

	Establishment/Department:	Establishment Risk	RA100 V2.1
	248/2446	Assessment	
<b>Covid-19 Guidance for Full Opening September 2020</b>			<b>RA100 V2.1</b>

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

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

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

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

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

	<b>Address:</b> Loddiswell Primary School, Loddiswell, TQ7 4BY	
<b>Person(s)/Group at Risk</b> <b>Staff, Pupils, Visitors and Contractors</b> <b>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance, latest: Guidance for Full Opening: Schools dated 7 August 2020</b> As part of planning for full return in the autumn term, it is a <b>legal requirement</b> that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. <b>This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance: <a href="#">Guidance for Full Opening</a></b> General guidance on completing risk assessments is available at arrangements note HS47. When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.	<b>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>Assessor(s):</b> Louise Nicholls
<b>Version Control: RA 100 Version 2.1</b>		
<b>Update – 15/7/20, page 6. Premises related matters - Management of waste</b>		
<b>Update – 25/08/20, page 12,13,14. School Transport</b>		
<b>Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&amp;T Music Dance and Drama – link to new guidance and guidance for performing arts)</b>		
<b>Update – 25/8/20, page 8. Managing supply teachers, visitors, contractors and other temporary visiting staff</b>		
<b>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</b>		
<b>Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus.</b>		
<b>Update – 02/09/20, page 4. Social distancing and reducing risk of transmission, Wraparound provision</b>		
<b>Update – 02/09/20, page 6. Premises related matters - Hiring of premises</b>		

<b>Significant Hazard Section</b>	<b>Control measures in place</b>	<b>Optional: School’s comments re. mitigations put in place</b>
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	Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document	
<b>Social distancing and reducing risk of transmission</b>		
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	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.	<p><b>Drop off and pick up guidelines</b></p> <ul style="list-style-type: none"> <li>• Staggered drop off and pick up times to ensure children receive their full day of education. School day will start earlier.</li> <li>• Parents told not to park on premises unless disability necessitates this</li> <li>• The turning circle will be used as the children's pedestrian Drop Off and Pick-Up Point.</li> <li>• Parents can use the playing fields and village car parks. Parents told to use these car parks and walk to school.</li> <li>• There are staggered arrival and departure times.</li> <li>• Pupils and parents told to be punctual and not loiter around the entrances as gathering at the school gates is not allowed.</li> <li>• If a child is going to be late, parents told to inform the school by telephone; late children will need to access the school using the pedestrian gate.</li> <li>• Newsletter reminder 9/10/20 about safe parking in the local area and for local residents</li> <li>• Reminder to children about not gathering outside of school near</li> </ul>

		the roads 6/10/20
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>	<ul style="list-style-type: none"> <li>• Parents are not allowed on school site without an appointment.</li> <li>• Parents constantly reminded to please observe the social distancing guidelines.</li> <li>• Clear markings on the ground to denote social distancing and reminder posters</li> </ul>
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>	<ul style="list-style-type: none"> <li>• Children in Years 1 – 6 will be sat at desks side by side and facing forward rather than face to face or side on. We know that this is not always possible, particularly working with younger children in Foundation Stage. For children old enough they will be supported to maintain distance and not touch staff and peers where possible.</li> <li>• Where possible, adults will maintain a 2 metre distance from each other, and from children. For the youngest children in Foundation Stage we know that this is not always possible.</li> <li>• For children with complex needs the staff will try to maintain a 2 metre distance where they can, as even doing this some of the time will help.</li> </ul>
Risk of transmission within EYFS settings	<i>Updated Guidance for EYFS (2 July 2020) to be followed. <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a> removes keeping children in small consistent groups</i>	<ul style="list-style-type: none"> <li>• Guidelines followed as much as possible. Extra cleaning, handwashing and 2 metre distancing wherever possible.</li> </ul>

