

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

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

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

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

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

	Establishment/Department: Berry Pomeroy C of E Parochial Primary School	Establishment Risk Assessment	RA100 V2.4
Address: Berry Pomeroy Totnes TQ9 6LH			
Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors <p>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance. The following guidance to reflect the changes announced by the Prime Minister on the wider reopening of schools and colleges from Monday 8 March:</p> <ul style="list-style-type: none"> • early years and childcare providers • actions for schools during the coronavirus outbreak • special schools, special post-16 providers and alternative provision <p>It is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance and must consult with their staff regarding the risks and control measures being implemented.</p> <p>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.</p>		Date assessment completed: <p>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> Assessor(s):	
Version Control: RA 100 Version 2.1			
Update – 15/7/20, page 6. Premises related matters - Management of waste			
Update – 25/08/20, page 12,13,14. School Transport			
Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&T Music Dance and Drama – link to new guidance and guidance for performing arts)			

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

Update – 08/03/2021 page 14 - Lateral Flow testing (Secondary Schools)	
Update – 08/03/2021 page 15 - Lateral Flow testing (Primary staff home testing)	
Update – 08/03/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable	
Update – 08/03/2021 page 21 - Educational visits	

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		
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): The current definition of close contact in a school setting is shown below.</p> <ul style="list-style-type: none"> ○ face-to-face contact including being coughed on or having a face-to-face conversation within one metre (this will include times when you have been wearing a face covering or face mask) ○ been within one metre for one minute or longer without face-to-face contact ○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) ○ travelled in the same vehicle or a plane (this includes school transport) <p>Focusing on obtaining mitigations to reduce close contact, will reduce staff and pupil absences when there are cases within the school. Note that the use of face masks and other forms of PPE does not exclude somebody from being considered a close contact (unless they are</p>	Ensure staff members maintain a distance of at least 1m between them and where possible spend no more than 10 minutes in the same room.

	<p>providing direct care with patients or residents in a health and care setting, NHS Test and Trace: how it works - GOV.UK (www.gov.uk)</p>	
<p>Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.</p>	<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. 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.</i></p>	<p>School gates will open at 8.45am for class 2 and class 4 children.</p> <p>School gates will open at 9am for class 1 and class 3 children.</p> <p>Class 1 and 2 will enter school via the car park entrance. 2m floor markings will be visible to manage queuing. Class 1 will use main classroom door, assisted by SC. Class 2 will use back door of classroom, assisted by JC. Parents to wait one side of the gate and staff member to wait the other to welcome/dismiss children.</p> <p>Class 3 and 4 children to enter school via the playground and through their classroom door, waiting on the 2m markings on playground.</p> <p>If a child in class 2 or 4 has a sibling in class 1 or 3, they can come in together. Sibling has to go straight in to their classroom.</p> <p>Class 2 and 4 will finish school at 3.15pm and will be dismissed 1 by 1 to parents who are waiting on the social distancing guidelines (ones used to enter school).</p> <p>Class 1 and 3 will finish school at 3.30pm and will be dismissed 1 by 1 to parents who are waiting on the social distancing guidelines (ones used to enter school).</p>

		<p>Parents/carers do not need to enter the school building unless an appointment is made.</p> <p>Staff and pupils are briefed and signage provided to identify which entrances and exits to use.</p> <p>Hand sanitiser / hand washing will be enforced when children enter and leave school.</p>
Parents gathering at school gate not social distancing	<i>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</i>	<p>Drop off and pick up routines stated as above. Gates will be pegged open and closed so these do not need to be touched. These will be closed and opened by class TA's at the appropriate times.</p> <p>2 metre lines to be provided for all pathways on school premises.</p> <p>Parents/carers can only come into school on an appointment basis. No communal gathering before or after school.</p>
Overcrowding in classrooms and corridors.	<i>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups</i>	<p>Children will remain in their class groups at all times. No mixing around school. Tables will not all be facing forward as this has a negative effect on children social and emotional needs and their learning, but we will ensure children are spaced apart as much as possible and our classrooms are extremely well ventilated.</p> <p>Toilet rota produced between C1&2/C3&4.</p> <p>All children have access to outside space from the classroom and this should be utilised as much as possible:</p> <p>Class 1: C1 Playground/</p>

