

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.*

	<b>Establishment/Department:</b> <b>Highweek Primary and Nursery School</b>	<b>Establishment Risk Assessment</b>	<b>RA100 V2.4</b>
	<b>Address:</b> <b>Coronation Road, Newton Abbot, Devon, TQ12 1TX</b>		
<b>Person(s)/Group at Risk</b> <b>Staff, Pupils, Visitors and Contractors</b>	Date assessment completed: Updated 20/11/2020 This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.		
<p><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></p> <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 consult with their staff regarding the risks and control measures being implemented.</u></b></p> <p>General guidance on completing risk assessments is available at arrangements note HS47.  <b>Updates:</b></p> <p>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> Jane Bassett Chris Rogers Tracy Lowe Simon Brown		

Keeping children and staff safe is our utmost priority. While the school is COVID-secure, whilst following Government advice and the school's own risk assessment, we cannot state that the school is "risk-free".

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 – 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 – 04/01/2021 – page 2 – new links to DfE school's website for up to date guidance and consultation with staff	
Update – 04/01/2021 page 3 – definition of close contact	
Update – 04/01/2021 page 9 - Staff measures to reduce contact and transmission Covid-19.	
Update – 04/01/2021 page 14 – Lateral Flow Testing (Secondary Schools)	
Update – 08/03/2021 first page PHE information	
Update – 08/03/2021 page 2 – return to school March 8 <sup>th</sup> guidance	
Update – 08/03/2021 page 4 – definition of close contact	
Update – 08/03/2021 page 5 - Guidance for EYFS	
Update – 08/03/2021 page 5 - Wraparound provision	
Update – 08/03/2021 page 12 - Accessing testing arrangements are clear for all staff	

Update – 08/03/2021 page 13 - Assessment of all staff, including high risk staff	
Update – 08/03/2021 page 13 - <i>face covering</i>	
Update – 08/03/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak	
Update – 08/03/2021 page 14 - Lateral Flow testing (Secondary Schools)	
Update – 08/03/2021 page 15 - Lateral Flow testing (Primary staff home testing)	
Update – 08/03/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable	
Update – 08/03/2021 page 21 - Educational visits	

Significant Hazard Section	Control measures in place <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i>	Optional: School's comments re. mitigations put in place
<b>Section A</b> Social distancing and reducing risk of transmission		
<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><b><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</i></b> The current definition of close contact in a school setting is shown below.</p> <ul style="list-style-type: none"> <li>○ 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)</li> <li>○ been within one metre for one minute or longer without face-to-face contact</li> <li>○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>○ travelled in the same vehicle or a plane (this includes school transport)</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</b></p>	

	<p><b>providing direct care with patients or residents in a health and care setting, NHS Test and Trace: how it works - GOV.UK (www.gov.uk)</b></p>	
<p>1. 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> <ul style="list-style-type: none"> <li>• Information letter to be sent to parents prior to Monday 8<sup>th</sup> March outlining arrangements. See Appendix 1</li> <li>• Parents not allowed to stay on the premises. One parent to accompany each child. Parents requested to wear a mask at drop off and collection times. Staff will also wear a mask at these times.</li> <li>• EYFS Nursery use Nursery entrance. Hours dependent.</li> <li>• EYFS Reception use Reception gates 9am – 3:25pm. .</li> <li>• Year 1 and 2 use the gates by Breakfast and After school club. 8:50am – 3:20pm. At the end of the day, parents will be allowed to walk into KS1 playground to social distance and pick up their children.</li> <li>• Year 3 and 4 use the gates at the bottom of the field. 9am – 3:30pm. Parents will enter via the car park, and leave via the lane.</li> <li>• Year 5 and 6 use the gates at the end of the main playground. 8:50am – 3:20pm. Parents will enter via the car park, and leave via the gate onto the lane.</li> <li>• Shorter lunch breaks will compensate for the shorter day for some year groups.</li> <li>• Member of staff at each entrance point.</li> <li>• Both school car parks will be cordoned off prior to children arriving until parents have left the site. This will be reciprocated at the end of the day.</li> </ul>	
<p>2. 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> <ul style="list-style-type: none"> <li>• Information letter to be sent to parents prior to Monday 8<sup>th</sup> March outlining arrangements. See Appendix 1</li> <li>• Paint on the ground outside of school to demonstrate 2m spacing to all families.</li> <li>• Field gates and playground gates to be used for exit, car parks to be used for entrance.</li> <li>• Carparks to be cordoned off prior to opening for particular year groups.</li> </ul>	

