

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](mailto: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:	Establishment Risk Assessment	RA100 V2.5
	Address: Marlton C of E Primary School, Marlton Cross Hill, Marlton, Devon TQ3 1PD		
<b>Person(s)/Group at Risk</b> <b>Staff, Pupils, Visitors and Contractors</b>		<b>Date assessment completed:</b> 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.	
<b>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:</b> <ul style="list-style-type: none"> <li>• <a href="#">early years and childcare providers</a></li> <li>• <a href="#">actions for schools during the coronavirus outbreak</a></li> <li>• <a href="#">special schools, special post-16 providers and alternative provision</a></li> </ul> <p>It is a <b>legal requirement</b> that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. <b>This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance and <u>must</u> consult with their staff regarding the risks and control measures being implemented.</b></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>		<b>Assessor(s):</b> Jon Arnold	
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	
<b>Update – 04/01/2021 – page 2 – new links to DfE school’s website for up to date guidance and consultation with staff</b>	
<b>Update – 04/01/2021 page 3 – definition of close contact</b>	
<b>Update – 04/01/2021 page 9 - Staff measures to reduce contact and transmission Covid-19.</b>	
<b>Update – 04/01/2021 page 14 – Lateral Flow Testing (Secondary Schools)</b>	
<b>Update – 12/04/2021 page 4 - Definition of close contact</b>	
<b>Update – 12/04/2021 page 6 - Staff remove covered elsewhere</b>	
<b>Update – 12/04/2021 page 13 - Assessment of all staff, including high risk staff with vulnerable</b>	
<b>Update – 12/04/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak.</b>	
<b>Update – 12/04/2021 page 15 - Lateral Flow testing (Secondary Schools)</b>	
<b>Update – 12/04/2021 page 16 - Lateral Flow testing (Primary).</b>	
<b>Update – 12/04/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable.</b>	
<b>Update – 12/04/2021 page 17 - Transport</b>	
<b>Update – 12/04/2021 page 21 - Educational visits</b>	

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
<b>Social distancing and reducing risk of transmission</b>		
<b>Definition of close contact</b>	<p><b>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':</b></p> <p><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. A risk assessment may be undertaken to determine this, but a close contact can be anyone who has had the following types of contact with someone who has tested positive for coronavirus with a PCR or LFD test:</i></p> <p><b>The current definition of close contact in a school setting is shown below.</b></p> <ul style="list-style-type: none"> <li>○ <b>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)</b></li> <li>○ <b>been within one metre for one minute or longer without face-to-face contact</b></li> <li>○ <b>been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</b></li> <li>○ <b>travelled in the same vehicle or a plane (this includes school transport)</b></li> </ul> <p><b>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 providing direct care with patients or residents in a health and care setting, <a href="https://www.gov.uk/government/coronavirus-covid-19/what-is-a-close-contact">NHS Test and Trace: how it works - GOV.UK (www.gov.uk)</a>)</b></p>	<p><i>All children and staff (where possible) will remain within an identified bubble. Bubbles will have separate lunch slots and playground slots away from other bubbles. Movement around school will be restricted to avoid unnecessary contact with other bubbles – when bubbles do share a space – social distancing measures will be followed. Adults who work across bubbles will wear appropriate PPE (face shields) and maintain social distancing where possible.</i></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 <a href="#">Staying safe outside of your home: face coverings</a> and <a href="#">Guidance for Full Opening</a>. Pupils must be instructed to wash their hands, on arrival.</i></p>	<p><i>Keep one-way system in place – adding a third corridor past reception class. Stagger drop off and pick up see letter sent Letter to parents to be sent out to outline process. Ensure procedures in place for families with children in different year groups. Marking clearly social distance measures on grounds leading to drop off and collection points. Provide this information to parents. SLT to support and manage this Staff greeting children and parents from multiple bubbles or at entrance/exit points to wear a visor. Parents entering school site to drop/collect encouraged to wear a face covering.</i></p>
<p>Parents gathering at school gate not social distancing</p>	<p><i>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</i></p>	<p><i>Letter sent – see above and reminder sent at regular intervals (1/2 termly) 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.) use of additional TAs at key points to ensure movement of people.</i></p>
<p>Overcrowding in classrooms and corridors.</p>	<p><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>	<p><i>New Year groups to be in place and these will form the protected 'Bubbles'. EYFS/Yr 1 – continuous provision Yr 2 – U shaped and carpet space KS2 – U shaped or rows forward facing</i></p>