		<p>Class 2: Main Playground (different time to other classes)</p> <p>Class 3: Main Playground</p> <p>Class 4: Main Playground (Different time to other classes)</p> <p>The HT will continue to deliver the celebration assembly virtually and all other worship will be held in classrooms.</p>
Risk of transmission within EYFS settings	<p><i>Updated Guidance for EYFS (February 2021 early years and childcare providers) to be followed. removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</i></p>	<p>Small, consistent groups no longer required within settings. Regular hand washing, well ventilated classroom and thorough cleaning of classroom at the end of each day.</p>
Groups mixing during breaks and lunchtime compromising social distancing.	<p><i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes & in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i></p>	<p><u>Playtimes:</u></p> <p>Class 1 will have their own playtime using their playground and field.</p> <p>C2, 3 and 4 will stagger playtimes:</p> <p>C2: 10.15-10.35am</p> <p>C3: 10.35-10.55am</p> <p>C4: 10.55-11.15am</p> <p>Teacher and TA in each class to alternate break duty.</p> <p>Children should stay outside for the duration of play, so toileting before and after will be emphasised.</p> <p>Children will be assigned to play with certain equipment within class bubbles. Avoid sharing equipment but if this does happen, clean with Milton after use.</p> <p>Children should be encouraged to use all the space available and the field will be available when possible.</p>

		<p>Playground equipment will be used on a weekly rota basis and cleaned.</p> <p><u>Lunchtime:</u></p> <p>C1 lunch will be eaten from 12.00-12.30 either outside in their bubble or in class in their bubble, followed by a half hour break.</p> <p>C2 will also eat their lunch at 12.00-12.30 in their classroom.</p> <p>C3 will have their break at 12.00-12.30 followed by their lunch to ensure children are not mixing on playground.</p> <p>C4 bubble will have their lunch in the classroom at 12.30-1.00 followed by a break at 1.00-1.30.</p> <p>All lunches will be served in take away boxes.</p> <p>Nicky Rowe to organise lunch time provision with midday assistants.</p>
<p>Wraparound provision: Groups mixing during extra-curricular provision</p>	<p><i>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued guidance for parents and carers, which schools may want to circulate.</i></p>	<p>Breakfast/morning club will continue between class 3 and the new library. NR to split children in to bubbles utilising space as much as possible. Although the children attending will be from different class bubbles, they are small in number, led by NR (Mon-Thurs) and CS (Fri).</p>
<p>Spread of virus due to increased numbers of people within the building.</p>	<p><i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i></p>	<p>Encourage that only one parent/carer accompanies their child to school.</p>

		<p>Parents must not enter the school building although class 3 and 4 parents may need to in order to drop children off on playground. A member of staff will meet class 1 and 2 children.</p> <p>Extracurricular clubs will be run by external agencies where agreed with HT.</p> <p>Essential maintenance work must still be carried out, permitting external bodies into school.</p>
Staff	<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. Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</i></p>	<p>All class bubbles will have their own cleaning caddy in class. These are to be used regularly throughout the day and restocked when running low.</p> <p>CS will be working across class bubbles to cover PPA. Ensure social distancing is observed as much as possible and children are aware of the rules. Staff to model social distancing of 1m (2m not appropriate to setting).</p> <p>Three plastic chairs are spaced out in staff room for use.</p>
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<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. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</i></p>	<p>Storage in the old library/sheds.</p> <p>Gatherings and use of corridors must be minimised and this can be done by using classroom outside doors.</p> <p>Children in the class 4 bubble must access the toilets from outside to avoid the classroom door becoming a pinch point.</p> <p>First fortnight back, have a fire alarm and again in Summer 1.</p> <p>Ensure all are aware of procedures in place.</p>

