

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


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

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

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

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



	Establishment/Department:	Establishment Risk Assessment	RA100 V2.3
	Address: St. Helen's Church of England School part of the Alumnis Multi Academy Trust		
Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors Return to school risk assessment – based on the principles and guidance contained within DfE Guidance, latest: Guidance for Full Opening: Link below: www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools It is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance and <u>must</u> consult with their staff regarding the risks and control measures being implemented. General guidance on completing risk assessments is available at arrangements note HS47. When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.	Date assessment completed: Initial RA 12.07. 2020 Updated 01.09.2020 Updated 09.09.2020 Updated 11/10/2020 Updated 02/11/2020 Updated 04/01/2021 Updated 18/01/2021 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. This RA is to be read in conjunction with the school's RA22 and RA21 and other RAs mentioned within these documents. Please check regularly for updates.		
Version Control: RA 100 Version 2.1	Assessor(s): Mrs Claire Lewis		
Update – 15/7/20, page 6. Premises related matters - Management of waste			
Update – 25/08/20, page 12,13,14. School Transport			
Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&T Music Dance and Drama – link to new guidance and guidance for performing arts)			
Update – 25/8/20, page 8. Managing supply teachers, visitors, contractors and other temporary visiting staff			
Update – 25/8/20, 28/08/20, 02/09/20 page 10-11. Dealing with suspected and confirmed case/ cases and outbreak, link to access to testing kits, use of face coverings in education – link to new guidance, link to action cards and updated guidance of 31/820			
Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus.			
Update – 02/09/20, page 4. Social distancing and reducing risk of transmission, Wraparound provision			

Update – 02/09/20, page 6. Premises related matters - Hiring of premises	
Update – 15/09/20, page 16. Educational Visits - updated link.	
Update – 29/10/20, page 5 – 6. Premises related matters, ventilation to reduce to spread and thermal comfort – Updated following HSE spot checks.	
Update – 29/10/20, page 15. Curriculum considerations, update on Music Dance and Drama	
Update – 14/12/2020, page 11 - Dealing with suspected and confirmed case/ cases and outbreak	
Update – 04/01/2021 – page 2 – new links to DfE school’s website for up to date guidance and consultation with staff	
Update – 04/01/2021 page 3 – definition of close contact	
Update – 04/01/2021 page 9 - Staff measures to reduce contact and transmission Covid-19.	
Update – 04/01/2021 page 14 – Lateral Flow Testing (Secondary Schools)	
Update - 08.01.2021 “Face coverings in education” https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education	
Update - 14.01.2021 - “Restricting attendance during national lockdown” and “What to do if a pupil is displaying symptoms of coronavirus (COVID-19)” https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak	
Update - 18.01.2021 - “Rapid asymptomatic testing for staff in primary schools” https://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools	

Significant Hazard Section	Control measures in place Additional measures or actions not included in this column below should be put in the assessor’s recommendations at the end of this document	Optional: School’s comments re. mitigations put in place
Social distancing and reducing risk of transmission		
Definition of close contact	<p>When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of ‘close contact’. The following definition of ‘close contact’:</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 	<p>Parents will be regularly reminded to maintain social distancing at drop off and pick up times.</p> <p>Staff will be reminded to reduce close contact with adults and children as much as reasonably possible while carrying out their role.</p> <p>Staff are permitted to wear a face covering if they wish but are not required to do so.</p>

	<p>metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none"> ● proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual ● travelling in a small vehicle, like a car, with an infected person <p>Focusing on obtaining mitigations that reduce close contact, will reduce staff and pupil absences when there are cases within the school.</p>	<p>If a child begins to show symptoms of COVID-19 they will be isolated in the PPA room (with window open) and supervised by one member of staff wearing PPE and maintaining distance as much as possible. Parents will be called to collect as soon as possible.</p>
<p>Entrance and egress to the school site causing large groups of people inside school grounds compromising social distancing.</p>	<p>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance Staying safe outside of your home: face coverings and Guidance for Full Opening. Pupils must be instructed to wash their hands, on arrival.</p>	<p>01.11.2020 - Communication to parents to suggest wearing of face masks at drop off and pick up times. This will not be enforced and is only a suggestion based on parent feedback about pinch points at entrances and exits to school.</p> <p>The 'Big Sheep' entrance will not be in operation and will remain locked until further notice.</p> <p>Each key stage bubble has a specified drop off and pick up time and zone and a one way system is designed to keep parents and children apart as much as possible. The drop off and pick up procedure has been shared with parents/carers and they are regularly reminded to follow govt. guidance and maintain social distancing.</p> <p>Link to drop off and pick up procedures for parents and carers</p> <p>Children wash their hands or use anti bac gel on entry to school and at several points throughout the day. Children wash their hands or use anti bac gel before going home.</p> <p>Children arriving on school transport enter via the school admin office doors unless their designated entrance (hall doors for Y3&4); main doors for Y5&6) and side entrance for R,Y1&2) is open at the time of their arrival in which case they may enter along with their key stage bubble. Children coming to school on dedicated school transport will be required to follow DCC and the travel company's guidance in accordance with their agreement.</p>