	<ul style="list-style-type: none"> <li>Any visitors to the school reporting to reception should be spoken to from behind the glass screen.</li> </ul>	
3. Overcrowding in classrooms and corridors.	<p>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups</p> <ul style="list-style-type: none"> <li>Forward facing desks in rows.</li> <li>Any spare desks or equipment to be removed from the classroom.</li> <li>Space to be allowed for adult movement around the room.</li> <li>Assemblies will be conducted by Acting Head or Deputy Head via Microsoft teams in Key Stages – EYFS, KS1, Lower KS2, Upper KS2. One member of staff to stay in the classroom to support behaviour.</li> <li>Some groups to eat their lunch in their classrooms, supervised by MTAs.</li> <li>Lunches bought to children in their bubble and hub using trays by TAs and MTAs.</li> <li>KS1 to eat in the hall, supervised by MTAs. To be cleaned after use.</li> <li>Year 3 to eat in the hall supervised by MTAs.</li> <li>Groups and bubbles of children to stay in their area of the school at designated times.</li> <li>Only one child at a time per class to be allowed out to use the toilet to avoid clusters of children in the toilet.</li> <li>A cleaner will be on site at lunchtime. Toilets and communal areas will be cleaned.</li> <li>All staff and children to keep left in corridors.</li> <li>Masks or visors may be worn by staff in corridors and communal rooms if a 2m distance cannot be maintained.</li> </ul>	
4. 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> <ul style="list-style-type: none"> <li>EYFS Reception is subject to school admissions regulations and will follow the primary guidelines for Reception based on bubbles being class sizes or year groups. The 2 Reception classes can be treated as one whole bubble. (Advice from the LA 15/7/20).</li> <li>EYFS Nursery and Reception will also follow the guidelines in this Risk Assessment as set out for the whole school.</li> <li>Nursery children to eat in the Nursery.</li> <li>Reception children to eat in the EYFS hall</li> </ul>	

	<ul style="list-style-type: none"> <li>• EYFS Nursery and Reception will use the same playground, but will not mix inside the building</li> </ul>	
<p>5. Groups mixing during breaks and lunchtime compromising social distancing.</p>	<p><i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible</i></p> <ul style="list-style-type: none"> <li>• Timetable for breaktimes and areas to be produced by classteachers.</li> <li>• Children will be asked to wash hands prior to and after each break.</li> </ul> <p><i>Staggered lunchtimes &amp; in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i></p> <ul style="list-style-type: none"> <li>• EYFS lunchtime will be 12:00 – 12:45</li> <li>• KS1 lunchtime will be 11:45 – 12:35</li> <li>• KS1 to eat in the hall.</li> <li>• EYFS Reception to eat in EYFS hall</li> <li>• Year 3 to eat in the hall. Hall will be cleaned between bubbles.</li> <li>• KS2 lunchtime 12:40 – 13:30</li> <li>• MTAs to be allocated to classes.</li> <li>• MTAs will be allocated to a class in EYFS/KS1 and a class in KS2.</li> <li>• Children will be asked to wash hands prior to and after each break.</li> <li>• Children to eat in their classrooms. Hot food to be delivered by the MTAs and TAs assigned to their class. SLT to support this.</li> <li>• Children to be reminded each morning of the areas they need to stay inside.</li> <li>• Rota for different playgrounds to be produced by SLT to support MTAs at lunchtimes.</li> <li>• Children are able to mix with children from other classes within their bubbles at lunchtime and break times.</li> <li>• Bubbles will be             <ol style="list-style-type: none"> <li>1. Nursery/EYFS Reception (Inside separate/ outside together)</li> <li>2. Year 1 and 2 classes (Mardle, Bovey and Tavy)</li> <li>3. Year 3 classes (Ashburn and Plym)</li> <li>4. Year 4 classes (Exe and Dart)</li> <li>5. Year 5 and 6 classes (Tamar, Torridge and Teign)</li> </ol> </li> </ul>	
<p>5a. Groups mixing during extra-curricular provision</p> <p>Wraparound provision: Groups mixing during extra-curricular provision</p>	<p><i>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Schools can consult the guidance produced for <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</i></p>	