		<p>Look at furniture in each room prior to September. Soft furnishings can be used again</p>
Risk of transmission within EYFS settings	<p>Updated Guidance for EYFS (February 2021 <a href="#">early years and childcare providers</a> ) 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.</p>	<p>EYFS to remain as a bubble within its own setting – play and lunch to take place in outdoor area. With only lunches being eaten in the hall. Cleaning regime in place to ensure resources used are cleaned with household type detergent regularly.</p>
Groups mixing during breaks and lunchtime compromising social distancing.	<p>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes &amp; in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</p>	<p>Break times staggered into and then LKS2 UKS2. This will allow 2 year groups to be out at one time.</p> <p>Playground to be clearly zoned to prevent mixing of groups.</p> <p>Hall to be set out to ensure groups don't mix during staggered lunchtime sittings.</p>
Wraparound provision: Groups mixing during extra-curricular provision	<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 <a href="#">providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</a>, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued <a href="#">guidance for parents and carers</a>, which schools may want to circulate.</p>	<p>Extra-curricular - After school clubs run in bubble groups only. Adults working in groups to be socially distanced/wear appropriate PPE. Clubs to take place outside where ever possible..</p> <p>Earlybirds to be opened but children who attend are to be kept in their 'bubbles' and any spaces segregated to accommodate this and any resources or equipment used not to be shared across 'bubbles'. Early Birds to move to hall</p>
Spread of virus due to increased numbers of people within the building.	<p>Inform parents that if their child needs to be accompanied to school only one parent should attend</p>	<p>Pre-opening letter and guidance for parents. This will be reiterated also</p> <p>Letter sent to remind parents- SEPT</p>
Staff	<p><del>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</del></p>	<p><del>Markings in front of reception window to help keep visitors at a distance.</del></p>

	<i>priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.</i>	<i>Set up of staff room to ensure staff can still social distance – furniture removed and gaps set between chairs. Hand washing stations within staffroom and any meetings held within the hall.</i>
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<i>Review whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary. Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</i>	<i>JA to review RA22 to show all measures and alteration put into place. Regularly update risk assessments to include any changes that have been necessary following government guidance (e.g. handwashing, one-way systems, allocation of specific classrooms) Fire drills being practised regularly no amendments necessary</i>
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<i>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</i>	<i>Ensure First Aid provision is in during all aspects of the school day including lunchtimes and Early Birds</i>
Fire Procedures	<i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i>	<i>JA to recheck fire risk assessment, sign and date.</i>
Water hygiene – management of legionella	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance <a href="#">Managing School Premises during the Covid-19 outbreak</a>.</i>	<i>Site Manager to review water management plan as necessary and inform caretaker of any changes/ adaptations needed</i>

<p>Using and monitoring new practices to reduce risk of Covid-19 transmission</p>	<p><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></p>	<p><i>Make use of Non-pupil days. Circulate all plans and action plans prior to summer holidays.</i></p> <p><i>Class/Bubble based assemblies on first day to help explain and reinforce to children.</i></p> <p><i>Transition visits prior to summer to explain how the school is set up and some of the new rules in place.</i></p> <p><i>SLT to monitor closely how procedures are being implementing.</i></p>
<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><i>JA to liaise with premises manager regarding equipment and health and safety inspections.</i></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. Enhanced cleaning regimes as per below.</i></p>	<p><i>Staffroom is currently set up for social distancing- staff to be reminded of procedures Ensure people recognise social distancing within the school office.</i></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"> <li><i>• opening high level windows in preference to low level to reduce draughts</i></li> <li><i>• increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</i></li> <li><i>• providing flexibility to allow additional, suitable indoor clothing. For more information see <a href="#">School uniform</a></i></li> <li><i>• rearranging furniture where possible to avoid direct drafts</i></li> <li><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></li> <li><i>• Opening internal doors can also assist with creating a throughput of air</i></li> </ul>	<p><i>Encourage open doors and windows where ever possible. Reminder for rooms to be left ventilated for cleaners.</i></p> <p><i>Remind staff about importance of air flow but also about room temperature.</i></p> <p><i>Encourage children to wear clothing to allow for colder weather.</i></p>