		<p>Govt. guidance states that children are not required to wear a face covering. If parents may choose to send their child to school with a face covering it is with the understanding that it will be the child's responsibility to manage their facemask.</p> <p>If a child comes to school wearing a face covering, school staff will ask them to not touch the face covering while wearing it and to wash their hands before and after removing or putting it on and to store it in a sealed plastic bag while not wearing it.</p> <p>Children and adults wearing face coverings will be reminded to comply with the guidance in the government guidance: Face-coverings-in-education</p>
<p>Parents gathering at school gate not social distancing</p>	<p>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).</p>	<p>As per drop off and pick up procedures for parents and carers only one parent/carer is permitted to drop off or pick up and if possible no siblings should accompany them. Very young children should be kept in a buggy or hold parent's hand.</p> <p>Use of the Big Sheep car park is not promoted by the school and the gate directly onto school grounds will be kept locked until further notice. If parents choose to use this car park the school accepts no responsibility.</p> <p>A one-way system has been clearly communicated to parents/carers in the drop off and pick up procedures (link above)</p> <p>Parents will be reminded regularly not to stop and chat on the school premises.</p> <p>Parents will be informed that they will not be able to enter the school building without a prior appointment.</p> <p>Parents will be regularly reminded that if they bring a child to school late or need to pick something up during the school day, they <u>must phone in advance</u>.</p>
<p>Overcrowding in classrooms and corridors.</p>	<p>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</p>	<p>Each class can be contained within their room with access to outdoor space directly from the classroom, with the exception of class 6. Class 6 has access to outside via the UKS2 corridor.</p> <p>Classrooms have access toilets and outdoor space/playground without the need to cross another bubble's zone, e.g. Rec/KS1 bubble can access the KS1 toilets and outdoor space/playground at the back</p>

	<p>school using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups</p>	<p>of the school; LKS2 bubble can access the KS2 toilets via the art area and outdoor space through the hall doors; UKS2 can access the KS2 toilets via the back doors of the classrooms and the playground via the main doors past HT office.</p> <p>Staff will support children to avoid contact with children in other key stage bubbles in shared areas such as the art area, hall and library by staggering use and checking if an area is free before allowing children to access the area.</p> <p>Only one key stage bubble is allowed to use the library at a time.</p> <p>Staff will allow only one girl and one boy from each class to access the toilet at any one time.</p> <p>In Reception and Year 1 tables are grouped to ensure there is distance between children while they access the continuous provision activities. In Years 2-6 tables in classrooms are arranged to allow as much space between children as possible.</p> <p>When working with a group adults will maintain as much distance as possible.</p> <p>All children will have their own pen pot/tray containing their stationery except in Rec and Year 1 where it is considered impractical. Resources shared within bubbles are regularly cleaned.</p> <p>Purposeful breaks and activities have been timetabled into the school day and lunchtimes staggered to decrease contact.</p>
<p>Risk of transmission within EYFS settings</p>	<p>Updated Guidance for EYFS (2 July 2020) to be followed. https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</p>	<p>There will be three bubbles which will be further broken down into class bubbles.</p> <p>Rec/KS1 Bubble - Reception - 30 children; Year 1 - 30 children; Year 2 - 32 children - total 92 children. This bubble will be mainly contained within the KS1 area of the school.</p> <p>LKS2 Bubble - Year 3 - 28 children and Year 4 - 30 children (58 children). This bubble will be mainly contained within classes 3 and 4 and will access the playground via the hall and the KS2 toilets via the art area.</p> <p>UKS2 Bubble - Year 5 - 30 children and Year 6 - 32 children - total 62 children. This bubble will be mainly contained within classes 5 and 6</p>

		<p>and will access the playground via the main entrance doors and the KS2 toilets via the back doors of the classrooms.</p> <p>NB: The art area is a central hub area in school and most people will have to travel through the art area during the day at some point. Staff will support children to keep their distance by staggering movement times and checking before sending children into this area. A one way system on the floor will help children and adults to keep their distance.</p> <p>The Reception class will have consistent staff (as much as possible following appropriate guidance) with sufficient adult:child ratios to mitigate the necessity to mix with other bubbles, however the Reception class will be sharing toilets and outdoor areas with Year 1 and 2.</p>
<p>Groups mixing during breaks and lunchtime compromising social distancing.</p>	<p>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes & in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</p>	<p>Morning break has been replaced with an indoor ‘fruit break’ and a 30 minute class or key stage bubble DPA session to decrease contact.</p> <p>Lunchtime play will be staggered to keep bubbles apart.</p> <p>During the national lockdown beginning January 2021 all children will eat lunch in classrooms. School lunches will be brought to the classrooms.</p> <p>When the school fully reopens: Children from different classes will sit apart in the hall to eat lunch. All KS1 children will eat in the hall supervised by class and hall MTAs Only KS2 school lunches will eat in the hall supervised by hall MTAs. KS2 packed lunches will eat in classrooms supervised by the class MTA. MTAs will clean tables between groups. MTAs supervising in classrooms will clean tables before and after use.</p>
<p>Wraparound provision: Groups mixing during extra-curricular provision</p>	<p>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers</p>	<p>No extra-curricular clubs will take place until further notice.</p> <p>PE - some sessions taught by RW (peripatetic teacher) during class teacher PPA time, other sessions taught by class teachers.</p> <p>All equipment used will be cleaned between groups.</p> <p>PE plan revised to ensure non-contact sports and sports that require less shared equipment are taught until further notice.</p>

