally employed adults delivering learning in school e.g. sports coaches, music tutors, forest school leaders. Protocols and expectations shared.</p> <p>Share amended procedures, obtain their assessments outlining controls, e.g. only offering limited activities which maintain distancing, all equipment stringently cleaned.</p> <p>Tell peripatetic music teacher to make alternative arrangements with parents as school space will not be accessible.</p> <p>5/11/20 where at all possible known incoming goods will be requested outside school hours.</p>
<b>School owned outdoor play equipment</b>	<p><i>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children’s hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on <a href="#">Managing Outdoor Playgrounds</a> for equipment also used by the community. 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>External inspection July 2020</p> <p>Protocols in place</p>
<b>Contaminated surfaces spreading virus.</b>	<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. 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</i></p>	<ul style="list-style-type: none"> <li>• Clear rooms so they are clutter free.</li> <li>• Ensure appropriate and easy to clean resources available</li> <li>• Tubs of Melton to clean/spray items that have been used daily and need cleaning.</li> <li>• Children have zip wallets keeping their own equipment together – can be wiped down.</li> </ul>

	<p><i>that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</i></p> <p><i>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></i></p> <p><i>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.</i></p> <p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Staff to undertake ad hoc cleaning of work surfaces, children’s books and play equipment is acceptable; other mainstream cleaning such as toilet facilities should be undertaken by our contract cleaning company.</li> </ul> <p>Therefore, toilets cleaned every evening and same bubble use same facilities</p>
<p><b>Spread of virus due to increased numbers of people within the building</b></p>		<p>Inform parents that if their child needs to be accompanied to school only one parent should attend, preferable wearing a face covering on school grounds.  <a href="#">5/11/20 parent consultations organised by phone</a></p>
<p><b>Preparing the site</b></p>		<ul style="list-style-type: none"> <li>• Both settings have had a deep clean and are cleaned daily</li> <li>• There are enough toilets at both sites for larger bubbles to be kept apart.</li> <li>• Weekly flushing has continued at both sites LM</li> <li>• Fire alarm testing as normal BUT see later section for guidance.</li> <li>• Cleaning provider aware of cleaning needs at this time</li> <li>• Clear rooms of unnecessary equipment + furniture</li> <li>• Ensure appropriate and easy to clean resources available</li> <li>• Extra soap and wipes ordered</li> <li>• Hand sanitiser in each space.</li> <li>• Posters displayed as per guidance</li> </ul>

		<ul style="list-style-type: none"> <li>• lidded bins available 'catch it, bin it, kill it approach'</li> <li>• tissues</li> <li>• ensure enough paper towels</li> <li>• gloves have been procured as have chef's aprons which are easy to lean at high temps and can be worn if sickness occurs.</li> </ul> <p>Office spaces re-designed to allow office-based staff to work safely – only 1 member of the admin team in school at a time on rota if needed. LM can use small office at entrance for second pt admin</p>
<b>Shared resources and equipment increasing spread</b>	<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>	For shared large resources, wipes available re protocols. Cleaning regimes in place with contractor – as throughout opening since 1 <sup>st</sup> June.
<b>Cleaning staff and hygiene contractor's capacity - providing additional requirements</b>	<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>	BM - in place with contractor
<b>Sufficient handwashing facilities for staff and pupils Additional time for staff and pupils to carry out handwashing</b>	<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. 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>Ordered and available Protocols for hand washing and also toilet stops available.</p> <p>5/11/20 concerns raised by parents that over washing is creating skin issues for children. Unless a child has recognised allergies, they will still be expected to wash their hands as regularly. School suggests parents use hand cream before and straight after school. Where a child has medical allergies, parents can supply their own soap, labelled in a container and kept for that individual's use only.</p>