	<ul style="list-style-type: none"> <li><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 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.</i></li> <li><i>Ventilation to chemical stores should remain operational.</i></li> </ul> <p><i>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: <a href="#">Guidance on temperature in the workplace</a></i></p>	
Management of waste	<p><i>Ensure bins for tissues are emptied throughout the day.</i></p> <p><i>Follow <a href="#">Guidance on disposal of PPE waste</a> (such as used fluid resistant masks) and <a href="#">Government guidance on disposal of waste</a>, including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins.</i></p>	<p><i>Swing lid bins currently in place, these are regularly emptied in to sealed waste bags.</i></p>
Management of incoming goods	<p><i>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</i></p>	<p><i>Kitchen deliveries to be left outside kitchen and staff to bring in. Deliveries to school to be left in entrance area. Delivery drivers not to be admitted to school building. Use of side entrance to school playground for larger deliveries to be dropped at rear of kitchen.</i></p>
School owned outdoor play equipment	<p><i>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children’s hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one way systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on <a href="#">Managing Outdoor Playgrounds</a> for equipment also used by the community.</i></p> <p><i>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</i></p>	<p><i>All noticeboards to be emptied and updated with new and relevant information only.</i></p> <p><i>Signage visible to all</i></p> <p><i>Outdoor play equipment can be used by each ‘bubble’. These must have strict rules on numbers of children using them and grip areas and handles must be wiped down between ‘bubbles’.</i></p>

Hiring out premises	<i>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 <a href="#">working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities</a>.</i>	<i>Ensure guidance is followed – no current lettings.</i>
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: <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></i></p> <p><i>Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.</i></p> <p><i>Follow government <a href="#">guidance for working in education and childcare</a> if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on <a href="#">Cleaning and decontamination of non-health care settings</a>.</i></p>	<p><i>PE equipment must be wiped down after use by a 'bubble'.</i></p> <p><i>Where this is not possible the equipment must be put to one side in 'decontamination' area with clear date it was put there. It must remain in this area for 72 hours.</i></p>
Shared resources and equipment increasing spread	<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>	<i>KS2 children to have their own stationery.</i>

		<i>KS1 and EYFS where stationery needs to be shared, coloured pens etc., this must be done within 'bubble'</i>
<i>Cleaning staff and hygiene contractor's capacity - providing additional requirements</i>	<i>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See <a href="#">Safe working in education and childcare</a> for guidance on PPE and guidance on <a href="#">cleaning non-health care settings</a>. Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.</i>	<i>Look at cleaning needs across the school and discuss with Premises Manager. New guidance is due to be published before the end of term. Go through this with premises manager and review cleaning practices already in place.</i>
<i>Sufficient handwashing facilities for staff and pupils</i>	<i>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.</i>	<i>As far as possible children should use soap and water to clean hands. Most classrooms have sinks and hand washing facilities in them.  Hand sanitiser is to be used at main entrances to school and is to be supervised by a member of staff at all times.</i>
<i>Additional time for staff and pupils to carry out handwashing</i>	<i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.</i>	<i>All classrooms have clear timetable and expectations for hand washing. Ensure appropriate time is given for handwashing at all times.</i>
<i>Handwashing practice with children</i>	<i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at <a href="#">e Bug</a>. Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i>	<i>Children should not need to use hand sanitiser. This is only needed at main entrance to school. Children coming in through main entrance will be with an adult who will supervise use of sanitiser. Teachers will have in own safe place for personal use. Child friendly foam dispensers used outside of classrooms  EYFS and Key Stage 1 can use songs to help with hand washing if wanted.</i>

Good respiratory hygiene	<i>Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</i>	<i>Swing bins in place already. Extra signage to be put up and regular reminders for all.</i>  <i>Promote on newsletter</i>
Sufficient supplies of soap and cleaning products	<i>Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.</i>	<i>JA to liaise with premises manager to ensure enough liquid soap in each classroom and in toilets.</i>
Toilets being overcrowded	<i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</i>	<i>All toilets to have a one in one out rule. With a clear limit on number of children in each. Adult supervision used at busy times to control entrance exit. Those waiting outside will be supervised to social distance.</i>
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 young people who present as - asymptomatic.	<p><i>When assessing the return to full opening the following section of the DfE guidance must be followed:</i>  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a>  <b>Where this cannot be met, then the school must record why and what other control measures they will adopt.</b>  <i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</i></p> <p><b>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.</b></p>	<p><i>All DfE Guidance has been read and plans for re-opening reflect this guidance.</i></p> <p><i>Expectations for staff and parents around responding to test and trace need to be clarified.</i></p> <p><i>Parents evenings and meetings to be online or via phone.</i></p> <p><i>Posters reminding staff about social distancing in shared areas</i></p> <p><i>Staff meetings within a larger area allowing 2m + distancing.</i></p> <p><i>Staff moving between bubbles to use faceshields. Social distancing to be maintained where ever possible.</i></p>