	<p>or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued guidance for parents and carers, which schools may want to circulate.</p>	<p>DPA timetabled every day that does not require equipment, or only requires minimal equipment (e.g. daily mile, hula hoops, skipping). Each key stage bubble has its own bag of equipment which is cleaned between uses.</p> <p>Breakfast club and After School Club will run following this risk assessment. Wherever practical, children from different key stage bubbles will be kept apart. The Breakfast Club and After School Club leaders will make dynamic risk assessments to balance the potential risk of infection against potential emotional harm should there be only one child in a KS bubble with no one to play with.</p> <p>Equipment used will be cleaned between sessions</p>
<p>Spread of virus due to increased numbers of people within the building.</p>	<p>Inform parents that if their child needs to be accompanied to school only one parent should attend</p>	<p>Parents informed and reminded if necessary that only one parent /carer may attend the site at any given time.</p> <p>If children are reluctant to leave their parents, parents will be asked to stay with their child until the child is happy to come into school. In extreme cases of separation anxiety the HT may make an alternative plan on an individual basis.</p> <p>Staff may wear PPE to support children in transitioning into school if they wish.</p> <p>If PPE is worn, staff will remove it (following guidance in section 2) and place it in pedal bins or a sealed plastic bag when back in school.</p> <p>No visitors are allowed in the school building without prior permission.</p>
<p>Staff</p>	<p>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.</p>	<p>Maintaining 2 metres or even 1 metre distance IS NOT possible in a school with 212 children and 30+ staff in the building.</p> <p>Staff will do their best to keep their distance from children and other adults.</p> <p>Staff will try their best not to hold face to face conversations or be in close proximity with children, however this is not practical or possible in a primary classroom setting, especially in key stage 1.</p>

		<p>Staff may wear PPE if they choose to do so.</p> <p>If parents need to access the school office or arrange a meeting this should be pre-arranged through a phone call first.</p> <p>Admin staff to keep the sliding hatch closed when dealing with visitors.</p> <p>No one is allowed to enter the office beyond the yellow taped box immediately inside the doorway except JK, CP, EW and CL.</p> <p>If parents want to speak with the teaching staff or HT, they must phone first to make an appointment.</p> <p>Admin staff to remind visitors to wash their hands or apply anti bacterial hand gel on entry to school.</p> <p>Hand gel and hot water and soap is available to everyone.</p> <p>Tissues and pedal bins to be placed around the school. Pedal bins will be used for tissues/face coverings only and have disposable bin bags inside.</p> <p>Adults and children are reminded to use good hand and respiratory hygiene. Posters will be put up around school as reminders</p>
Premises related matters		
<p>Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.</p>	<p>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.</p> <p>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).</p>	<p>Each class has nearby access to a sink for hand washing, anti bac gel and tissues available at all times.</p> <p>Each class has access to an outdoor space except class 6. Class 6 can access outside space via the UKS2 corridor without crossing another bubble's zone.</p> <p>All classes can access toilets (UKS2 share toilets with LKS2) without crossing another bubble's zone. Only one boy and one girl from each class may enter the toilet at a time.</p>

		<p>Floor markings are in place to help children follow the one way system in the art area.</p> <p>Floor markings are in place on the path into school to support parents and children to maintain distance.</p> <p>Hand gel stations to be set up around school.</p> <p>Tissues and lidded bins to be positioned around school.</p> <p>Noone except JK, CP, EW and CL to enter the admin office wherever possible and ensure only 3 staff members in office at any one point due to limited space and need to maintain distance.</p> <p>HT's office has a secure lock so no one else can enter. (HT clinically vulnerable with individual RA)</p> <p>Only 8 people are allowed in the staff room at any time. Staff to maintain distancing in the staff room.</p> <p>No children are allowed in the staff room.</p> <p>Accessible toilet near the staff room is reserved for allocated staff and visitors. All other staff use the staff toilets at the other end of school.</p> <p>Wheelchair for SEND child to be stored in the foyer outside the admin office.</p>
<p>First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.</p>	<p>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</p>	<p>Lists of First Aid trained staff are positioned around school - 9 staff</p> <p>Only staff trained in first aid may administer first aid. Parents must be informed of all first aid administered even if injury did not occur in school.</p> <p>All accidents MUST be recorded in the accident book in the staff room safe and a copy sent home with the child. Phone home if a child bumps their head - EVERY TIME.</p>

		<p>Paediatric First Aid trained staff are located in KS1 bubble - 2 staff</p> <p>First aid bags for lunchtime, DPA and Outdoor Learning - 3 bags - one for each bubble. First aid bags and a walkie talkie must be taken outside.</p> <p>Each key stage bubble has its own lockable first aid box including a digital non contact thermometer and PPE - gloves, apron and masks, contained within its metal lockable first aid box.</p> <p>During COVID-19 medications to be administered by staff within KS bubbles.</p> <p>Medicines and inhalers to be stored in lockable metal key stage bubble boxes rather than centrally in the staff room to mitigate cross contamination. If it is necessary for medication to be stored in the fridge, this will still be stored, along with a spoon or syringe, in the staff room fridge in a sealed plastic bag with the child's name on.</p> <p>Staff must record any medication administered in the prescribed medicines folder kept in the staffroom safe.</p> <p>All Medicines to be administered by a member of staff within the class bubble, e.g. inhalers, calpol. CHECK CORRECT FORM COMPLETED BY PARENT</p> <p>The administration of medicines MUST be recorded in the medication folder in the staff room safe.</p> <p>All accidents of a more serious nature MUST be reported to the HT who will arrange for this to be recorded on OSHENS.</p> <p>Each bubble must have its own walkie talkie to send for support should it be needed</p> <p>Stock of PPE to be stored in the PPA room.</p>
Fire Procedures	<p>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.</p> <p>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</p>	<p>The fire RA updated in June still applies.</p> <p>Fire drill carried out each term</p> <p>Doors may be propped open for ventilation but <u>NOT FIRE DOORS.</u></p>