	<i>within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</i>	<ul style="list-style-type: none"> <li>• Full PPE for staff dealing with toileting issues</li> </ul>
Groups mixing during breaks and lunchtime compromising social distancing.	<i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes &amp; in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i>	<ul style="list-style-type: none"> <li>• Break times and lunch times will be staggered to ensure each class does not mix.</li> <li>• Classes will not be able to use the same playgrounds at the same time.</li> <li>• The School Field will also be zoned when being used.</li> <li>• Sports Lessons will continue, however, contact sports will be avoided.</li> <li>• Sports equipment will be cleaned between each use by the different bubbles.</li> <li>• We will be serving school meals to all classes in the Hall in two sittings; We will be segregating the Hall to ensure the year groups do not mix.</li> <li>• KS1 will use one side of the tables and KS2 the other with tables being cleaned thoroughly between sittings</li> <li>• PPE will be work by adults serving in the hall if they are needed to be in close contact and are not in the correct bubble</li> <li>• Where possible, children will be kept in class bubbles with the adults who support them</li> <li>• Class 3 / 4 to remain in classes until the hall is clear to minimise cross over of bubbles</li> </ul>
Wraparound provision: Groups mixing during extra-curricular provision	<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</i>	<ul style="list-style-type: none"> <li>• Peripatetic Teachers are allowed in school, but we will want to</li> </ul>

	<p>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>minimise the number of visitors to school where possible and they will be expected to comply with our arrangements taking particular care to maintain distance from other staff and children.</p> <ul style="list-style-type: none"> <li>• In the first instance we will not be offering After School Clubs because of our staggered pick up times and our inability to mix year groups.</li> <li>• Wrap around care is using small consistent groupings – independent provider that has their own risk assessment</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Peripatetic Teachers are allowed in school, but we will want to minimise the number of visitors to school where possible and they will be expected to comply with our arrangements taking particular care to maintain distance from other staff and children.</li> <li>• Volunteers are only being allowed for Forest School outdoor sessions and are made aware of the risk assessment</li> <li>• Contractors will be allowed in school. However, contractors will also be expected to comply with our arrangement taking particular care to maintain cleaning guidelines and social distance from staff and children.</li> </ul>
<p>Staff</p>	<p><i>Staff should maintain Public health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory</i></p>	<ul style="list-style-type: none"> <li>• All staff reminded of the need to wash hands regularly . Training on RA for all staff before starting school and updated on a regular</li> </ul>

	<i>hygiene are also important for both staff and pupils.</i>	<p>basis when all RA updates are made.</p> <ul style="list-style-type: none"> <li>• Staff involved in decisions about RA by feedback from daily assessments and meetings</li> </ul>
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>	<ul style="list-style-type: none"> <li>• By introducing staggered start and pick up times ensure each class enters and exits the school building without mixing with another year group.</li> <li>• Outdoor play equipment will only be available within class bubbles limit transmission. We will review this decision once we are confident all risks have been minimised.</li> <li>• Timetabling will be organised to ensure year groups are kept apart as far as possible.</li> <li>• Classes will not be able to use the same playgrounds at the same time.</li> <li>• The School Field will also be zoned.</li> </ul>
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<p><i>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff.</i></p> <p><i>Communication of first aid arrangements during daily briefings. PPE within first aid supplies</i></p>	
Fire Procedures	<p><i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes.</i></p> <p><i>Ensure that testing and monitoring regimes are in place for fire detection</i></p>	<ul style="list-style-type: none"> <li>• All bubbles have allocated places on the playground to keep social distancing</li> </ul>

	<i>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>	
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>	<ul style="list-style-type: none"> <li>• Fire evac procedures remain the same as no need to change</li> </ul>
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>	<ul style="list-style-type: none"> <li>• Staff will not be wearing face coverings in schools except if a child becomes unwell or requires First Aid and during lunch service. If contact with the child is necessary for example to administer First Aid, then disposable gloves, a disposable apron and a fluid-resistant surgical face covering will be worn by the supervising adult.</li> <li>• PPE will be worn by adults serving in the hall if they are needed to be in close contact and are not in the correct bubble</li> <li>• PPE is only needed if a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home.</li> </ul>
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<i>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</i>	<ul style="list-style-type: none"> <li>• All visitors to sign in</li> </ul>
Staff rooms and offices to comply with social distancing and safe working practice	<i>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils.</i>	<ul style="list-style-type: none"> <li>• Staff to remain in bubbles where possible and maintain distance in communal areas.</li> </ul>