	<p><i>PHE have 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.</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"> <li>▪ <i>Reducing bubble sizes,</i></li> <li>▪ <i>reducing face to face meetings (move to video calling if appropriate),</i></li> <li>▪ <i>reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc.</i></li> <li>▪ <i>reducing or eliminating the movement around the school of pupils and teaching staff,</i></li> <li>▪ <i>reducing or eliminating the movement across bubbles of pupils and teaching staff,</i></li> <li>▪ <i>no car sharing between staff to school</i></li> <li>▪ <i>keeping to the 2m distancing (for teachers especially) if at all possible</i></li> </ul> <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>	
<p><i>Managing supply teachers, visitors, contractors and other temporary visiting staff.</i></p>	<p><i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors</i></p>	<p><i>SEND external support will start from September but all visitors will social distance from children and follow hygiene guidance.</i></p> <p><i>Signing in procedures ensure that key information is shared and that all visitors information is collated and can be used for track and trace if needed.</i></p> <p><i>Supply teachers will/ could be used. HLTA support will be used as priority.</i></p>

	<i>and other temporary visiting staff are conversant with SD and hygiene protocols within the school.</i>	<i>Peripatetic teachers to provide own covid risk assessment as well as adhering to school. Teachers not to come from other settings on the day they are in.</i>  <i>Achieve4All staff will be timetabled into 'bubbles' and will follow social distancing rules throughout.</i>
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></i>	<i>Potential cover for teachers is planned through making use of our 3 HLTAs and in pre-school we will call upon our appropriately trained TA to help with cover.</i>
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice. Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' - <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a> Further advice is available from HR if required.</i>	<i>To be dealt with on an individual basis.</i>
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i>	<i>All plans and risk assessments to be shared with staff prior to the summer. Staff training and reminders on non-pupil days prior to children returning. – Reiterated at regular intervals and changers shared and discussed. Staff encouraged to continually RA and share any concerns with school leaders.</i>
Accessing testing arrangements are clear for all staff	<i>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.' <b>For secondary schools - <a href="#">Resources - Google Drive</a>.</b></i>	<i>Information on accessing testing to be in staffroom &amp; school office.</i>

	<b>For primary schools - <a href="#">Primary Schools Document Sharing Platform - Google Drive</a>.</b>	
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p><i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</i></p> <p><i>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</i></p> <p><i>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p>	PPE equipment is in the medical room (Resources). Isolation room identified as meeting room at front of school – with windows open and doors shut to main school..
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors The advice from 1 April 2021 is that clinically vulnerable people, as with everyone else, should work from home if possible. If it is not possible for them to work from home then they should return to their normal place of work.	<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 -</i></p> <p><a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a></p>	<p><i>Risk assessments will be undertaken for all staff who are clinically extremely vulnerable or clinically vulnerable.</i></p> <p><i>JA will also risk assess staff who are extremely anxious about returning to work.</i></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></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> Guidance on the appropriate selection and use of PPE from DCC can be found here: <a href="http://devon.cc/ppe">http://devon.cc/ppe</a></p>	EYFS staff are aware of current PPE procedures for individual children and will continue with this - reviewed regularly with new intake
Use of face coverings  Lack of understanding	<p><a href="#">Guidance on the use of face coverings for pupils in year 7</a> 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</p>	SLT and middle leaders should be the only staff using PPE for dealing with suspected cases. All will ensure they are fully aware of disposal methods.