<p><b>Handwashing practice with children</b></p>	<p><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></p>	<p>Posters up Staff aware and involved in protocols. Routine in toilet – light on and door open until used, before washing hands reopen door then wash, use paper towel to dry and also switch off tap STAFF</p>
<p><b>Good respiratory hygiene</b></p>	<p><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></p>	<p>Bins in all classes with lids, for catch it bin it etc Posters up Considered in protocols.</p>
<p><b>Sufficient supplies of soap and cleaning products</b></p>	<p><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></p>	<p>As above with cleaning and ordering</p>
<p><b>Toilets being overcrowded</b></p>	<p><i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</i></p>	<p>In protocols shared by staff and continued from original opening 1<sup>st</sup> June.</p>
<p><b>Staff related issues</b></p>		
<p><b>Staff measures to reduce contact and transmission</b></p>	<p><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</i></i></p>	<p>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. SLT monitors arrangements throughout the day and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.  5/11/20</p>

	<p><i>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>	<ul style="list-style-type: none"> <li>• staff choose whether to wear face coverings moving around the sites. They can also use them in communal areas if they so wish.</li> <li>• Staff can wear face coverings in classrooms after discussion with the SLT and if this appears on a RA for their working.</li> <li>• Staff meetings will be socially distanced and, if that is not possible or staff feel uncomfortable they will be able to 'teams in'</li> </ul>
<p><b>Managing supply teachers, visitors, contractors and other temporary visiting staff.</b></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>Use of single agency only and, wherever possible known supply teachers.</p> <p>5/11/20 school are insisting all contractors unless by prior agreement or in an emergency situation only access the school site for routine maintenance outside school operating times.</p>
<p><b>Movement around site</b></p>		<ul style="list-style-type: none"> <li>• Staggered or limited amounts of moving around the school/ corridors</li> <li>• Classroom design</li> <li>• Break and lunch times are staggered. Plans for social distancing during these times in place</li> <li>• Staggered school drop off/pick up times and locations (if possible)</li> <li>• Staggered breaks to include playground and field</li> </ul>

		<ul style="list-style-type: none"> <li>• Staggered lunches – lunch eaten in space and collected staggered from hall.</li> <li>• Outside space zoned for each group use. Possibly 2 on playground 5 on field.</li> <li>• Cone field</li> <li>• Protocol for using toilets in place</li> <li>• Entry and exit routes to the school are in place, physical changes and/or signage required to allow social distancing are in place.</li> </ul> <p>Arrangements in place for the use of the playground, including equipment. - outdoor equipment should not be used unless it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.</p>
<p><b>Classroom and site organisation</b></p>		<ul style="list-style-type: none"> <li>• Desks to be spaced as far apart as possible and forward facing in KS2</li> <li>• other Classrooms have been re/arranged to allow as much space between individuals as practical.</li> <li>• Classroom entry and exit routes have been determined and appropriate signage in place. Fire exit routes, entry and drop off routes to bubbles, playtimes and break and outside areas designated for specific bubbles.</li> <li>• Cloakrooms are either accessed by small groups from the classroom and coats kept on chairs or not at all.</li> <li>• Appropriate resources are available within all classrooms e.g. IT, age specific resources.</li> <li>• NB: sharing of equipment or stationery should be prevented where possible. Shared materials and surfaces should be cleaned and disinfected more frequently [source: protective measures guidance] – very limited personal equipment, each child has a zip wallet with equipment provided by school.</li> <li>• classrooms ensure controlled access to outside space and their age appropriate equipment and resources, preventing mixing with other class groups.</li> </ul>