	<p><i>providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued <a href="#">guidance for parents and carers</a>, which schools may want to circulate</i></p> <ul style="list-style-type: none"> <li>• Breakfast club and After school club to operate in group bubbles (EYFS and KS1 to be kept separate from KS2)</li> <li>• No casual admittance. All attendance needs to be pre-booked in advance on a weekly basis.</li> <li>• Any after school clubs will only be run by Premier Sports, who already adhere to school's Risk Assessment. If clubs by Premier Sports take place, they will be run in bubbles.</li> </ul>	
6. Spread of virus due to increased numbers of people within the building.	<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>• Included in letter to parents to be sent prior to Monday 8<sup>th</sup> March 2020.</li> <li>• Weekly briefing to staff to remind of measures in place and risk assessment.</li> <li>• All staff to be informed of any member of staff or child with a positive test. This will be done anonymously by SchoolComms. Staff to ensure that their SchoolComms is activated and working.</li> <li>• No visitors are allowed on site except in exceptional circumstances.</li> <li>• No volunteers are allowed on site.</li> <li>• No parents on site unless except in exceptional circumstances. Parents will use the bottom office to meet with Safeguarding officer if needed, and will use the bottom gates to enter the site, thus minimal contact with the school grounds, and no contact with children or other adults.</li> <li>• Any meetings will be conducted via an online facility where staff are not in school and wherever possible.</li> <li>• Visitors to the school site will be requested to wear masks while inside the buildings.</li> </ul>	
7. Staff	<p><i>Staff should maintain Public health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.</i></p> <ul style="list-style-type: none"> <li>• Keep left in corridors. Staff may wear masks in corridors and communal rooms.</li> <li>• Staff may wear visors in classrooms.</li> <li>• Staff to be reminded regularly to stay 2m apart from each other and children.</li> <li>• Posters in rooms.</li> <li>• Questions asked of all visitors prior to entering the school. These are displayed by the office window in Reception so that it can be pointed out to all visitors. Visitors must answer all questions negatively to be allowed into the school.</li> <li>• Limited number of staff to be allowed in staffrooms and communal rooms.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Staff to use main staffroom, The Studio and the spare classroom for their lunchtimes. Rooms to be spray cleaned after use by each group.</li> <li>• Staff to make sure they adhere to the correct number allowed in each room. Main Staffroom – 6, The Studio – 8, Spare classroom – 8.</li> <li>• Staff meetings to be held in the hall to allow for 2m spacing. Hall to be cleaned after use by each bubble of children or staff.</li> <li>• Some meetings may involve staff in the hall and some staff joining via Microsoft teams.</li> </ul>	
<p><b>Section B</b> Premises related matters</p>		
<p>8. Changes to building use being safe for pupils &amp; staff – e.g. storage, one-way systems, floor tape.</p>	<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> <ul style="list-style-type: none"> <li>• Classrooms to be prepared prior to children returning on Monday 8<sup>th</sup> March.</li> <li>• Any furniture not needed in the classroom, eg tables, will be stored elsewhere to enable space to move around the classroom for the teacher to maintain social distancing where possible.</li> <li>• Children will be taught in their classrooms.</li> <li>• Handwashing will be expected before and after any breaks, and regularly throughout the day, and whenever deemed necessary.</li> <li>• Markers on floor to demonstrate 2m distance and keep left system in corridors.</li> <li>• Posters to be displayed in every classroom and around the school.</li> <li>• Staff to be informed, prior to re-opening, regarding fire evacuation procedures, first aid, safeguarding, use of staff room and communal rooms. See Appendix 2.</li> <li>• Children to be reminded in the mornings – handwashing, routes around the school, areas to play and eat. See Appendix 2. Poster in each classroom reminding them of this.</li> <li>• Expectation sheet for daily routine to be created and shared with all staff, to be covered in staff training.</li> <li>• Expectation powerpoint for daily routine to be created and shared with all children daily.</li> </ul> <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>• PE will be covered by Premier Sports and class teacher.</li> <li>• Rotas for PE for Premier Sports are timetabled in.</li> <li>• Classteachers to plan and timetable other sessions in consultation with each other.</li> </ul>	

	<ul style="list-style-type: none"> <li>• No changing for PE.</li> <li>• Any equipment used will be cleaned thoroughly afterwards.</li> <li>• No contact sports.</li> <li>• PE risk assessment will be completed by PE coordinator with support from PE hub and Premier Sports.</li> <li>• Any singing will be conducted outside, with children standing 2m apart.</li> <li>• Use of musical instruments will be outside. Musical instruments will be cleaned fully before and after use. No brass instruments to be played.</li> </ul>	
9. 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. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</i></p> <ul style="list-style-type: none"> <li>• All staff who are first aid trained to be identified to the whole staff.</li> <li>• All groups to be issued with a walkie talkie to be able to contact SLT and the office.</li> <li>• Headteacher and SLT to ensure there are enough walkie talkies for each classroom.</li> <li>• Staff to ensure that their walkie talkie is put on charge every evening and has a full battery.</li> <li>• Training arranged for more staff to have paediatric first aid.</li> </ul>	
10. 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. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i></p> <ul style="list-style-type: none"> <li>• Fire evacuation arrangements to be explained to staff briefing. To be explained to children on the first morning and regularly thereafter.</li> <li>• Fire drill to be completed by each class, by teacher when the group returns to school.</li> <li>• Whole school fire drill to be implemented by the end of the first week.</li> <li>• See Fire Covid Risk Appendix. Caretaker to review this regularly.</li> </ul>	
11. Water hygiene – management of legionella	<p><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></p> <ul style="list-style-type: none"> <li>• Caretaker is managing this and a regular regime to remain in place.</li> </ul>	