	where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.	PEEPS in place for relevant children.
Water hygiene – management of legionella	Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak .	All checks up to date. Checks will continue as necessary and relevant compliance records monitored.
Using and monitoring new practices to reduce risk of Covid-19 transmission	Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.	Regular staff training takes place to ensure staff are up to date with latest guidance and RA. DfE and DCC updates shared by email. Google form will be shared with staff to gather assurance that staff have read and understood the reopening plans and this RA100.
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.	N/A
Staff rooms and offices to comply with social distancing and safe working practice	Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.	Only 8 people are allowed in the staff room at any time. Staff to maintain distance from one another in the staff room. Staff are encouraged to bring their own lunch and drinks and take home again each day. Windows will be kept open in the staff room. No children are allowed in the staff room except if needing to walk through to the PPA room to isolate if showing symptoms.
Ventilation to reduce spread	Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: <ul style="list-style-type: none"> opening high level windows in preference to low level to reduce draughts increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) 	Doors and windows kept open wherever possible for ventilation <u>except fire doors and external doors</u> . There can be no compromise to safeguarding or fire safety.

	<ul style="list-style-type: none"> ● providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform ● rearranging furniture where possible to avoid direct drafts ● mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) ● Opening internal doors can also assist with creating a throughput of air ● natural ventilation – if necessary external opening doors may also be used Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be done once the fire risk assessment has been reviewed and amended. Schools must ensure that systems are in place to close doors in the event of a fire alarm, during breaks if they cannot be monitored or at the end of the day. There is also the security risk of leaving external doors open and therefore there must be procedures in place to mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored. ● Ventilation to chemical stores should remain operational. <p>It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more information on suitable workplace temperatures see HSE: Guidance on temperature in the workplace</p>	
Management of waste	<p>Ensure bins for tissues are emptied throughout the day. Follow Guidance on disposal of PPE waste (such as used fluid resistant masks) and Government guidance on disposal of waste, including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins.</p>	<p>Children’s toilets and high touch areas to be cleaned and pedal bins emptied at a midpoint in the day by cleaning staff.</p> <p>Staff to remind children to put tissues in the white pedal bins.</p> <p>Pedal bins are available in each class and across the school</p>

<p>Management of incoming goods</p>	<p>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</p>	<p>Any contractors to the site should be prearranged through JK, CP, EW, CL or KB.</p> <p>JK and CP will ensure contractors are aware of the requirements of this RA and that they adhere to school’s protective measures.</p> <p>Any deliveries will be left outside the school admin office.</p> <p>A sign will remind delivery drivers and postal workers of this.</p>
<p>School owned outdoor play equipment</p>	<p>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children’s hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on Managing Outdoor Playgrounds for equipment also used by the community. When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p>	<p>The use of play and sport equipment outside will be supervised by staff.</p> <p>Staff will ensure children use good hand hygiene.</p> <p>Staff will ensure that equipment is cleaned between use by different groups.</p> <p>Ongoing relevant communications shared through a variety of means, e.g, letter, email, newsletter, Seesaw, Tapestry, phone calls</p>
<p>Hiring out premises</p>	<p>Schools should ensure they are considering carefully how to hire out to external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. Such arrangements can only operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.</p>	<p>The school premises will not be hired out until further notice.</p>
<p>Cleaning and reducing contamination</p>		

<p>Contaminated surfaces spreading virus.</p>	<p>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</p> <p>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.</p> <p>Follow government guidance for working in education and childcare if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on Cleaning and decontamination of non-health care settings.</p>	<p>Each child to have a personal pen pot or tray in which to store their equipment (except Reception class and Year 1)</p> <p>Other shared resources within the class to be cleaned regularly.</p> <p>All children in Year 2-6 will keep their coat and rucksack on the back of their chair. Only water bottles, lunch boxes and a reading book may be brought into school. No other personal belongings are allowed in school.</p> <p>Water bottles may be kept on desks.</p> <p>Children in Reception and Year 1 will use the cloakroom to store their coats and bags.</p> <p>Rec and Year 1 lunch boxes and water bottles will be stored on trolleys outside of the classrooms.</p> <p>A CLEAR DESK POLICY APPLIES THROUGHOUT THE SCHOOL FOR ALL ADULTS. TEACHERS MUST CLEAR DESKS, CLASSROOMS, OTHER WORK AREAS AND STAFF ROOM OF ALL UNNECESSARY ITEMS AT THE END OF EVERY DAY TO FACILITATE EFFECTIVE CLEANING OF SURFACES BY CLEANING STAFF.</p>
<p>Shared resources and equipment increasing spread</p>	<p>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.</p>	<p>Each child will have a set of their own resources which will be stored in pen pots on their desk with the exception of Reception class and Year 1 where this is not considered practical.</p> <p>Staff will clean shared resources.</p> <p>Cleaning equipment will be available in each classroom and shared area.</p> <p>Staff will carry out cleaning following the cleaning tick list in each classroom.</p>