		Teachers to remind children of exit points. Regular testing to continue.
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<i>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</i>	There are always trained first aiders in school at all times. Where there isn't a first aider in a class bubble, at least one in each classroom. First aider to wear PPE adult must wear PPE for protection and wash hands thoroughly before and after. Jess as DSL in Natalie's absence. Fiona Dean as DDSL will be in school at all times All staff to have completed COVID training.
Fire Procedures	<i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i>	Fire drill w/c 15 th March Teachers to complete red cards in class every day – names and numbers, to ensure all attendance is recorded and referred to quickly during fire drill.
Water hygiene – management of legionella	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak.</i>	Simon to continue to complete legionnaire testing on Monday mornings. Eplus testing every month to continue.
Using and monitoring new practices to reduce risk of Covid-19 transmission	<i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</i>	JB to share risk assessment week beginning 1 st March 2020 with all staff to ensure they understand procedures. All staff to complete updated risk assessment and send to JB. Teachers to spend some time with class bubbles explaining rules and showing them around school. JB to inform staff of any changes to guidance/procedures.

<p>Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)</p>	<p><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></p>	<p>Alarm company will test intruder and fire alarm as normal routine. Ground works/gardeners to maintain playing field (no access to school required). Devon Norse will serve lunches straight from village hall. TME to complete essential IT work. YPO / deliveries to leave items at school gate / through window for collection by admin staff.</p>
<p>Staff rooms and offices to comply with social distancing and safe working practice</p>	<p><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 Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</i></p>	<p>Staff room will not be available as normal. Two plastic chairs are set up to be used and cleaned on rotation. Staff to use their own cups and utensils. If school facilities are used, they must be disinfected appropriately after use. Only admin team and HT permitted to enter the office.</p>
<p>Ventilation to reduce spread</p>	<p><i>Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</i></p> <ul style="list-style-type: none"> • <i>opening high level windows in preference to low level to reduce draughts</i> • <i>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</i> • <i>providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</i> • <i>rearranging furniture where possible to avoid direct drafts</i> • <i>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</i> • <i>Opening internal doors can also assist with creating a throughput of air</i> • <i>natural ventilation – if necessary external opening doors may also be used Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be done once the fire risk assessment has been reviewed and amended. Schools must ensure that systems are in place to close doors in the</i> 	<p>Classroom doors and windows to remain open throughout the day, where possible (bearing in mind fire safety, security and safeguarding).</p>

	<p>event of a fire alarm, during breaks if they cannot be monitored or at the end of the day. There is also the security risk of leaving external doors open and therefore there must be procedures in place to mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored.</p> <ul style="list-style-type: none"> • Ventilation to chemical stores should remain operational. <p>It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more information on suitable workplace temperatures see HSE: Guidance on temperature in the workplace</p>	
Management of waste	<p>Ensure bins for tissues are emptied throughout the day. Follow Guidance on disposal of PPE waste (such as used fluid resistant masks) and Government guidance on disposal of waste, including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins</p>	All classrooms to have tissue bin. Tissue bin will be changed throughout the day, double bagged and then remain outside near bins, for 72hours before it is disposed of, if anyone displays symptoms of Covid-19.
Management of incoming goods	<p>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</p>	Incoming goods will be left at the school gates for a member of the admin team to collect. Alternatively, these can be passed through the office window.
School owned outdoor play equipment	<p>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children’s hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on Managing Outdoor Playgrounds for equipment also used by the community. When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p>	All outdoor play equipment shared out as much as possible between class bubbles and on a rota basis. Equipment that remains shared will be sterilised in Milton bin afterwards before being used by next bubble. Equipment in the classroom will be cleaned regularly, including keyboards and iPads wiped down.
Hiring out premises	<p>Schools should ensure they are considering carefully how to hire out to external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. Such arrangements can only operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.</p>	

Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	<p><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: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</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>	<p>Soft furnishings, toys and soft toys will remain within bubbles as these cannot be cleaned easily.</p> <p>Classroom based resources such as art products, will be cleaned thoroughly or left for 48 hours (72hours for plastics) before used by another class bubble.</p>
Shared resources and equipment increasing spread	<p><i>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.</i></p>	<p>Children from years 2 -6 will have their own pencil cases. Some stationery will have to be shared but will remain within bubbles. Cleaning products available near photocopier – clean before and after use.</p>
Cleaning staff and hygiene contractor's capacity - providing additional requirements	<p><i>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See Safe working in education and childcare for guidance on PPE and guidance on COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk) Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by</i></p>	<p>Simon will continue to clean every day, before and after school. He will be in for one hour in the mornings and two hours in the evenings, Monday-Friday. Cleaner has updated cleaning equipment.</p>

	<i>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>	Village hall will be cleaned on a daily basis by their staff. Staff to inform HT/Admin when cleaning products are running low – order as necessary/needed.
Sufficient handwashing facilities for staff and pupils	<i>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.</i>	Hand sanitisers will be provided in every classroom and this will be accessible for children and staff at all times. These will be checked throughout the day to ensure they have not run out. All classrooms except class4 has their own handwashing facilities, with soap and paper towels. Handwashing is expected, particularly at the following times: <ul style="list-style-type: none"> • after arriving at the school, snack times, lunchtimes, whenever entering the classroom-this needs to be supervised even for oldest pupils • touching their face; • blowing their nose; • sneezing; • coughing; and • before and after eating or handling food.
Additional time for staff and pupils to carry out handwashing	<i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.</i>	Teachers to plan these times in to their daily routine.
Handwashing practice with children	<i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug. Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i>	Children briefed upon reopening about procedures. Regular handwashing – hourly. Children to wash hands every time they enter the classroom.

Good respiratory hygiene	<i>Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</i>	Bins clearly labelled in classrooms. Children with additional needs have 1:1 support to help with respiratory hygiene.
Sufficient supplies of soap and cleaning products	<i>Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.</i>	Admin to purchase additional soaps and sanitisers for all classrooms as needed. Headteacher check supply. Cleaner has purchased additional soaps and hand towels. Bins which have been used for tissues will be changed throughout the day. Hygiene stations in classrooms and staff room. Each member of staff to have their own hand gel.
Toilets being overcrowded	<i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</i>	Pupils are encouraged to access the toilet during class/throughout the day to help avoid queues but this must be monitored before you let a child go to the toilet to ensure that only 1 child is in the toilet at any one time. Queuing zones for toilets and hand washing will be established and are monitored. Monitoring ensures a constant supply of soap and paper towels. KS1 toilets split between class 1 and class 2 so they are using their own. Cleaned thoroughly each day. Pupils are reminded regularly on how to wash hands and young children are supervised in doing so.
Staff related issues		
Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is	<i>When assessing the return to full opening the following section of the DfE guidance must be followed:</i> https://www.gov.uk/government/publications/actions-for-schools-during-the-	Staff to model social distancing around school. Children will be

<p>also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic.</p>	<p><u>coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</u></p> <p>Where this cannot be met, then the school must record why and what other control measures they will adopt.</p> <p><i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</i></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><i>PHE have identified issues that have arisen in their Incident Management Teams (IMT) test result in schools and some adjustments are being made by schools as a result. There may be difficult to implement due to disruption to learning or operational issues. But schools are also identifying that actually having positive cases and seeing the impact on numbers being sent home to self-isolate (staff and pupils) will also affect learning and operational issues.</i></p> <p><i>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:</i></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. ▪ 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 	<p>briefed about this upon reopening to enable this to happen.</p> <p>Staff can enter different bubbles when essential to do so. Social distancing will be adhered to.</p> <p>CS will move between bubbles to cover PPA and deliver interventions.</p>
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	<ul style="list-style-type: none"> ▪ <i>keeping to the 2m distancing (for teachers especially) if at all possible</i> <p><i>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.</i></p>	
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<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>	Admin to create leaflet for external people entering the school building – provided upon arrival. As normal, all visiting staff should sign in and out.
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<p><i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</i></p>	All staff are expected to return to work on March 8th unless they are unable to do so on medical grounds. Staff who are self-isolating or shielding are utilised if they are well enough to teach lessons online. Full use is made of testing to inform staff deployment. If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Carefully planning the year groups for whom provision is offered (using the DfE priority list) based on staff availability.
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<p><i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times),</i></p>	Socially distanced staff meetings continue to be held every week.