<p>12. 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> <ul style="list-style-type: none"> <li>• Weekly briefings on a Monday morning in the hall to ensure socially distancing.</li> <li>• Risk assessment to be sent to all staff prior to full opening.</li> <li>• There will be a regular supply of PPE equipment (masks, gloves, aprons and sanitiser) kept in medical rooms at the top of the school, at the bottom of the school and in EYFS wet room. Caretaker to restock supplies.</li> <li>• External visitors allowed into the school building in exceptional circumstances. Their access to areas will be limited.</li> <li>• Water fountains are out of use. Children expected to bring their own water bottles which can be refilled in classrooms. Paper cups to be supplied if necessary and disposed of after use.</li> <li>• Teachers should explain to children when PPE will be used by adults and what this will involve, ensuring that children are reassured that any first aid and intimate care will be dealt with if needed.</li> </ul>	
<p>13. 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> <ul style="list-style-type: none"> <li>• Records are current and up to date. Regimes will be regular and remain in place.</li> </ul>	
<p>14. 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> <ul style="list-style-type: none"> <li>• Staff encouraged to bring their own knife, fork, spoon, cup and plate.</li> <li>• Most staff room tables will be removed. Chairs placed around the walls, which can be occupied if a 2m distance is adhered to. This will mean a maximum of 5 or 6 adults sitting in the staffroom.</li> <li>• Notices will be placed on all communal rooms indicating the number of adults allowed in the room.</li> <li>• Lunchtimes will be staggered to allow access to staffroom and communal rooms. Staffroom, The Studio and the spare classroom to be used by staff for their breaks.</li> <li>• Only 1 member of staff to be in the kitchen area preparing food or drinks at a time.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Kitchen in The Studio may be used by staff. Only 1 member of staff allowed in the kitchen at any one time.</li> <li>• Surfaces and handles will be cleaned regularly.</li> <li>• Only 2 office staff members will be allowed into the front office.</li> <li>• Only 3 members of staff at a time will be allowed in the back office.</li> <li>• Only 2 member of staff at a time will be allowed in the EYFS office.</li> </ul>	
15. Ventilation to reduce spread	<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 School uniform</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> <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: Guidance on temperature in the workplace</i></p> <ul style="list-style-type: none"> <li>• Where outside temperature allows, all exterior doors to be opened throughout the day.</li> <li>• Where outside temperature allows, windows in each room to be opened throughout the day.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Natural ventilation – in cooler weather, windows should be opened just enough to provide constant background ventilation, and open more fully during breaks to purge the air. If necessary, external and internal doors can be opened during breaks to assist with creating a throughput of air.</li> <li>• Additional, suitable indoor clothing for pupils is allowed.</li> <li>• If fire evacuation and where safe to do so, staff will close all open fire doors on exiting the building. Staff informed of this via risk assessment.</li> </ul>	
16. Management of waste	<p>Ensure bins for tissues are emptied throughout the day.</p> <p>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</p> <ul style="list-style-type: none"> <li>• Lidded bins are provided for tissues and must be used in each room. These will be double bagged for emptying by cleaner.</li> <li>• Good supply of tissues to be available in each room.</li> <li>• Hand sanitisers are available in each classroom for staff.</li> <li>• Caretaker to ensure that this is being done regularly.</li> </ul>	
17. Management of incoming goods	<p>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</p> <ul style="list-style-type: none"> <li>• This will be managed by both the caretaker and the member of staff in the front office.</li> <li>• Where possible, any goods can be left in the Reception area to be dispersed where needed by the caretaker.</li> </ul>	
18. School owned outdoor play equipment	<p>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children's hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on <a href="#">Managing Outdoor Playgrounds</a> for equipment also used by the community.</p> <p>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p> <ul style="list-style-type: none"> <li>• Exercise machines, climbing net and climbing wall playground equipment in the main school will be used in KS2 bubbles at lunchtimes. An allocated staff member will spray these down at 1.20pm.</li> </ul>	

	<ul style="list-style-type: none"> <li>• KS1 play equipment at lunchtimes can be used. Yr1/2 Bubble can use KS1 Play equipment at lunchtime and MTA staff member allocated to spray equipment at 12.35pm. When Yr3 bubble use KS1 play equipment, an allocated MTA staff member will spray equipment at 1.30pm. This will be reviewed as guidance is updated.</li> <li>• Managing Outdoor Playgrounds guidance has been read and scrutinized by caretaker, Acting Headteacher and Deputy Head. Available for all staff and parents if required by following the link above provided.</li> <li>• EYFS playground equipment may be used but must be cleaned after use by the Nursery and the EYFS as they are separate bubbles. This equipment will be also cleaned frequently by the staff in the EYFS unit.</li> </ul>	
18a) Hiring out premises	<p><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 working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.</i></p> <ul style="list-style-type: none"> <li>• Other than Breakfast/After school club and Premier Sports, who already adhere to the school's Risk assessment and they are clubs for the children of Highweek Primary School children, NO other external bodies or organisations will hiring/using the school site.</li> </ul>	
<p><b>Section C</b> Cleaning and reducing contamination</p>		
19. 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</i></p>	

	<p>cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.</p> <p>Follow government <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>.</p> <ul style="list-style-type: none"> <li>• Library and old library areas to be used to store unusable resources until needed in main school.</li> <li>• EYFS unusable equipment to be stored in the EYFS shed.</li> <li>• All equipment to be labelled to ensure it is returned to the correct area when restrictions are lifted.</li> <li>• Risk assessment of resources to be carried out by teachers when preparing rooms ready for re-opening.</li> <li>• Gloves and disinfectant spray will be available in each classroom. Each playtime and lunchtime, a member of staff in the group will spray and clean.</li> <li>• Staff to be aware of the need to spray door handles, hand rails and other fixed furnishings regularly, particularly after a group has moved through the area, especially at playtimes and lunchtimes.</li> <li>• EYFS playground equipment to be cleaned regularly. Caretaker to advise.</li> <li>• Boxes of reading books will be supplied to each classroom. These boxes will be transferred on a rota basis to other classrooms on a Friday, to allow for the 48 hours de-contamination period advised.</li> </ul>	
<p>20. Shared resources and equipment increasing spread</p>	<p><i>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.</i></p> <ul style="list-style-type: none"> <li>• Photocopiers to be wiped regularly.</li> <li>• Staff to wash hands and sanitise regularly.</li> <li>• Spray cleaning fluid and sanitisers available for staff in every room.</li> <li>• Children to be allocated pen, pencil, rubber, scissors, ruler etc. This equipment to be left on the tables and sprayed at the end of the day. Nothing else to be left on tables – eg books and worksheets to be filed away.</li> <li>• Chairs to be left under tables at the end of the day. Cleaners will clean tables and chairs. Chairs will then be put on desks after cleaning to indicate cleaning has taken place. Only chairs being used will be taken from the stacks each morning.</li> <li>• Staff to be aware of the need to spray door handles, hand rails and other fixed furnishings regularly, particularly after a group has moved through the area, especially at playtimes and lunchtimes.</li> </ul>	
<p>21. Cleaning staff and hygiene contractor's capacity - providing additional requirements</p>	<p><i>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are</i></p>	