<p>Cleaning staff and hygiene contractor's capacity - providing additional requirements</p>	<p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See Safe working in education and childcare for guidance on PPE and guidance on cleaning non-health care settings. Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.</p>	<p>Staff will continue to use anti-bacterial wipes and/or spray throughout the day to clean down high touch surfaces and to ensure completion of cleaning tick lists each day, e.g.</p> <ul style="list-style-type: none"> ● staff room ● door plates ● light switches ● door handles ● key pads ● photocopier ● laminator <p>Nurse cleaners to clean each day before and after school</p> <p>Nurse will clean the toilets and high touch areas and empty lidded bins at a midpoint each day.</p> <p>Guidance for cleaning non-healthcare settings</p>
<p>Sufficient handwashing facilities for staff and pupils</p>	<p>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.</p>	<p>Hand washing facilities available throughout the school. Hand gel available in:</p> <ul style="list-style-type: none"> ● HT's office ● staff room ● admin office ● the art area (plus hot water and soap) ● each classroom <p>Admin staff to keep a check on stocks and reorder when running low.</p>
<p>Additional time for staff and pupils to carry out handwashing</p>	<p>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.</p>	<p>Supervised handwashing is timetabled:</p> <ul style="list-style-type: none"> ● on arrival at school ● before eating ● after visiting the toilet ● when returning to the classroom
<p>Handwashing practice with children</p>	<p>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug.</p>	<ul style="list-style-type: none"> ● As above ● songs are used ● posters serve as reminders ● KS1 children especially must be supervised washing hands

	Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.	
Good respiratory hygiene	Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.	<p>Posters around the school as reminders.</p> <p>Staff will remind children to put tissues in the white pedal bins and will make sure they do if they forget</p> <p>https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf</p>
Sufficient supplies of soap and cleaning products	Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.	<p>Nurse to provide appropriate cleaning materials for cleaning staff on site.</p> <p>HT has been assured by Nurse that an appropriate alternative to bleach has been sourced.</p> <p>Admin to monitor supplies and complete a requisition form to send to be agreed by the HT and then sent to the procurement team as and when needed.</p>
Toilets being overcrowded	Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.	<p>Staff to monitor children using the toilet. Only one boy and one girl from each class is allowed to go to the toilet one at any one time.</p> <p>Children's toilets to be cleaned at a midpoint in the day by member of the cleaning staff.</p>
Staff related issues		
Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and	When assessing the return to full opening the following section of the DfE guidance must be followed: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks	<p>The govt. guidance has been followed in writing this RA.</p> <p>Key staff to consider in regards to crossing between classes and other schools:</p>

<p>young people who present as - asymptomatic.</p>	<p>Where this cannot be met, then the school must record why and what other control measures they will adopt.</p> <p>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.</p> <p>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).</p> <p>Focusing on control measures that reduce close contact, will reduce the number of staff and pupils required to self-isolate when there are cases within the school.</p> <p>PHE has identified issues that have arisen in IMTs in schools and some adjustments are being made by schools as a result. There may be difficult to implement due to disruption to learning or operational issues. But schools are also identifying that actually having positive cases and seeing the impact on numbers being sent home to self-isolate (staff and pupils) will also affect learning and operational issues.</p> <p>Mitigating measures that will reduce the number of close contacts between individuals and therefore numbers required to self-isolate as the result of a positive case in the school:</p> <ul style="list-style-type: none"> ▪ Reducing bubble sizes, ▪ reducing face to face meetings (move to video calling if appropriate), ▪ reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc. 	<ul style="list-style-type: none"> ● RW PPA cover/maths support different classes (and other schools) ● JL HLTA cover/support in different classes ● SL HLTA cover/support in different classes ● CL HT ● These staff members should try to keep their distance where possible. ● If intimate care is needed or a child requires support that requires closer contact, then a staff member who does not move between settings should do this. ● SLT meetings will take place via Google Hangout ● Staff to sit apart at staff meetings ● Meetings with parents / outside agencies to be virtual where at all possible ● Any necessary visitors to school will be asked to wear a mask if possible ● Staff will not car share to and from work where at all possible ● From 24.01.2021 staff will be asked to carry out lateral flow testing twice per week
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	<ul style="list-style-type: none"> ▪ reducing or eliminating the movement around the school of pupils and teaching staff, ▪ reducing or eliminating the movement across bubbles of pupils and teaching staff, ▪ no car sharing between staff to school ▪ keeping to the 2m distancing (for teachers especially) if at all possible <p>Other measures that will reduce the spread of the virus in the school – face coverings, thorough regular cleaning regimes throughout the day (of hands and of hard surfaces/ high use touch points), catch it bin it kill it messages.</p>	
<p>Managing supply teachers, visitors, contractors and other temporary visiting staff.</p>	<p>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school’s control measures and ways of working as part of planning for the autumn term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.</p>	<p>As above.</p> <p>If a supply teacher is used they will be made aware of this risk assessment and will be guided by the key stage partner teacher and other staff as to routines and systems in school.</p> <p>Visiting adults will attend by prior appointment only and will be informed about school procedures by admin staff on arrival.</p>
<p>Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios</p>	<p>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See ‘school Workforce’ section of the DfE guidance:</p>	<p>Staff in school are sufficiently trained to provide cover.</p> <p>Supply teachers will be employed only if necessary.</p>