	<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 <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings.</p>	<p>All staff will be made aware of procedures for clarity. All have information in their classrooms. Visitors in school to wear face coverings</p>
<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p><b>Dealing with suspected and confirmed case/ cases and outbreak.</b> 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 - <a href="mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk">educate.schoolspriorityalerts-mailbox@devon.gov.uk</a>), 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><b>Follow-up PCR tests required after a positive LFD test</b> Previously, a follow-up PCR test was only required following a positive LFD test carried out at home. The Government has <b>re-introduced</b> the requirement for a PCR test after positive LFD tests carried out at all assisted testing sites. As of 31<sup>st</sup> March, staff and pupils who get a positive LFD result (whether at home or at supervised testing site in school) should take a follow-up PCR test. This requirement is now published in the Stay At Home Guidance. <a href="#">Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk)</a> and has been included in the DfE daily update. As the prevalence rates are now low in England, follow-up PCR tests will help reduce the chances of false positive LFD tests. The follow-up PCR test should be taken as soon as possible and <b>within 2 days of the positive LFD result</b>. The quickest way is to <a href="#">book a test online</a> or call 119 for an appointment at a nearby nearest testing centre. Alternatively, a PCR home test kit can be used but it may take longer for the results to come back.</p> <p><b>Self-isolation</b> Staff, students and pupils who have a positive LFD test result, their household members and close contacts should self-isolate immediately whilst waiting for the follow-up PCR result. Public health action must be taken from a positive result, whether from a LFD or PCR test, to quickly identify close contacts in school and request that they self-isolate. <b>If the follow-up PCR result is negative</b></p>	<p>Key information will be displayed in Heads office, school office and staff room.</p>

	<p><i>If the follow-up PCR test result is negative and the test was done within 2 days of the positive LFD result, the person, their household members and close contacts at school can stop self-isolating and return to school or college if they are well. PHE SW Health Protection Team have distributed a template 'stand down' letter (attached) which can be used for this purpose. It is important to continue with all existing protective measures, negative test results should not be read as a means to relax preventative measures which are intended to reduce the risk of transmission.</i></p> <p><i>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162</i></p> <p><i>For <b>ALL CONFIRMED CASE IN SCHOOL ALWAYS</b> inform the local authority by completing the smart survey form: <a href="https://smartsurvey.co.uk/COVID-19-Education-Provision/School-Notification-of-Positive-COVID-19-Test-Results">COVID 19 - Education Provision/School Notification of Positive COVID 19 Test Results</a> or who have been advised to isolate (<a href="https://smartsurvey.co.uk">smartsurvey.co.uk</a>)</i></p> <p><i>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: <a href="https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/">https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/</a>. If 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 <b>Schools Emergency Plan</b> to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</i></p>	
Lateral Flow testing (Primary).	<p><b><i>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</i></b></p> <p><b><i>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.</i></b></p> <p><b><i>Primary school testing</i></b>  <b><i>The asymptomatic testing programme offers primary school, school-based nursery and maintained nursery school staff home Lateral Flow Device (LFD) test kits for twice weekly testing. Those who test positive then self-isolate in accordance with the relevant guidance. Pupils are not included in the rapid, regular asymptomatic testing in primary school and</i></b></p>	Lateral flow testing available to all school staff. Tests will be taken twice weekly.

	<p><b>nursery settings. Primary school aged children should only be tested if they are symptomatic, and their families should follow the <u>guidance for households with possible or confirmed coronavirus (COVID-19) infection and book a PCR test for the child. Schools may also offer a PCR test kit to the parent or guardian of any primary school child who becomes symptomatic onsite, if they believe that the child faces significant barriers to testing through the usual routes.</u></b></p> <p><b>Resources for testing:</b>  <a href="#">youtube video</a>  <a href="#">Google Drive</a>  <a href="#">Primary Phase - Google Drive</a></p>	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	<p><i>Shielding advice is being paused nationally from 31 March. From 1 April, all CEV children should attend their setting unless they are one of the very small number of children under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Children who live with someone who is CEV should continue to attend their setting as normal.</i></p> <p><a href="#">Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)</a></p>	<p><i>These will be looked at on an individual basis.</i></p>
Children with EHCP and pupils who attend dual settings	<p><i>A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child</i></p>	<p><i>Currently no children on dual registration.</i></p> <p><i>Risk assessments will be drawn up on individual basis.</i></p>
Pupils unable to follow guidance	<p><i>Some pupils will need additional support to follow these measures.</i>  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">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</a></p>	<p><i>Staff will support individuals, younger pupils in particular who need extra support with measures. There are no children who have needs which would prevent them from being able to follow the measures in place.</i>  <i>See individual RA</i></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><i>The equipment children bring in and out school will be limited and will be made clear to parents in</i></p>