	<p>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/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</p> <p>Further advice is available from HR if required.</p>	<p>HT present in school.</p> <p>Training for all staff so they are prepared for the reopening.</p>
<p>Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment</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>Risk assessment shared with staff week beginning 1st March.</p>
<p>Accessing testing arrangements are clear for all staff</p>	<p>Guidance on the new asymptomatic testing programmes taking place in schools are on a shared document platform hosted by DfE, including FAQ, webinars and step-by-step 'how to guides.'</p> <p>For secondary schools - Resources - Google Drive.</p> <p>For primary schools - Primary Schools Document Sharing Platform - Google Drive.</p>	<p>HT has access to testing, should staff or children begin to show symptoms. They have been asked to discuss this with Jess if necessary.</p> <p>Follow government guidance on what happens if someone becomes ill and what happens if there is a confirmed case of coronavirus in a setting</p> <p>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</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</p> <p>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-</p>	<p>The designated area will be in the garden/garden room/shed area outside. Staff attending to the children should wear protective equipment where appropriate (see above) and child should be sent home to isolate. This designated area will be deep cleaned when/if it is occupied by either an adult or child with covid symptoms.</p> <p>Self isolation guidance to be given when children are collected. If a</p>

	childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe	child or adult shows symptoms and tests positive for Covid-19, then the whole group that the children was in must be sent home and they must self-isolate for 14 days. If other cases are then also confirmed at the school, then PHE will advise HT/school on next steps/possible closure.
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<p><i>Clinically Extremely Vulnerable staff (CEV) are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required) and there is guidance for this group. Employers should talk to their staff about how they will be supported, including to work from home. These new formal shielding measures will apply across the whole of England until at least 31 March. Staff who are Clinically Vulnerable (CV) can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission</i> Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk) p37</p> <p><i>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid and record this assessment - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</i></p>	<p>The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned.</p> <p>Devon staff risk assessment tool is used for this purpose</p>
Staff use of PPE	<p><i>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</i> 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 <i>Guidance on the appropriate selection and use of PPE from DCC can be found here: http://devon.cc/ppe</i></p>	<p>PPE equipment will be available at school, in central locations (staff room), for face to face contact and intimate care.</p> <p>Admin to check equipment and order new as appropriate.</p>
Use of face coverings Lack of understanding	<p><i>Guidance on the use of face coverings for pupils in year 7 and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact</i></p>	<p>There was staff training on the 7th September</p>

	<p>on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p>	<p>Used PPE and any disposable face coverings that staff and children arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus. To dispose of waste from people with symptoms of coronavirus, such as disposable cleaning cloths, tissues and PPE:</p> <ul style="list-style-type: none"> • put it in a plastic rubbish bag and tie it when full • place the plastic bag in a second bin bag and tie it <p>put it in a suitable and secure place marked for storage for 72 hours</p>
<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p>Dealing with suspected and confirmed case/ cases and outbreak. If you would like advice, contact the DfE Coronavirus Helpline on 0800 046 8687. You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting (you should also email the school priority alert mailbox - educate.schoolspriorityalerts-mailbox@devon.gov.uk), someone in your setting has been admitted to hospital or you are getting significant media interest. Special schools, boarding schools or special post 16 providers should call the PHE SW Health Protection Team straight away.</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> • The current definition of a close contact in a school setting is shown below. • face-to-face contact including being coughed on or having a face-to-face conversation within one metre • been within one metre for one minute or longer without face-to-face contact • been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) • travelled in the same vehicle or a plane (this includes school transport) 	<p>Robust collection and monitoring of absence data, including tracking return to school dates, is in place. Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and pupils and appropriate action, in line with government guidance, should the tests prove positive or negative.</p> <p>Pupils, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply.</p>