	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks	
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<p>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.</p> <p>Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQYLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qi</p> <p>Further advice is available from HR if required.</p>	<p>Risk assessment shared with all staff regularly</p> <p>RA also available on Google Drive and website</p> <p>Timetables discussed with teaching staff in advance</p> <p>Timetable adaptations made to support staff where appropriate</p> <p>Staff RA's regularly updated</p> <p>RA100 and other documents are 'live' documents and will be reviewed regularly</p> <p>Any staff with concerns have been encouraged to speak with the HT and an RA completed.</p> <p>Well-being ambassador carries out regular well-being questionnaires with follow up discussion and actions.</p> <p>All staff have received Talkworks, Employee Assistance Programme details shared with them by email and details are also available in the staff room.</p> <p>Staff wellbeing section on the school portal can provide support if required</p>
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.	<p>Regular training sessions ensure staff up to date with RA and safe practice at work and in the classroom.</p> <p>All staff to complete a Google form to state that they have read, understood and will follow the RA100 and procedures to ensure safety of the whole community.</p>
Accessing testing arrangements are clear for all staff	Guidance about testing, including the NHS 'Test and Trace' service, is available via this link	<p>Staff have been informed about testing procedures.</p> <p>Staff have been informed about the requirement to adhere to Test and Trace procedures. Link to NHS Test and Trace</p>

	https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/	<p>Staff are aware test kits are available in school and will be provided to staff as needed.</p>
<p>Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.</p>	<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 Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p>	<p>The PPA room is the designated space for anyone suffering symptoms of COVID-19.</p> <p>Appropriate PPE will be stored in the PPA room.</p> <p>Admin staff to monitor supplies and order via a requisition form if required.</p> <p>Symptomatic children to be isolated within the PPA room with a member of staff (wearing PPE) who does not sit in a vulnerable category and a phone call home to be made.</p> <p>Staff members go home straight away if they become symptomatic and inform HT.</p> <p>HT will seek and follow advice of PHE in all cases of symptomatic children or adults.</p>
<p>Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors</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>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid and record this assessment -</p> <p>https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</p>	<p>The RA100 V2.3 will be shared to reassure staff that the school is COVID secure and that every reasonable step is being taken to keep staff and children safe and that the govt. guidance is being followed.</p> <p>Staff members who have concerns about returning to or working in school are required to discuss concerns with the HT.</p> <p>RAs reviewed and/or written for anyone considered, or who considers themselves, to be vulnerable.</p>

<p>Staff use of PPE</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 https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe Guidance on the appropriate selection and use of PPE from DCC can be found here: http://devon.cc/ppe</p>	<p>Staff receive regular training.</p> <p>Staff to complete a Google form to say they have read, understood and will comply with the guidance and RAS</p> <p>Staff who wish to wear PPE may do so.</p>
<p>Use of face coverings</p> <p>Lack of understanding</p>	<p>Guidance on the use of face coverings for pupils in year 7 and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. Additional precautionary measures should also be taken where local restrictions apply.</p> <p>Adequate training / briefing on use and safe disposal</p> <p>Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p>	<p>Staff who wish to wear a face covering if they wish.</p> <p>Govt. guidance states that children are not required to wear a face covering. If parents may choose to send their child to school with a face covering it is with the understanding that it will be the child's responsibility to manage their facemask.</p> <p>If a child comes to school wearing a face covering, school staff will ask them to not touch the face covering while wearing it and to wash their hands before and after removing or putting it on and to store it in a sealed plastic bag while not wearing it.</p> <p>Children and adults wearing face coverings will be reminded to comply with the guidance in the government guidance: Face-coverings-in-education</p>
<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p>Dealing with suspected and confirmed case/ cases and outbreak. ALWAYS contact the local Health Protection Team if one of the following: 1) The symptomatic person has been admitted to Hospital 2) The Possible case REFUSES testing 3) There are a cluster of possible cases/unexpected increase in absenteeism 4) The Possible case has DEFINITE link to a confirmed case 5) ALL confirmed cases.</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) 	<p>In the event of a confirmed case the HT will follow the guidance of Public Health England (SW)</p> <p>Contact details:</p> <p>South West Health Protection Team on 0300 303 8162 (option 1, option 1) or email swhpt@phe.gov.uk. If the matter is not urgent you can also email ask.swhpt@phe.gov.uk.</p> <p>The HT will inform the CEO and LSC.</p>

- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc>

If a child or staff member in your education setting becomes symptomatic, you should advise them to access testing through the normal channels.

However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided home test kits to improve the chances that the individual will get tested. See the [DfE guidance on test kits for schools](#).

If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162 or email swhpt@phe.gov.uk. If the matter is not urgent you can also email ask.swhpt@phe.gov.uk.

For ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority by emailing educate.schoolspriorityalerts-mailbox@devon.gov.uk.

Devon County Council's Local Outbreak Management Plan (LOMP) is available here:

<https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/>.

If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the Schools Emergency Plan to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:

[Educational settings Action cards](#)

	<p>PHE SW HPT: Flowchart for childcare and Educational settings V 4</p> <p>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the Actions for Schools Guidance Section 5</p>	
Lateral Flow testing	<p>Guidance rapid asymptomatic coronavirus (COVID-19) testing for staff in primary schools, school-based nurseries and maintained nursery schools</p> <p>DfE have created a schools and colleges document sharing platform for asymptomatic testing. This area contains additional information to support schools and college staff in preparing and operating LFT.</p>	<p>Staff have been advised to self test twice per week in line with govt. guidance.</p> <p>Staff will test on Sunday and Wednesday evenings and report results before 7 pm to allow time to make arrangements if a positive result is received. If a staff member is due to visit another trust school, they will test the night before visiting.</p> <p>A record will be kept of tests provided and results.</p> <p>The tests are not mandatory but staff have been requested to comply for the safety of the whole school community.</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. Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons should be followed, and those under the care of a specialist encouraged to discuss their return to school. Any additional temporary recommendations received from local health agencies due to localised higher rates of transmission should be implemented as required.</p>	<p>The HT will speak with any concerned parents or staff and make adjustments were possible and practical</p> <p>Attendance at work expectations have been shared with staff (from HR)</p> <p>School attendance requirements have been explained to parents and regular reminders are sent.</p>
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>	<p>Children with an EHCP will have an individual risk assessment where it is considered appropriate/necessary.</p> <p>One child with EHCP attending dual setting - Horwood Combe Risk assessments below: Horwood Combe Risk Assessment - level 2 Horwood Combe H&S procedure - level 2 Horwood Combe animal care and interaction - level 2 Horwood Combe equine centre RA - level 2 Horwood Combe Forest School RA - level 2</p>