	<i>Enhanced cleaning regimes as per below.</i>	
Ventilation to reduce spread	<i>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air systems should be operated as normal. Ventilation to chemical stores should remain operational.</i>	<ul style="list-style-type: none"> <li>Parents asked to send children in extra layers to ensure that they are warm enough when windows etc open (Newsletter WB 28/9/10 and assembly Friday that week)</li> </ul>
Management of waste	<i>Ensure bins for tissues are emptied throughout the day. Follow <a href="#">Guidance on disposal of PPE waste</a> (such as used fluid resistant masks) 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>	
Management of incoming goods	<i>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</i>	<ul style="list-style-type: none"> <li>Deliveries only during school hours. Delivery people told to social distance and sanitize,</li> <li>Where possible, deliveries to be left in reception as a drop off point</li> </ul>
School owned outdoor play equipment	<i>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children's hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one 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. When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</i>	<ul style="list-style-type: none"> <li>Outdoor play equipment allocated to each class</li> <li>Adventure play/ trim trail on a weekly rotation (bubbles) with Friday to Sunday out of use to allow time to decontaminate before the next bubble uses it.</li> <li>All children wash hands before and after play</li> <li>No equipment shared between bubbles</li> </ul>
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</a></i>	<ul style="list-style-type: none"> <li>No hiring out currently other than wrap around care.</li> </ul>

	<a href="#"><u>providers of grassroots sport and gym or leisure facilities.</u></a>	
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>	<ul style="list-style-type: none"> <li>• Shared resources will be cleaned or put aside for 72 hours</li> <li>• Books will be put aside for 48 hours before returning to library</li> <li>• All soft and hard to clean toys to be removed from the setting</li> </ul>
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>	<ul style="list-style-type: none"> <li>• All children to have personal stationery in own pencil case.</li> </ul>
Cleaning staff and hygiene contractor's capacity - providing additional requirements	<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</i>	<ul style="list-style-type: none"> <li>• The staff have put in place a schedule to ensure cleaning is enhanced.</li> <li>• Different year groups don't need to be allocated their own toilet block. Toilets will be cleaned regularly. Children will be</li> </ul>

	<i>England by the end of the summer term.</i>	encouraged to clean their hands thoroughly after using the toilet.
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>	<ul style="list-style-type: none"> <li>• Communication to parents went out to ensure all parents are happy for hand sanitiser to be used alongside handwashing</li> </ul>
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>	<p>We will ensure all adults and children:</p> <ul style="list-style-type: none"> <li>• Wash hands or administer hand sanitiser on arrival.</li> <li>• Frequently wash their hands with soap and water more thoroughly and more often than normal.</li> <li>• Are encouraged not to touch their mouth, eyes and nose.</li> <li>• Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').</li> </ul> <p>We will also:</p> <ul style="list-style-type: none"> <li>• Ensure help is available for children who have trouble cleaning their hands independently.</li> <li>• Consider how to encourage young children to learn and practise these habits through games, songs and repetition.</li> <li>• Ensure that bins for tissues are emptied at the end of the day.</li> <li>• Where possible, all spaces will be well ventilated using natural ventilation (opening windows/ using ceiling vents).</li> <li>• Reminder to parents on 2.10.20 to wear appropriate clothing to ensure children are not getting cold in classes</li> <li>• Prop doors open, where safe to do</li> </ul>

		so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.
Handwashing practice with children	<p><i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at <a href="#">e Bug</a>.</i></p> <p><i>Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i></p>	<p>We will ensure all children:</p> <ul style="list-style-type: none"> <li>• Wash hands or administer hand sanitiser on arrival.</li> <li>• Frequently wash their hands with soap and water more thoroughly and more often than normal.</li> <li>• Are encouraged not to touch their mouth, eyes and nose.</li> <li>• Use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it').</li> </ul> <p>We will also:</p> <ul style="list-style-type: none"> <li>• Ensure help is available for children who have trouble cleaning their hands independently.</li> <li>• Consider how to encourage young children to learn and practise these habits through games and repetition.</li> <li>• Ensure that bins for tissues are emptied at the end of the day.</li> <li>• Where possible, all spaces will be well ventilated using natural ventilation (opening windows/ using ceiling vents).</li> <li>• Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation.</li> </ul>
Good respiratory hygiene	<p><i>Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</i></p>	<p>Children are instructed not</p> <ul style="list-style-type: none"> <li>• To touch their mouth, eyes and nose.</li> <li>• Use a tissue or elbow to cough or</li> </ul>

		sneeze and use bins for tissue waste ('catch it, bin it, kill it').
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>	
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>	<ul style="list-style-type: none"> <li>• Each teacher to only allow one child to the toilet at one time to minimise overcrowding</li> <li>• Where possible, children to use class sink to wash hands rather than toilets.</li> </ul>
Staff related issues		
Staff measures to reduce contact and transmission	<p><i>When assessing the return to full opening in September 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.</i>  <i>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>	
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians 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</i>	<ul style="list-style-type: none"> <li>• Supply and Peripatetic Teachers are allowed in school, but we will want to minimise the number of visitors to school where possible and they will be expected to comply with our arrangements taking particular care to maintain</li> </ul>