	<p>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.</p> <ul style="list-style-type: none"> <li>• A cleaner in during the lunch period to clean toilets, and other communal areas at midday.</li> <li>• Cleaners organised to specific areas and classrooms used at the end of each day, which will also include sterilisation of surfaces that children and adults have touched during the day.</li> </ul>	
22. Sufficient handwashing facilities for staff and pupils	<p>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.</p> <ul style="list-style-type: none"> <li>• Sinks and liquid soap available in each classroom and in toilets.</li> <li>• Hand sanitiser available in all rooms and key areas for staff and children.</li> </ul>	
23. Additional time for staff and pupils to carry out handwashing	<p>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.</p> <ul style="list-style-type: none"> <li>• As set out in the daily routine, staff to remind children each morning regarding handwashing.</li> <li>• Posters to be displayed in each classroom.</li> <li>• Handwashing to a regular part of the classroom routine.</li> </ul>	
24. Handwashing practice with children	<p>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at <a href="#">e Bug</a>.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Reminder of handwashing video clip watched previously.</li> </ul>	
25. Good respiratory hygiene	<p>Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</p> <ul style="list-style-type: none"> <li>• Bins provided in every room for tissues.</li> <li>• "Catch it, bin it kill it" posters in every room.</li> <li>• Bins double bagged and only to be emptied by cleaning staff.</li> <li>• Top of bins to be sprayed regularly by staff working in the room.</li> </ul>	
26. Sufficient supplies of soap and cleaning products	<p>Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments</p>	

	<p>(RA05) and implement additional controls required where there has been any change in products.</p> <ul style="list-style-type: none"> <li>• Sinks and liquid soap available in each classroom and in toilets.</li> <li>• Hand sanitiser available in all rooms and key areas for staff and children.</li> </ul>	
27. Toilets being overcrowded	<p>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</p> <ul style="list-style-type: none"> <li>• Only one child per group at a time to use the toilets.</li> <li>• KS1 toilets to be used by KS1 only. Only 2 children allowed in at any one time. Teachers make children aware of this. Poster to be put on toilet doors to remind children.</li> <li>• KS2 toilets to be used by KS2 only. Only 3 children allowed in at any one time. Teachers make children aware of this. Poster to be put on toilet doors to remind children.</li> <li>• Reception toilets to be used by Reception children only. 3 children allowed in at any one time.</li> <li>• Nursery toilets to be used by Nursery children only.</li> <li>• Staff to be mindful of not overcrowding in toilets and to queue in a socially distanced way. Ladies toilet by the hall should be secured by the outer door when a member of staff enters. This is to ensure that no other person can come in to the small space while hands are being washed.</li> <li>• Toilets to be cleaned additionally at lunchtime.</li> <li>• Markings on the floor to enable socially distanced queueing.</li> <li>• Handryers in toilets will be out of use.</li> </ul>	
<b>Section D</b> Staff related issues		
28 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>When assessing the return to full opening in September the following section of the DfE guidance must be followed:  <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></p> <p><b>Where this cannot be met, then the school must record why and what other control measures they will adopt.</b></p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p>	

	<p><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> <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>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> <ul style="list-style-type: none"> <li>• <i>Where possible, Teachers and TAs to work in only one bubble.</i></li> <li>• <i>SLT, HLTAs and Premier Sports to work across the school, but with measures in place to ensure hygiene.</i></li> <li>• <i>If there is inadequate staffing, and supply cover cannot be found, classes may have to be cancelled and children sent home.</i></li> <li>• <i>Only essential face to face meetings with outside agencies and parents will go ahead. If this has to be done, it will be done in a suitably sized, well ventilated room where appropriate social distancing can be enforced. Cleaning needs to be completed by staff member after meeting.</i></li> </ul>	
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	<ul style="list-style-type: none"> <li>• Where possible movement of staff across bubbles has been reduced. Children have lunch in the classrooms and they have a designated play area.</li> <li>• No car sharing by staff.</li> <li>• Where possible, adhere to the 2m social distancing guidance, especially with staff and <b>staff in our bubbles</b>. If not possible ,eg First Aid, appropriate PPE will be worn.</li> </ul>	
<p>29. Managing supply teachers, visitors, contractors and other temporary visiting staff.</p>	<p><i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the Autumn Term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.</i></p> <ul style="list-style-type: none"> <li>• Supply teachers will be expected to inform us prior to arriving if they have been unwell in the previous 14 days. In which case, they will not be allowed in school.</li> <li>• Nursery Plus staff will continue to work with identified SEND children and will adhere to Risk Assessment.</li> <li>• Professional visitors, will have been notified and follow the Risk Assessment.</li> <li>• All visitors will be given questions to answer before entering the school premises regarding school procedures and what to do if they feel unwell.</li> <li>• All visitors to the school, unless teaching, will be asked to wear a face mask while on the premises.</li> </ul>	
<p>30. 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></p> <p><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>	