		Horwood Combe transportation of students - level 2
Pupils unable to follow guidance	Some pupils will need additional support to follow these measures. https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings	School will use visual reminders, timetables and social stories to support children who may struggle. Outside agency support requested if required (school nurse, SEMH team, Educational psychologist, C&I team) Where appropriate a child may have an individual behaviour plan (IBP). This will be shared with all relevant staff so they are better able to understand how to support the child
Pupils equipment	Pupils to limit the amount of equipment they bring into school each day, to essentials For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.	Children that may need an additional change of clothes because of intimate care may bring extra clean clothes in a plastic bag. Any dirty clothes will be bagged up and sent home. No other equipment to come in from home unless agreed by the class teacher and HT, e.g. bag, coat, lunch, drink, book. Each child will have an individual pen pot containing their stationery items except Reception and Year 1 where this is not considered practical. Shared equipment will be regularly cleaned. Children's belongings will be stored in their rucksack on the back of their chair throughout the day.
Member of a class becoming unwell with COVID-19	If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.	<i>Child will be isolated in the PPA room with a member of staff wearing PPE and maintaining distance.</i> <i>Window to be open and door to be closed.</i>

School Uniform	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.	<p>Children must wear school uniform that allows for physical daily exercise.</p> <p>Simplified version of uniform:</p> <ul style="list-style-type: none"> ● shorts/trouser - no skirts or dresses ● polo shirts ● socks ● school sweatshirt or PE hoodie ● black trainer type shoes suitable for active play ● waterproof coat that can easily fit inside child's bag ● PE kit worn to school and kept on all day of child has PE
Transport		
Travel to school and provision of safe school transport:	Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.	n/a
<p>Dedicated school transport, including statutory provision</p> <p>Face coverings & PPE</p>	<p>transport-to-school-and-other-places-of-education-autumn-term-2020</p> <p>Although there is no requirement for students to sit with the group of students or “bubble” with which they are educated, students should sit in year groups as far as possible when travelling – this will be in ascending year groups front to back (youngest students at the front of the vehicle). Schools may even wish to draw up seating arrangements on vehicles. Consider how you are going to “police” any seating arrangements as this is not the driver’s responsibility – their role is to focus on driving the vehicle safely.</p> <p>Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of each day to assist the students.</p> <p>Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning.</p> <p>Ensure organised queuing/boarding and distancing within vehicles if possible.</p> <p>It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school</p>	<p>School has contacted school transport on numerous occasions to try and obtain their risk assessment but no response has been received.</p> <p>The school bus has been operating since 07.09.2020</p> <p>Very few children use this service.</p>

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

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

	<p>Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</p>	
Curriculum considerations		
Planned return to normal curriculum in all subjects by Summer Term 2021	<p>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.</p>	<p>Full curriculum is being taught. Remote learning provision in place mirrors curriculum provision in school.</p>
Suspension of some subjects for some pupils in exceptional circumstances.	<p>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.</p>	<p>School will not be teaching music at this time due to the risk of cross contamination from instruments.</p>
Music, dance and drama activities	<p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities. As a result, schools must refer to the detailed Guidance for Music, Dance and Drama as well as Guidance for the Performing Arts and should take particular care to observe social distancing which may limit numbers taking part in group activity, and prevent physical correction by teachers, and contact between pupils in drama and dance.</p> <p>Schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment</p> <p>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.</p>	<p>Teaching of music is suspended for the time being. Hymn practice will take place within classes with children facing forward.</p>

	<p>Schools should consider risk reduction measure such as physical distancing and playing and singing outside wherever possible, limiting group sizes, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. The guidance should be consulted for further information relating to:</p> <ul style="list-style-type: none"> - peripatetic music staff, - cleaning and handling of equipment, - singing and playing brass and woodwind instruments - Avoiding sharing of musical instruments - Handling scripts 	
Physical activity in schools	<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</p> <ul style="list-style-type: none"> ● guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport ● advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>	<p>PE timetable to be revised to avoid contact sports. Shared equipment will be cleaned between uses. DPA for at least 30 minutes each day, outside whenever possible. DPA will use no or limited equipment, e.g. skipping ropes</p>
Practical science, art and D&T lessons	<p>Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the Guide to doing practical science work during Covid-19, Guide to doing practical work in D&T, food and art , Carrying out practical science work in non-lab environments and for primaries Practical activities in a bubble. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</p>	<p>As left hand column.</p>