	<p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc</p> <p><i>If a child or staff member in your education setting becomes symptomatic, you should advise them to access a PCR test 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 PCR home test kits to improve the chances that the individual will get tested. See the DfE guidance on test kits for schools.</i></p> <p>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162</p> <p>For ALL CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority by completing the smart survey form: COVID 19 - Education Provision/School Notification of Positive COVID 19 Test Results or who have been advised to isolate (smartsurvey.co.uk)</p> <p>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:</p> <p>Educational settings Action cards</p> <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>	<p>A record of any COVID-19 symptoms in staff or pupils is reported to the local authority</p>
<p>Lateral Flow testing (Secondary Schools) It is important to note that LFT/PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place</p>	<p>Guidance on the coronavirus (COVID-19) testing programme for secondary schools and colleges With the start of mass testing by Lateral Flow Devices (LFD) in some schools, it is also important to remember that these are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place, but</p>	<p>All members of staff will test themselves on a Sunday morning and Wednesday evening. Results will be submitted and any positive cases will be communicated to Head of School immediately so procedures can be followed.</p>

<p>and school must continue implement the mitigation actions.</p>	<p>should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</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>Lateral Flow testing. It is important to note that LFD /PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation. actions, particularly in relation to contact between staff.</p>	<p>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</p> <p>It is also important to remember that the LFD test are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</p> <p>Key points</p> <ul style="list-style-type: none"> • All staff working in primary, secondary and Colleges are encouraged to take part in the LFD testing programme • Secondary age pupils are recommended to undertake 3 tests in school at their Asymptomatic Test Site (ATS) BEFORE moving to use LFD home test kits • Recommended twice weekly before coming into school 3-4 days apart • Read guidance and watch video • This process is not for releasing people early from Self Isolation • It is not mandatory DfE have created the link below for asymptomatic testing for schools to follow. This area contains additional information to support primary schools and secondary staff in preparing and operating home testing LFD. <p>Resources for testing: youtube video Google Drive Primary Phase - Google Drive</p>	
<p>Pupil related issues</p>		
<p>Vulnerable groups who are clinically, extremely vulnerable.</p>	<p>Clinically extremely vulnerable (CEV) adults and children.</p>	<p>Contact with any families who have children in the clinically and extremely vulnerable groups to</p>

	<p><i>It has been confirmed by the DfE that all CEV (and those who have been newly identified by letter in recent days) that all these staff/pupils should continue to self-isolate until March 31st.</i></p> <p><i>The Department of Health and Social Care has added a third category to the definition of clinically extremely vulnerable (CEV). The definition has been expanded to include a new group of adults who have been identified through the COVID-19 population risk assessment as potentially being at high risk of serious illness if they catch the virus. Individuals identified as CEV through this risk assessment are advised to follow guidance for clinically extremely vulnerable people, which has now been extended until 31 March. Anyone newly identified as part of this group will be notified.</i></p>	<p>explain measures put in place to reduce risk to their child and to reduce their anxieties. Attendance rigorously monitored and tracked – JB/SP. Online learning still available for those who may be shielding through Dojo – Maths/English/Learning Experience daily – RE/Music weekly. Use of zoom meetings where appropriate.</p>
Children with EHCP and pupils who attend dual settings	<p><i>A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child</i></p>	<p>Plans are in place to meet the learning needs of the children with EHCP. Any children who receive 1:1 support will continue to receive this provision upon wider reopening. Individual risk assessment will be completed with 1:1 worker. ILPs and transition meetings completed by 8th March 2020.</p>
Pupils unable to follow guidance	<p><i>Some pupils will need additional support to follow these measures.</i> 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</p>	<p>Modelling by all members of staff and constant reminders to children. Guidance given on a 1:1 basis according to need.</p>
Pupils equipment	<p><i>Pupils to limit the amount of equipment they bring into school each day, to essentials</i> <i>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i></p>	<p>Only bring in essential items. Library will be back in use and books can be changed and sent home, returned books are quarantined.</p>
Member of a class becoming unwell with COVID-19	<p><i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which 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>Child moved to environmental area if they are unwell where PPE will be available for staff member who is dealing with the child. Admin to keep parents up to date with guidance.</p>