	<ul style="list-style-type: none"> <li>• In the first instance, if a teacher is not well enough to come into school, for whatever reason, the school will attempt to get a supply teacher.</li> <li>• If a supply teacher is unavailable for that day, the TA assigned to the class, an HLTA or a member of SLT will supervise that class.</li> <li>• If none of these options are available, the class may have to be sent home for the day.</li> </ul>	
31. Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<p><i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.</i></p> <p><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></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> <p><i>Further advice is available from HR if required.</i></p> <ul style="list-style-type: none"> <li>• SLT to be available for staff to share any worries.</li> <li>• Staff to reveal to SLT that they need support.</li> <li>• Staff to be reminded of support that is in place during weekly breakfast briefings.</li> <li>• Consultation with SLT, union reps and staff of Risk Assessment.</li> <li>• Staff to be pinpointed towards any support needed.</li> <li>• Any support made available will be advertised to staff when it is known.</li> <li>• Supervision will be available to all staff on request.</li> <li>• Counselling available with Soraya if needed by staff and pupils.</li> </ul>	
32. Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<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>• Consultation of risk assessment with staff, Governors and Unions prior to publication.</li> <li>• Risk assessment to be shared with all staff and parents prior to re-opening and to be published on the school website.</li> <li>• Training to be provided to all staff prior to starting work, based on current Risk Assessment and any queries that may arise.</li> <li>• Risk Assessment can, and will, be updated regularly after government guidance, or after consultation with staff and unforeseen risks noticed after implementation.</li> </ul>	
33. Accessing testing arrangements are clear for all staff	<p><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.</i></p> <p><b><i>For secondary schools - <a href="#">Resources - Google Drive</a>.</i></b></p>	

**For primary schools - [Primary Schools Document Sharing Platform - Google Drive](#).**

- LFD testing will be available to all staff to be done twice a week.
- Test results will be need to be registered on GOV website and in school.
- PCR Testing is only for staff and children who are showing symptoms or have staff who have a positive LFD test.

Copied from Government Guidance - Settings must ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- book a test if they are displaying symptoms. Staff and children must not come into the setting if they have symptoms, and must be sent home to self-isolate if they develop them in the setting. All children can be tested, including children under 5, but children under 11 will need to be helped by their parents if using a home testing kit
- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS website, or ordered by telephone via NHS 119 for those without access to internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with early years settings so they understand what the quickest and easiest way is to get a test.

Settings should ask parents and staff to inform them immediately of the results of the test:

- if someone tests negative, and they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other

	<p>people until they are better. Other members of their household can also stop self-isolating.</p> <ul style="list-style-type: none"> <li>if someone tests positive, they should follow <a href="#">Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a> and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to the setting only if they do not have symptoms other than cough or loss of sense of smell or taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 10 days.</li> </ul>	
<p>34. Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.</p>	<p><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> <ul style="list-style-type: none"> <li>If a child becomes unwell with possible symptoms, they are to be moved to The Brook, which will be well ventilated, until they can be collected. Any siblings of that child will also need to be taken to The Brook, regardless of whether they are displaying symptoms or not. Parents to be phoned and asked to collect all children immediately. Any adult that stays with the child/children will have PPE, which is available in each of the medical rooms. If at all possible, observe from a distance. Provided that adult is not feeling unwell, they do not need to leave school or self-isolate.</li> <li>If any of these children need to use the toilet, the ladies toilets by the hall will be used and an “out of use until cleaning can take place” sign/writing to be put on the door until there has been the opportunity to clean them.</li> </ul>	

	<ul style="list-style-type: none"> <li>If an adult becomes unwell, they can leave the school site immediately if they are able to. If they are not well enough to make their own way home, they will wait in The Brook until collection.</li> </ul>	
<p>35. Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors</p>	<p><i>Clinically Extremely Vulnerable staff (CEV) are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required) and there is guidance for this group. Employers should talk to their staff about how they will be supported, including to work from home. These new formal shielding measures will apply across the whole of England until at least 31 March. Staff who are Clinically Vulnerable (CV) can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission <a href="#">Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</a> p37</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 - <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></i></p> <ul style="list-style-type: none"> <li>Risk Assessments for vulnerable staff and children to be regularly discussed with individual staff and updated.</li> <li>Decisions will be made on a one-to-one basis.</li> <li>Staff are expected to inform Acting Headteacher of any change of circumstances that may affect their situations.</li> <li>Staff are expected to contact and obtain medical advice to support their risk assessments on a regular basis. It is their responsibility to inform the Acting Headteacher.</li> </ul>	
<p>36. Staff use of PPE</p>	<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 <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></i></p> <p><i>Copied directly from Government Guidance - The majority of staff in early years settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</i></p>	