	<p><i>cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.</i></p>	<p>distance from other staff and children.</p> <ul style="list-style-type: none"> <li>• Most cleaning time is outside of school hours with cleaning staff starting in the earliest leaving class.</li> <li>• Volunteers are only being allowed for Forest School outdoor sessions and are made aware of the risk assessment</li> <li>• Contractors will be allowed in school. However, contractors will also be expected to comply with our arrangement taking particular care to maintain cleaning guidelines and social distance from staff and children.</li> </ul>
<p>Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios</p>	<p><i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance:</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></p>	
<p>Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.</p>	<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), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.</i>  <i>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' -</i>  <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a>  <i>Further advice is available from HR if required.</i></p>	
<p>Staff understanding of new changes – safe practice at work &amp; in classroom. Teaching in a safe environment</p>	<p><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></p>	<ul style="list-style-type: none"> <li>• All staff sent new information sheet, new risk assessment and will take part in training on the two non-pupil days at the beginning of the Autumn Term.</li> </ul>

		<ul style="list-style-type: none"> <li>All RA updates sent to staff</li> </ul>
Accessing testing arrangements are clear for all staff	<p><i>Guidance about testing, including the NHS 'Test and Trace' service, is available via this link <a href="https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/">https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</a></i></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><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 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>	
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<p><i>Staff deemed to be clinically extremely vulnerable and clinically vulnerable can return to school in the Autumn term subject to school leaders confirmation that the school is 'covid-secure', i.e. that every reasonable step has been taken to ensure the safety of children, staff, premises and community and that the full measures as provided in the DfE guidance have been applied.</i></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 -</i></p> <p><a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a></p>	
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> <i>Guidance on the appropriate selection and use of PPE</i></p>	<ul style="list-style-type: none"> <li>Staff will not be wearing face coverings in schools except if a child becomes unwell or requires First Aid. If contact with the child is necessary for example to administer First Aid, then</li> </ul>

	<p>from DCC can be found here: <a href="http://devon.cc/ppe">http://devon.cc/ppe</a></p>	<p>disposable gloves, a disposable apron and a fluid-resistant surgical face covering will be worn by the supervising adult.</p> <ul style="list-style-type: none"> <li>• PPE is only needed if a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home.</li> </ul>
<p>Use of face coverings Lack of understanding</p>	<p><a href="#">Guidance on the use of face coverings for pupils in year 7 and above</a> should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. Additional precautionary measures should also be taken <a href="#">where local restrictions apply</a>.</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>	<ul style="list-style-type: none"> <li>• Posters for guidance on use of facemasks in staff room</li> </ul>
<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p><b>Dealing with suspected and confirmed case/ cases and outbreak.</b> ALWAYS contact the local Health Protection Team if one of the following: 1) The symptomatic person has been admitted to Hospital 2) The Possible case REFUSES testing 3) There are a cluster of possible cases/unexpected increase in absenteeism 4) The Possible case has DEFINITE link to a confirmed case 5) ALL confirmed cases.</p> <p>If a child or staff member in your education setting becomes symptomatic, you should advise them to access testing through the normal channels. However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided home test kits to improve the chances that the individual will get tested. See the <a href="#">DfE guidance on test kits for schools</a>.</p> <p>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162 or email <a href="mailto:swhpt@phe.gov.uk">swhpt@phe.gov.uk</a>. If the matter is not urgent you can also email <a href="mailto:ask.swhpt@phe.gov.uk">ask.swhpt@phe.gov.uk</a>.</p> <p>For <b>ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS</b> inform the local authority by emailing <a href="mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk">educate.schoolspriorityalerts-mailbox@devon.gov.uk</a>.</p>	

	<p>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: <a href="https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/">https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/</a>. 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:</p> <p><a href="#">Educational settings Action cards</a></p> <p><a href="#">PHE SW HPT: Flowchart for childcare and Educational settings V 4</a></p> <p>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the <a href="#">Actions for Schools Guidance Section 5</a></p>	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	<p>Shielding advice for all adults and children will pause on 1 August meaning that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. <a href="#">Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons</a> should be followed, and those under the care of a specialist encouraged to discuss their return to school. Any additional temporary recommendations received from local health agencies due to localised higher rates of transmission should be implemented as required.</p>	
Children with EHCP and pupils who attend dual settings	<p>A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child</p>	<ul style="list-style-type: none"> <li>• RA created by class teacher and SENCO</li> </ul>
Pupils unable to follow guidance	<p>Some pupils will need additional support to follow these measures. Insert measures here or attach additional document.</p>	
Pupils equipment	<p>Pupils to limit the amount of equipment they bring into school each day, to essentials For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</p>	<ul style="list-style-type: none"> <li>• Pupils have own pencil cases</li> </ul>