		<ul style="list-style-type: none"> <li>• Resources which are not easily washable or wipeable have been removed.</li> <li>• Reduce movement around the school – staggered break and lunch and set paths for each 'bubble' to follow</li> <li>• Information posters are displayed, at the main entrance, places visible to those at the school gate, in the staffroom and in all toilets.</li> <li>• Ensure handwashing protocols for children remain in place</li> </ul>
<p><b>Staffing home/school considerations</b></p>		<ul style="list-style-type: none"> <li>• BM organised</li> <li>• Arrangements for staff who are working from home are in place (including those shielded, clinically vulnerable and/or living with someone in these groups). If this continues!</li> <li>• Approach to staff absence reporting and recording in place. All staff aware.</li> <li>• Communication arrangements are in place with those staff and their role in continuing to support the working of the school is clear.</li> <li>• Approaches for meetings and staff training in place.</li> <li>• Consideration given to staffing roles and responsibilities with regards to remote provision alongside in-school provision if needed</li> <li>• Approach to support wellbeing, mental health and resilience in place, including bereavement support</li> <li>• How staff are supported to follow this within their own situations and that of pupils and colleagues is clear.</li> <li>• Class groups have been determined on the basis of small, consistent groups, that can remain separate from other people and groups.</li> <li>• Vulnerable and critical worker group sizes determined with peers where possible.</li> </ul> <p>Staffing allocations to groups determined, including consistency and any solutions to insufficient staffing numbers.</p>

<p><b>Contaminated surfaces spreading virus.</b></p>	<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. 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.</i></p> <p><i>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></i></p> <p><i>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.</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>.</i></p>	<ul style="list-style-type: none"> <li>• unnecessary items from classrooms removed or stored</li> <li>• laptops to be wiped down after every use</li> </ul> <p>Follow government cleaning guidance if a someone becomes ill with suspected COVID-19 at the setting <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p>
<p><b>Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios</b></p> <p><b>Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.</b></p>	<p><i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See ‘school Workforce’ section of the DfE guidance: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></i></p> <p><i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered</i></p>	<ul style="list-style-type: none"> <li>• Talk to staff about all plans. If appropriate, seek GP or occupational health advice</li> <li>• Access to testing is already available to all essential workers <a href="https://www.gov.uk/apply-coronavirus-test">https://www.gov.uk/apply-coronavirus-test</a></li> <li>• Staff understanding of new changes – safe practice at work &amp; in classroom. Teaching in a safe environment</li> </ul> <p>Accessing testing arrangements are clear for all staff</p>

	<p>arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.</p> <p>Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' - <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a></p> <p>Further advice is available from HR if required.</p>	
<p><b>Dealing with suspected and confirmed cases / cases</b>  <b>member of staff in one of our 'bubbles' falls ill with COVID-19 symptoms at school, should we send everyone home?</b>  <b>Accessing testing arrangements are clear for all staff</b></p>	<p><b>Dealing with suspected and confirmed case/ cases and outbreak.</b>  <b>ALWAYS</b> 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.</i>  <i>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 <a href="#">DfE guidance on test kits for schools</a>.</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 <a href="mailto:swhpt@phe.gov.uk">swhpt@phe.gov.uk</a>. If the matter is not urgent you can also email <a href="mailto:ask.swhpt@phe.gov.uk">ask.swhpt@phe.gov.uk</a>.</i></p> <p><b>For ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS</b> inform the local authority by emailing <a href="mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk">educate.schoolspriorityalerts-mailbox@devon.gov.uk</a>.</p> <p>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>.  <i>If there is a confirmed case, a complex situation or an outbreak</i></p>	<ul style="list-style-type: none"> <li>• Follow government guidance on what happens if someone becomes ill and what happens if there is a confirmed case of coronavirus in a setting  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#when-open">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings#when-open</a></li> <li>• Ensure accurate records of staff and pupils are maintained to enable public health contact tracking and test regimes.</li> <li>• Protocols from DfE printed and in schools offices/staffrooms</li> </ul>

	<p>is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the <b>Schools Emergency Plan</b> to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</p> <p><a href="#">Educational settings Action cards</a></p> <p><a href="#">PHE SW HPT: Flowchart for childcare and Educational settings V 4</a></p> <p>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the <a href="#">Actions for Schools Guidance Section 5</a></p>	
<p><b>Staff understanding of new changes – safe practice at work &amp; in classroom. Teaching in a safe environment</b></p>	<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>Staff already in school already have this knowledge All staff attending training day 23<sup>rd</sup> July to discuss action plan, risk assessment and ask questions of SLT.</p>
<p><b>Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.</b></p>	<p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</p> <p>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <p>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p>	<p>Discussed at training day</p>
<p><b>Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors</b></p>	<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>BM + SLT to produce RAs Staff have opportunity to see and discuss measures at training day 23 July Meavy left as is for training day to show protocols</p> <ul style="list-style-type: none"> <li>Schools will work with staff through a risk assessment and their medical needs to</li> </ul>