	<ul style="list-style-type: none"> <li>• where an individual child becomes ill with coronavirus (COVID-19) symptoms while at a setting, and only then if a distance of 2 metres cannot be maintained</li> <li>• where a child already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> <li>• PPE available and to be used for intimate care and support for a child showing symptoms.</li> <li>• Staff are able to wear face masks if they wish to do so in corridors, communal rooms and meeting rooms.</li> <li>• Parents will be warned that some staff may wish to wear masks in the letter sent home prior to returning.</li> <li>• Staff to wear masks at drop off and collection times.</li> </ul>	
37. Use of PPE Lack of understanding	<p><i>Adequate training / briefing on use and safe disposal</i>  <i>Follow guidance on putting on and taking off standard PPE</i>  <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>• Caretaker to provide training on how to put on, take off and dispose of PPE. This will happen during staff's training session.</li> <li>• Government posters will be displayed in prominent places around the school showing "doffing and donning" PPE.</li> <li>• Regular reminders in bulletins and updates.</li> </ul>	
37a. Use of face coverings Lack of understanding	<p><i><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 on the ability to take part in exercise or strenuous activity, for example in PE lessons.</i></p> <p><i>Adequate training / briefing on use and safe disposal</i>  <i>Follow guidance on putting on and taking off standard PPE</i>  <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>• Guidance displayed in specific rooms.</li> </ul>	
38. Dealing with suspected and confirmed case/ cases and outbreak.	<p><b><i>Dealing with suspected and confirmed case/ cases and outbreak.</i></b>  <i>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</i></p>	

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.

**Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):**

- *The current definition of a close contact in a school setting is shown below.*
- *face-to-face contact including being coughed on or having a face-to-face conversation within one metre*
- *been within one metre for one minute or longer without face-to-face contact*
- *been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)*
- *travelled in the same vehicle or a plane (this includes school transport)*

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

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

*If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162*

**For ALL CONFIRMED CASE IN SCHOOL ALWAYS** inform the local authority by completing the smart survey form: [COVID 19 - Education Provision/School Notification of Positive COVID 19 Test Results or who have been advised to isolate \(smartsurvey.co.uk\)](#)

*Devon County Council's Local Outbreak Management Plan (LOMP) is available here: <https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/>. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or*

*Outbreak Control Team Meeting. Schools should up-date the **Schools Emergency Plan** to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:*

[Educational settings Action cards](#)

[PHE SW HPT: Flowchart for childcare and Educational settings V 4](#)

*Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the [Actions for Schools Guidance Section 5](#)*

- Jane Bassett and Tracy Lowe have updated the Emergency Plan prior to the 8<sup>th</sup> March.
- If a child becomes unwell with possible symptoms, they are to be moved to The Brook, which will be well ventilated, until they can be collected. Any siblings of that child will also need to be taken to The Brook, regardless of whether they are displaying symptoms or not. Parents to be phoned and asked to collect all children immediately. Any adult that stays with the child/children will have PPE, which is available in each of the medical rooms. If at all possible, observe from a distance. Provided that adult is not feeling unwell, they do not need to leave school or self-isolate.
- If any of these children need to use the toilet, the ladies toilets by the hall will be used and an “out of use until cleaning can take place” sign to be put on the door until there has been the opportunity to clean them.
- In the event that a child or staff member tests positive, the rest of their immediate group within the setting should be sent home and advised to self-isolate for 14 days.
- Acting Headteacher, Deputy Head and Office Manager are regularly updating and keeping accurate records for staff absence due to Covid-19
- At all times, SLT will be in contact with staff and taking advice from PHE.
- Parents to be informed, that if a child becomes unwell at home showing signs of COVID-19, they must inform the school at the earliest opportunity, so that the school can follow Government Guidelines in conjunction with PHE.

The following information has been copied from Government Guidance for all settings, including EY settings.

All settings **must** follow this process and ensure all staff are aware of it.

If anyone in the setting becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to