School Uniform	<i>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</i>	Full school uniform is compulsory from March 8th. On PE days, children can come into school in their PE kits to avoid changing.
Transport		
Travel to school and provision of safe school transport:	<i>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.</i>	The details of how pupils will travel to and from school are known prior to opening. Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school. Discussions have been held with the relevant public transport authority and with bus companies on how social distancing measures will be applied. Admin to review the use of the school bus from September and liaise to finalise details/ time. Children will go straight into class when arriving off the school bus. Staff member to bring children in to school from off the bus.
Dedicated school transport, including statutory provision	<u>transport-to-school-and-other-places-of-education-autumn-term-2020</u> <i>Although there is no requirement for students to sit with the group of students or “bubble” with which they are educated, students should sit in year groups as far as possible when travelling – this will be in ascending year groups front to back (youngest students at the front of the vehicle). Schools may even wish to draw up seating arrangements on vehicles. Consider how you are going to “police” any seating arrangements as this is not the driver’s responsibility – their role is to focus on driving the vehicle safely. Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of each day to assist the students. Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning. Ensure organised queuing/boarding and distancing within vehicles if possible.</i>	

<p>Face coverings & PPE</p>	<p><i>It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, DCC, supported by PHE, recommend that people aged 11 and over wear a face covering when travelling on dedicated school transport from the start of the autumn term. However, there are some exemptions:</i></p> <p>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</p> <p><i>Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.</i></p>	
<p>Loading for vehicles above nine passenger seats</p>	<p><i>Transport Co-ordination Service will work with operators, schools and parents to manage arrangements for organised queueing and boarding. Students should be asked to respect the driver's personal space and hold back from entering the vehicle until the driver has indicated it is safe to do so, and then do so one by one in an orderly manner. They should hold their bus pass so it is visible to the driver (and produce for closer examination if requested). Seats alongside or immediately to rear of the driver may be out of use and if so, would be clearly marked as "out of use" by the operator.</i></p> <p><i>ALL students will be expected to abide by the DCC Code of Conduct</i></p>	
<p>Good practice & personal care</p>	<p><i>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.</i></p> <p><i>Coughs/sneezes – students/parents to be given guidance on good management of coughs and sneezes, in line with the "catch it, bin it, kill it" approach – this will be reinforced in schools. Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.</i></p>	
<p>Carriage of passengers with symptoms</p>	<p><i>Parents must be advised that students MUST NOT board home to school transport, if they or a member of their household has symptoms of coronavirus. Any child, young person or other learner who starts displaying coronavirus symptoms while at their setting should be sent home immediately. They must not travel on home to school transport. The school should contact the parent or carer who should make arrangements for the child or young person's journey home. In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported</i></p>	

<p>Children with Special Educational Needs:</p>	<p><i>to their home, you must contact the Transport Coordination Service at DCC. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak. Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;</i></p> <ul style="list-style-type: none"> <i>• they develop symptoms themselves (in which case, they should arrange a test) or</i> <i>• the symptomatic person subsequently tests positive (see below) or</i> <i>• if they have been requested to do so by NHS Test and Trace.</i> <p><i>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.</i></p>	
<p>Wider public transport</p>	<p><i>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.</i></p>	<p>Guidance is in place for pupils and parents on how social distancing can be observed on public and school transport.</p>
<p>School Transport arrangements support changes to school times</p>	<p><i>Any alternative access arrangements for when students arrive at the school grounds should be communicated via the school to families/students. Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</i></p>	
<p>Curriculum considerations</p>		
<p>Planned return to normal curriculum in all subjects by Summer Term 2021</p>	<p><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></p>	<p>The first two weeks will be used for assessments to be made and baselines to be ascertained for all children in school. Gaps analysed via Y5 SAT paper. Y3-Y6 PIRA/PUMA. Y1/2 phonics screening. This will be done alongside the teaching learning experience curriculum in which a writing outcome will allow teachers to assess.</p>