	<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/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pqkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pqkko5qBbtOSEkw?e=040Qiy</a></p> <p><b>5/11/20 Those individuals who are clinically extremely vulnerable are advised to work from home and not to go into work. Individuals in this group will have been identified through a letter from the NHS or from their GP, and may have been advised to shield in the past. Staff should talk to their employers about how they will be supported, including to work from home where possible, during the period of national restrictions.</b></p> <p><b>All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable.</b></p>	<p>help decide whether a person should work from home. The school will need to see the letter from the NHS/Dr telling the person to isolate/shield.</p> <ul style="list-style-type: none"> <li>Staff responsibility is to alert the school in these cases.</li> </ul>
<p><b>Staff use of PPE</b></p>	<p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> Guidance on the appropriate selection and use of PPE from DCC can be found here: <a href="http://devon.cc/ppe">http://devon.cc/ppe</a></p>	
<p><b>Use of PPE</b> <b>Lack of understanding</b></p>	<p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings.</p>	

<p><b>Dealing with suspected and confirmed case/ cases and outbreak.</b>  <b>Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety</b></p>	<p><i>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>.  <b>IF A SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS</b> Contact your 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.</i></p>	<p>BM to update Emergency Procedures  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.</p>
<p><b>Communications with parents and others</b></p>		
<p><b>Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety</b></p>	<p><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></p>	<p>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</p>
<p><b>Parent aggression due to anxiety and stress.</b></p>		<p>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</p>
<p><b>Suppliers understanding and complying with new arrangements</b></p>	<p><i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours  As protocols above</i></p>	
<p><b>Communications to parents and staff</b></p>	<p><i>Regular communications</i></p>	<ul style="list-style-type: none"> <li>• Comms updated on website, sent by email and usual methods</li> <li>• Continue staff meetings and emails/teams with all staff</li> <li>• Teachers responsible for their TAs work</li> <li>• Letter to parents before return</li> </ul>

<p><b>Pupils and families anxious about return</b></p>	<p><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></p>	<p>Currently all children able to follow guidance – Tas will be available for EHCP children in case they cannot. Therefore, plan to follow if needed.</p>
<p><b>Pupils unable to follow guidance</b></p>	<p><i>Some pupils will need additional support to follow these measures. Insert measures here or attach additional document.</i></p>	
<p><b>Pupils equipment</b></p>	<p><i>Pupils to limit the amount of equipment they bring into school each day, to essentials For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i></p>	<p>What does my child need to bring in to school?</p> <ul style="list-style-type: none"> <li>• Packed lunch (unless they are having a school one) and a fruit-based snack for break time in a lunch box.</li> <li>• A drink bottle which needs to be cleaned daily and sanitised</li> <li>• A small pencil case with the basic essentials only to be left in school please!</li> <li>• A reading book – system will be in place for those on reading schemes.</li> <li>• PE kit needs to be worn into school on the day of the lesson which we will let you know, so there will be no need to change in and out of kit.</li> <li>• A small bag to carry these items in</li> <li>• As usual NO jewelry please apart from a watch if your child is able to tell the time.</li> <li>• Please remember long hair MUST be tied back at all times as per normal school rules.</li> </ul> <p>That's all. Please do not bring in any toys or other items at all especially ensure there are no cuddly toys please. Included in parent letter 13/7/20</p>
<p><b>Member of a class becoming unwell with COVID-19</b></p>	<p><i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i></p>	<p>Gov guidance in school and accessible by all staff Follow guidelines</p>