Educational visits	<p>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the information in the guidance at: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#educational-visits</p> <p>For additional information check with EVOLVE guidance on website.</p>	<p>No trips will be planned during periods of lockdown.</p> <p>If teachers wish to plan a day trip to enrich their curriculum provision, the latest guidance will be followed.</p> <p>School use Evolve to risk assess all trips</p> <p>No overnight stays will be planned.</p>
Groups of children mixing resulting in risk of more widespread transmission	<p>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</p> <p>Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time).</p> <p>Large gatherings such as assemblies and with more than one group should be avoided.</p>	<p>Children are grouped into class bubbles within larger key stage bubbles. Key stage bubbles are largely contained within zones within the school building</p> <p>There will be some unavoidable crossover in the art area and library, however staff will support children to keep contact to an absolute minimum through supervision and staggering movement times. Staff will check areas to ensure no other key stage bubble is using the area before allowing the children to access the area. Only children from one key stage must use the library at a time.</p> <p>Activities that use shared spaces are timetabled, e.g. DPA, lunch, outdoor learning etc.</p> <p>Only one girl and one boy from each class are allowed to go to the toilet at any time.</p> <p>Staff will remind children to keep their distance from one another and from adults.</p> <p>Children will sit as far apart as possible. Teachers will implement a seating plan that children must adhere to at all times. The seating plan will be displayed for all to see.</p> <p>Key Stage bubbles and class bubbles will be separated into zones at lunchtimes, and at Breakfast Club and After School club wherever possible.</p> <p>Tables and high touch areas will be cleaned by staff at several points throughout the day. This will be managed through tick lists.</p>
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	<p>School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19)</p>	<p>Catering Toolkit</p> <p>Plates and cutlery will be used when the school is fully open and recyclable containers and wooden cutlery will be used during periods of lockdown when children’s lunches are taken to the classrooms.</p>
Catering staff are operating in a safe environment	<p>Catering staff to follow the relevant aspects of government guidance for food premises:</p>	<p>As above</p> <p>Catering staff to complete Google form to say they have read, understood and will comply with the guidance.</p>

	https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery	<p>During periods of lockdown lunches will be served in the classrooms and not in the hall.</p> <p>At time of full opening, markings on floor to support children to maintain distance when lining up for lunch MTAs will clean tables between uses. Tables will be zoned to keep LKS2 and UKS2 bubbles separated by 2 metres Each class in the R/KS1 bubble will sit on different tables. Tables within this bubble will be separated.</p>
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.	<p>Noone displaying symptoms will be allowed into school Reopening plans and risk assessments shared with parents and placed on the school website Contractors and other visitors to site will be informed by admin staff of the school restrictions and regulations The school’s restrictions and regulations will be discussed with contractors and visitors when they call to make an appointment Visitors will only be allowed into school by prior appointment - this includes parents and carers</p>
Suppliers understanding and complying with new arrangements	Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours	<p>Suppliers will be asked to leave goods outside of the admin office</p> <p>Admin to liaise with suppliers to ensure they deliver outside of school hours or at the quietest point in the day.</p> <p>Deliveries to be booked in on the online calendar so visible to all staff</p>
Communications to parents and staff	Regular communications	<p>Weekly newsletter containing updates will be sent to parents/carers Additional information will be sent via email and/or posted onto the school website as appropriate Parents can contact teachers via Seesaw and Tapestry with minor enquiries but are discouraged from raising concerns using this method All concerns should be raised in the first instance as a query with the class teacher, or Headteacher, as appropriate via email or telephone. There is usually a simple solution that can be found using this method.</p>

		<p>Parents are asked to respect teachers' (and other staff) right to a life outside of school and not contact them in the evenings, at weekends and in the holidays, or to expect an instant response to communications.</p> <p>Parents are respectfully requested to treat all staff with dignity and respect at all times.</p>
Pupils and families anxious about return	Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.	<p>Regular communications are sent to parents about school procedures and expectations.</p> <p>Parents/carers have been reminded about changes to attendance expectations</p> <p>RA to be displayed on the school website.</p> <p>Regular correspondence as outlined above.</p> <p>Social inclusion team are available to support staff, children and parents.</p> <p>Safeguarding team are available to support staff, children and parents.</p> <p>SENDCo available to support key pupils and families.</p> <p>All parents can email or phone the school to speak with admin, class teachers, HT etc. to discuss any concerns.</p> <p>Outside agency support will be sought if required (school nurse, SEMH team, Educational psychologist, C&I team)</p>
Parent aggression due to anxiety and stress.	Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety	<p>All information will be communicated to parents/carers through a variety of accessible media.</p> <p>The onus of responsibility is on parents/carers to engage with the information provided and ask staff politely for clarification if something is unclear to them.</p> <p>Parents are respectfully requested not to display unreasonable behaviour or aggression towards staff when given polite reminders about systems and routines in place to keep everyone safe.</p>

		<p>Parents/carers are required to treat all staff with dignity and respect at all times.</p> <p>School staff are always willing to help parents/carers and understand that at times they may be anxious, however rudeness and/or aggression towards school staff will not be tolerated.</p> <p>Class teacher and/or HT will remind parents of the school's Parent Conduct policy.</p> <p>HT to meet with parent to discuss behaviour should this become necessary</p> <p>Additional support from EWO and/or police if necessary</p> <p>Incidents of parents' unreasonable behaviour will be recorded on their child's CPOMS record.</p>
Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<p>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</p> <p>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</p> <p>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</p>	<p>LSC meetings are timetabled every half term to ensure that the LSC are fully informed and are discharging their duties appropriately. Key documentation shared by Clerk.</p> <p>The HT will make appointments to meet with specialist LSC members to ensure that statutory requirements are carried out, e.g. safeguarding.</p> <p>Minutes of meetings will be made in order that all leaders can be held to account for statutory responsibilities.</p> <p>All RAs are shared with the LSC and Board of Alumnis..</p> <p>Termly HT report written.</p>

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

C. Lewis

Signed: Headteacher/Head of Department:

Mrs C. S. Lewis

Date: 12.07.2020 updated: 21.08.2020, 01.09.2020, 08.09.2020, 11.10.2020, 03.11.2020, 04.01.2021, 08.01.2021, 14.01.2021, 18.01.2021

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.