Member of a class becoming unwell with COVID-19	<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>	<ul style="list-style-type: none"> <li>Isolation room set up and equipped with PPE equipment.</li> </ul>
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>	<ul style="list-style-type: none"> <li>All parents informed by letter.</li> </ul>
<b>Transport</b>		
Travel to school and provision of safe school transport:	<i>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.</i>	<ul style="list-style-type: none"> <li>There are staggered arrival and departure times.</li> <li>Children encouraged to walk or cycle to school where possible.</li> <li>Only one child travels by taxi</li> </ul>
Dedicated school transport, including statutory provision	<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.</i>  <i>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.</i>  <i>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>	<ul style="list-style-type: none"> <li>There are staggered arrival and departure times.</li> <li>Pupils and parents told to be punctual and not loiter around the Bus Bay as gathering at the school gates is not allowed.</li> <li>If a child is going to be late parents told to inform the school by telephone; late children will need to access the school using the pedestrian gate.</li> <li><i>Inform parents of the lack of transport should their child contract Covid19</i></li> </ul>
Face coverings & PPE	<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:</i>  <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>  <i>Face coverings should not be worn by those who may not be able to handle</i></p>	

<p>Loading for vehicles above nine passenger seats</p>	<p><i>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>Good practice &amp; personal care</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).</i></p> <p><i>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><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 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.</i></p> <p><i>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>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.</i></p> <p><i>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>	

	<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>	
Wider public transport	<i>It is the law that you <a href="#">must wear a face covering when travelling in England</a> on public transport. Some people <a href="#">don't have to wear a face covering</a> including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</i>	
School Transport arrangements support changes to school times	<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>	<ul style="list-style-type: none"> <li>Families using transport to be contacted and arrangements made</li> </ul>
<b>Curriculum considerations</b>		
Planned return to normal curriculum in all subjects by Summer Term 2021	<i>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i>	<ul style="list-style-type: none"> <li>The school will continue to deliver a broad and balanced curriculum for all pupils from 1st September 2020.</li> <li>Recovery curriculum in place alongside normal curriculum</li> </ul>
Music, dance and drama activities	<i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Schools should also consider <a href="#">Guidance for Music, Dance and Drama</a> as well as <a href="#">Guidance for the Performing Arts</a></i>	<ul style="list-style-type: none"> <li>Music lessons to avoid use of instruments that need to be shared and avoid singing.</li> </ul>

<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>	<ul style="list-style-type: none"> <li>• No subjects will be suspended unless there are exceptional circumstances on an individual basis.</li> </ul>
<p>Physical activity in schools</p>	<p><i>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for 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><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>	<ul style="list-style-type: none"> <li>• PE to take place outside in most weathers and Real PE to be followed to minimise any contact.</li> <li>• If PE has to take place inside, lessons will be adapted to more static movements to maintain distance between children.</li> </ul>
<p>Practical science, art and D&amp;T lessons</p>	<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• All teachers to be provided with a copy of the guidance and alternative arrangements for practical activities discussed and risk assessed</li> </ul>
<p>Educational visits</p>	<p><i>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the <a href="#">Covid-19 DfE travel guidance for educational settings</a> For additional information check with EVOLVE guidance on website.</i></p>	
<p>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. 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</i></p>	

	<p><i>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>	
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>	<ul style="list-style-type: none"> <li>We expect that our kitchen will be fully open from the Autumn Term.</li> </ul>
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>	
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>	<ul style="list-style-type: none"> <li>Covid Track and Trace QR code in place</li> <li>Visitors to sign in with details to ensure Track and Trace is in effect</li> </ul>
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>	
Communications to parents and staff	<i>Regular communications</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>	
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>	

Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<p><i>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. 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></p>	Govs are holding regular virtual meetings and held SIP meeting out of school hours

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

**Signed: Head of School**  
**Loddiswell Primary School:**

**L Nicholls**  
 .....

**Date**..... 2<sup>ND</sup> October 2020 .....

The outcome of this assessment should be shared with the relevant staff.  
 A copy of the completed assessment to be kept on file and copied to the Health & Safety Co-ordinator.