		<p>Class provision maps made with catch up children's interventions to ensure progress. ILPs updated for March return. Parents consulted with in first two weeks about this. Teachers to fine tune 'catch up' plan when assessments completed.</p>
<p>Suspension of some subjects for some pupils in exceptional circumstances.</p>	<p><i>Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</i></p>	<p>There's no planned suspension of any subjects for any children.</p>
<p>Music, dance and drama activities</p>	<p><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. 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.</i></p> <p><i>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</i></p> <p><i>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.</i></p> <p><i>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:</i></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 	<p>No whole school worship. Singing is avoided in music lessons. Where singing is required, classes will be split into year groups so that a maximum of 15 children are present at any one time. Windows and doors open for this. Musical instruments will be thoroughly cleaned and left for 48 hours after use before use by another bubble.</p>

Physical activity in schools	<p><i>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</i></p> <ul style="list-style-type: none"> • 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><i>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</i></p>	<p>Saint Southwest will be in school to deliver sports sessions with the children every week. They will also deliver an extracurricular sports activity on a Wednesday and Friday, after school. For the PE lessons, children will be taught in their class bubbles and outside, where possible.</p>
Practical science, art and D&T lessons	<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&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>	
Educational visits	<p><i>The DfE advises against all educational visits at this time. This advice will be kept under review. Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk) For additional information check with EVOLVE guidance on website.</i></p>	No educational visits planned

<p>Groups of children mixing resulting in risk of more widespread transmission</p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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).</i></p> <p><i>Large gatherings such as assemblies and with more than one group should be avoided.</i></p>	<p>Children will work and remain in class bubbles at all times.</p> <p>No large gatherings for start/end of the day lunch or worships.</p> <p>Social distancing will be encouraged where possible with the older children in school.</p>
<p>Provision of food</p>		
<p>Food prepared on premises is compliant with Covid - 19 health and hygiene guidance</p>	<p>School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19)</p>	<p>Food will not be prepared on site. Instead, it will be prepared at Stoke Gabriel School and then delivered to Berry.</p>
<p>Catering staff are operating in a safe environment</p>	<p><i>Catering staff to follow the relevant aspects of government guidance for food premises: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</i></p>	
<p>Communications with parents and others</p>		
<p>Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety</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>Publish a site telephone number in case of immediate access required.</p> <p>Place notices at school entrance points to advise that only essential visitors should enter the premises.</p> <p>Ensure that deliveries are handled safely.</p>

Suppliers understanding and complying with new arrangements	<i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i>	Devon Norse – lunches and cleaning are briefed and understand the processes in place.
Communications to parents and staff	<i>Regular communications</i>	Between: <ul style="list-style-type: none"> • Staff • Pupils • Parents • Governors/Trustees • Local authority • Regional Schools Commissioner • Professional associations • Other partners RA published on school website.
Pupils and families anxious about return	<i>Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</i>	Letter sent out to parents before reopening, informing them of arrangements and expectations. Attendance monitored regularly by SP and JB to ensure all children are at school.
Parent aggression due to anxiety and stress.	<i>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety</i>	Letter sent to parents before 8 th March, giving them time to ask questions about the re-opening.
Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<i>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</i>	Online FGB meetings are held regularly with governors. Governing bodies are involved in key decisions on reopening. Governors are briefed regularly on the latest government guidance and its implications for the school. Head teacher to keep chair of governors informed of decisions made.

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

Signed: Headteacher/Head of Department:

.....**Date**

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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.