<b>School Uniform</b>	<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>	In parent FAQs and letter 13/7/20  5/11/20 due to the need for ventilation children are allowed to wear non uniform jumpers and hoodies when it is cold BUT these must not be garish
<b>Safeguarding &amp; Attendance</b>		<ul style="list-style-type: none"> <li>• Updated Child Protection Policy in place. New annexes ratified by LGB and on website</li> <li>• Individual CYP's risk assessments are in place and welfare checks being undertaken.</li> <li>• Staff are prepared for supporting wellbeing of pupils and receiving any potential disclosures.</li> <li>• Work with other agencies has been undertaken to support vulnerable CYP and families.</li> <li>• Consideration given to the safe use of physical contact in context of managing behaviour.</li> <li>• Approach to supporting attendance for prioritised year groups determined.</li> </ul> <p>Approach to support for parents where rates of persistent absence were high before closure.</p>
<b>Staff/pupil register</b>		<ul style="list-style-type: none"> <li>• Registers kept in rooms and filled in.</li> <li>• Admin team approach door and take note of those absent and then normal procedures apply.</li> </ul>
<b>Child ill with other than Covid</b>		<ul style="list-style-type: none"> <li>• Email to all parents stating a child who has symptoms of any other illnesses to be kept at home</li> </ul>
<b>Provision of food</b>		
<b>Food prepared on premises is compliant with Covid - 19 health and hygiene guidance</b>	School kitchens must comply with the <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a>	Norse contractor in place and responsible
<b>Catering staff are operating in a safe environment</b>	<i>Catering staff to follow the relevant aspects of government guidance for food premises:</i> <a href="https://www.gov.uk/guidance/working-safely-during-">https://www.gov.uk/guidance/working-safely-during-</a>	

	<a href="#"><u>coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</u></a>	
<b>Curriculum considerations</b>		
<b>Planned return to normal curriculum in all subjects by Summer Term 2021</b>	<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>	
<b>Suspension of some subjects for some pupils in exceptional circumstances.</b>	<i>Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</i>	
<b>Music, dance and drama activities</b>	<i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are 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. Schools should also consider Guidance for Music, Dance and Drama as well as Guidance for the Performing Arts</i>	
<b>Physical activity in schools</b>	<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</i>	5/11/20 <ul style="list-style-type: none"> <li>• During the 2<sup>nd</sup> lockdown, the schools will continue to use District Sport coaches for some outdoor PE sessions – RAs have been made available to the schools and compared with our own.</li> <li>• School PE will continue within these protocols.</li> </ul>

	<p><i>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> <p><i>guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport advice from organisations such as the Association for Physical Education and the Youth Sport Trust</i></p> <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.</i></p> <p><i>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><i>5/11/20 Schools are able to work with external coaches, clubs and organisations for curricular activities where they are satisfied that it is safe to do so.</i></p>	
<b>Practical science, art and D&amp;T lessons</b>	<p><i>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&amp;T, food and art , Carrying out practical science work in non-lab environments and for primaries Practical activities in a bubble. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</i></p>	
<b>Educational visits</b>	<p><i>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the Covid-19 DfE travel guidance for educational settings For additional information check with EVOLVE guidance on website.</i></p>	
<b>Groups of children mixing resulting in risk of more widespread transmission</b>	<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. 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</i></p>	

	<p><i>from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time).</i></p> <p><i>Large gatherings such as assemblies and with more than one group should be avoided</i></p>	
<p><b>Oversight of the governing body</b></p>	<p><i>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements</i></p> <p><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.</i></p> <p><i>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</i></p> <p><i>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></p>	<ul style="list-style-type: none"> <li>• RA shared with governors at each update</li> <li>• Governors question decisions and comment</li> <li>• Head/Chair meeting with Chair and/or Vice weekly to discuss RA and procedures.</li> <li>• LGB meetings online following MAT protocol and calendar</li> <li>• HT report at each meeting updating on Covid situation.</li> </ul>

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible

Signed: Headteacher/Head of Department:



Date 16<sup>th</sup> November 2020

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.