		<p>letter. PE Kits will be worn on PE days.</p> <p>Stationery will be provided by school and the movement of books between home and school will be limited and managed carefully.</p>
Member of a class becoming unwell with COVID-19	<p>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</p>	PPE equipment is in the resources room
School Uniform	<p>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>	To be communicated with all parents in welcome letter.
<b>Transport</b>		
Travel to school and provision of safe school transport:	<p>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. The Department for Transport have updated their <a href="#">guidance on home to school transport</a>, and managing a response to an infection. Whilst previously we were advised that those who had travelled in the same vehicle (regardless of vehicle size) and been in contact with someone who has tested positive for coronavirus (COVID-19) would be classified as a “close contact” and asked to self-isolate, <b>this is now <u>not an automatic assumption</u></b>. We will now carry out a risk assessment for each individual case taking into consideration vehicle size, the degree of face-to-face contact or length of time / proximity to a positive case, and other mitigating factors such as seating plans, Perspex screens around drivers, etc.</p> <p>Ultimately the decision to close a route will remain with the transport co-ordination service, with advice from the public health team, but we will work with you to minimise the impact to students’ learning, whilst ensuring their safety and preventing the onward spread of the virus. Please continue to report positive cases to DCC as we receive these notifications and will be in touch to advise. If you require advice on an individual case please email: <a href="mailto:schooltransportservicequeries-mailbox@devon.gov.uk">schooltransportservicequeries-mailbox@devon.gov.uk</a></p>	<p>Communication about walking, cycling or scootering to school, parking and expectations around this to be made explicit to parents in welcome letter.</p>

<p>Dedicated school transport, including statutory provision</p>	<p><a href="#"><u>transport-to-school-and-other-places-of-education-autumn-term-2020</u></a>  <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>	<p>N/A</p>
<p>Face coverings &amp; 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, <b>recommend</b> 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:  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings"><u>https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings</u></a>  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 queuing 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>Good practice &amp; personal care</p>	<p><i>ALL students will be expected to abide by the DCC Code of Conduct  Students, drivers and escorts should clean their hands, before boarding home to school transport and when arriving at school or home. It should not normally be necessary for students to clean their hands during the journey.  Coughs/sneezes – students/parents to be given guidance on good</i></p>	

<p>Carriage of passengers with symptoms</p>	<p><i>management of coughs and sneezes, in line with the “catch it, bin it, kill it” approach – this will be reinforced in schools. Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.</i></p> <p><i>Parents must be advised that students MUST NOT board home to school transport, if they or a member of their household has symptoms of coronavirus. Any child, young person or other learner who starts displaying coronavirus symptoms while at their setting should be sent home immediately. They must not travel on home to school transport. The school should contact the parent or carer who should make arrangements for the child or young person’s journey home. In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported to their home, you must contact the Transport Coordination Service at DCC. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak. Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;</i></p> <ul style="list-style-type: none"> <li><i>• they develop symptoms themselves (in which case, they should arrange a test) or</i></li> <li><i>• the symptomatic person subsequently tests positive (see below) or</i></li> <li><i>• if they have been requested to do so by NHS Test and Trace.</i></li> </ul>	
<p>Children with Special Educational Needs:</p>	<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 <a href="#">must wear a face covering when travelling in England</a> on public transport. Some people <a href="#">don’t have to wear a face covering</a> including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</i></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 <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</a></i></p>	

Curriculum considerations		
Planned return to normal curriculum in all subjects by Summer Term 2021	<i>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i>	<p><i>Appropriate teacher assessments to be made as start of year baselines to identify gaps in learning and to ensure support is targeted accordingly to support with this.</i></p> <p><i>Beyond these targeted interventions the normal curriculum will be delivered.</i></p>
Suspension of some subjects for some pupils in exceptional circumstances.	<i>Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</i>	<i>We are planning on delivering a broad and balanced curriculum for all pupils in September.</i>
Music, dance and drama activities	<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 <a href="#">Guidance for Music, Dance and Drama</a> as well as <a href="#">Guidance for the Performing Arts and</a> 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 <a href="#">handling equipment</a></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 <a href="#">performing arts</a> 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 <a href="#">outdoor events</a>.</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,</i></p>	<i>When planning music activities all measures will be taken into account and risk assessment of activities undertaken on an RA1 form</i>

	<p>and ensuring good ventilation. The guidance should be consulted for further information relating to:</p> <ul style="list-style-type: none"> <li>- peripatetic music staff,</li> <li>- cleaning and handling of equipment,</li> <li>- singing and playing brass and woodwind instruments</li> <li>- Avoiding sharing of musical instruments</li> <li>- Handling scripts</li> </ul>	
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"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroot sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul> <p>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>As far as possible all PE should take place outside.</p> <p>The school hall can be used as a back up with limited resources being made use of and further risk assessment in place to ensure activities are planned as safely as possible.</p>
Practical science, art and D&T lessons	<p>Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the <a href="#">Guide to doing practical science work during Covid-19</a>, <a href="#">Guide to doing practical work in D&amp;T, food and art</a>, <a href="#">Carrying out practical science work in non-lab environments</a> and for primaries <a href="#">Practical activities in a bubble</a>. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</p>	All guidance will be followed
Educational visits	<p><b>School Visits – updated Guidance</b></p> <p><b>Educational day visits</b></p> <p>In line with the roadmap, should step 2 commence as planned, <b>schools can resume educational day visits no earlier than 12 April.</b></p> <p>Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.</p>	When school trips are planned Covid-19 will be added to the risk assessment and guidance will be followed.

Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the [health and safety guidance on educational visits](#) when considering visits.

**Domestic residential educational visits**

*In line with the roadmap, we advise against domestic residential educational visits until at least step 3, no earlier than 17 May.*

*The roadmap is driven by data not date. The approach to domestic residential visits is dependent on the roadmap and is subject to change.*

**Existing bookings**

- *Should step 3 commence as planned, you may undertake domestic residential education visits, that are already booked, no earlier than 17 May.*
- *Any domestic residential educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidance and regulations in place at that time.*

**New bookings**

- *Schools may begin planning for new domestic residential educational visits to take place. Should step 3 commence as planned, new visits will be possible from and no earlier than 17 May.*
- *Schools are advised not to enter into any new financial or contractual commitments at this stage. This advice will remain under review and updated at the earliest opportunity.*
- *Any new domestic residential educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidance and regulations in place at that time.*
- *We are working with Public Health England and the sector on what coronavirus (COVID-19) secure residential visits will look like at step 3, and further advice will be provided.*

**International visits**

*The Global Travel Taskforce has been commissioned to set out how to facilitate a return to international travel as soon as possible while managing the risk from imported variants of concern. It is due to report on 12 April 2021. This advice will be updated following the publication of the report.*

Groups of children mixing resulting in risk of more widespread transmission	<p><i>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. 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><i>Year group bubbles created.</i></p> <p><i>All aspects of the school day have been timetabled to protect the bubbles.</i></p>
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	School kitchens must comply with the <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a>	<i>School kitchen is following Guidance</i>
Catering staff are operating in a safe environment	<i>Catering staff to follow the relevant aspects of government guidance for food premises: <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a></i>	<i>Guidance has been read and is being followed.</i>
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<i>Tell parents, 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>	<i>Expectations set out in welcome letter.</i> <i>All staff aware of expectations and need to reinforce these expectations</i>
Suppliers understanding and complying with new arrangements	<i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i>	<i>When contact is made with suppliers, expectations are made clear.</i>
Communications to parents and staff	<i>Regular communications</i>	<i>Welcome letter to be sent before end of summer term. Regular reminders during term time.</i>

Pupils and families anxious about return	<i>Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</i>	<i>Staff have stayed in touch with families and support is in place for some already. However, welcome letter will encourage families to contact school if they are at all concerned.</i>
Parent aggression due to anxiety and stress.	<i>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety</i>	<i>Welcome letter sent out prior to Summer details these plans. Reminder sent at start of September.</i>
Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<i>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</i>	<i>In place</i>

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
Sharing risk assessment and guidance	Staff training and information shared	September 2020 Reviewed and shared Nov 20 and January 2 and March 21	JA
	RA emailed to all staff and link governors	04.09. 2020 Updated 4/1/21 Updated 3/3/21	JA
	Risk assessment on website under CV19 tab	04.09. 2020 updated 5/1/21 Updated 3/3/21	JA/CR
Premises	<i>Extra signage to be put up and regular reminders for all around 'Catch it, Bin it, kill it'.</i>	September 2020	Teachers
Clean and reduce	<i>Each class to have toilets allocated so no more than two bubbles share a toilet.</i>	September 2020	JA/ Staff
Staff	<i>Expectations for staff and parents around responding to test and trace need to be clarified.</i>	Letter sent 16.07.2020	JA
Curriculum	<i>When planning music activities all measures will be taken into account and risk assessment of activities undertaken on an RA1 form.</i>	September 2020	JA

**Signed: HEAD OF SCHOOL : Jon Arnold..... Date 03.03.2021 .....**

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