	<p>follow <a href="#">‘Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>, which sets out that they must self-isolate for at least 10 days and <a href="#">should arrange to have a test</a> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door with appropriate adult supervision. 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. If they need to go to the bathroom while waiting to be collected, they should be taken to a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <a href="#">Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance</a>.</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any members of staff who have helped someone with symptoms and any children who have been in close contact with them do not need to go home to self-isolate. However, they must self isolate if they develop symptoms themselves (in which case, they should arrange a test), if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</p>	
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	<p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</p> <p>Public Health England is clear that routinely taking the temperature of children is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p>	
<p>38a Lateral Flow testing (Secondary Schools) It is important to note that LFT/PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation actions.</p>	<p><b>Guidance on the coronavirus (COVID-19) testing programme for secondary schools and colleges</b> With the start of mass testing by Lateral Flow Devices (LFD) in some schools, it is also important to remember that these are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place, but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</p> <p>DfE have created a <a href="#">schools and colleges document sharing platform</a> for asymptomatic testing. This area contains additional information to support schools and college staff in preparing and operating LFT.</p>	
<p>38b Lateral Flow testing. It is important to note that LFD /PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation. actions, particularly in relation to contact between staff.</p>	<p><b>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</b></p> <p><b>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.</b></p> <p><b>Key points</b></p> <ul style="list-style-type: none"> <li>• All staff working in primary, secondary and Colleges are encouraged to take part in the LFD testing programme</li> <li>• Secondary age pupils are recommended to undertake 3 tests in school at their Asymptomatic Test Site (ATS) BEFORE moving to use LFD home test kits</li> <li>• Recommended twice weekly before coming into school 3-4 days apart</li> <li>• Read guidance and watch video</li> <li>• This process is not for releasing people early from Self Isolation</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b><i>It is not mandatory DfE have created the link below for asymptomatic testing for schools to follow. This area contains additional information to support primary schools and secondary staff in preparing and operating home testing LFD.</i></b></li> <li>• <b><i>Resources for testing: <a href="#">youtube video</a>, <a href="#">Google Drive</a>, <a href="#">Primary Phase - Google Drive</a></i></b></li> <li>• <b><i>Eligible staff testing twice a week. Reported on school forms and Gov website.</i></b></li> </ul>	
<b>Section E</b> Pupil related issues		
39. Vulnerable groups who are clinically, extremely vulnerable.	<p><b><i>Clinically extremely vulnerable (CEV) adults and children.</i></b> <i>It has been confirmed by the DfE that all CEV (and those who have been newly identified by letter in recent days) that all these staff/pupils should continue to self-isolate until March 31<sup>st</sup>.</i></p> <p><i>The Department of Health and Social Care has added a <b>third</b> category to the <a href="#">definition of clinically extremely vulnerable (CEV)</a>. The definition has been expanded to include a new group of adults who have been identified through the <a href="#">COVID-19 population risk assessment</a> as potentially being at high risk of serious illness if they catch the virus.</i></p> <p><i>Individuals identified as CEV through this risk assessment are advised to follow <a href="#">guidance for clinically extremely vulnerable people</a>, which has now been extended until 31 March. Anyone newly identified as part of this group will be notified.</i></p> <ul style="list-style-type: none"> <li>• <b><i>CEV staff, who have been notified (advice only from Gov), and who wish to, will shield until 31<sup>st</sup> March.</i></b></li> <li>• <b><i>Vulnerable staff to complete a risk attending prior to returning to school.</i></b></li> <li>• <b><i>Staff audit to be completed by Acting Headteacher/ Deputy Headteacher.</i></b></li> </ul>	
40. 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> <ul style="list-style-type: none"> <li>• <b><i>SENDCo aware of EHCP children who are attending the setting, and risk assessments completed with parents.</i></b></li> </ul>	
41. Pupils unable to follow guidance	<p><i>Some pupils will need additional support to follow these measures. Insert measures here or attach additional document.</i></p> <ul style="list-style-type: none"> <li>• <b><i>Children to be frequently reminded to follow guidance.</i></b></li> <li>• <b><i>Parents to be involved if this appears to be tricky for the child.</i></b></li> <li>• <b><i>Annex to Behaviour Policy produced and provided to parents and staff.</i></b></li> </ul>	
42. Pupils equipment	<p><i>Pupils to limit the amount of equipment they bring into school each day, to essentials</i></p> <p><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>	

	<ul style="list-style-type: none"> <li>• Pupils to have own pencil, pen, ruler, books and rubber.</li> <li>• Reading books are seen as essential to children’s learning. Boxes of books, differing AR levels, are able to be used by a bubble. These boxes will be transferred to a new classroom at the end of the week, allowing the recommended 48 hours before being used by a new bubble.</li> <li>• The library will only be used by staff to collect books to take to the classroom, ensuring the hygiene routines are followed.</li> <li>• Any books returned to the library will be left in a box for 48 before being returned to shelves.</li> <li>• Pupils will be allowed to take books home and return them in their bubble.</li> </ul>	
43. Member of a class becoming unwell with COVID-19	<p><i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i></p> <ul style="list-style-type: none"> <li>• See information in Point 38.</li> </ul>	
44. School Uniform	<p><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></p> <ul style="list-style-type: none"> <li>• School uniform is expected to be worn from March. However, all staff must be mindful that access to buying the uniform and funding due to a lack of finances for families, might mean that some children may have to wait a few weeks to be able to obtain their uniform.</li> <li>• Parents to be informed that school uniform is expected to be worn, and although it does not need to be cleaned more often than usual, frequent and regular washing of clothes is recommended. Letter to parents, Appendix 1.</li> <li>• Due to ventilating classrooms, school will be flexible to allow additional, suitable indoor clothing.</li> </ul>	
<b>Section F</b> Transport		
45. Travel to school and provision of safe school transport:	<p><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></p> <ul style="list-style-type: none"> <li>• School transport is not used at Highweek Primary and Nursery School.</li> </ul>	
46. Dedicated school transport, including statutory provision	<p><i>Consider how pupils are grouped together on transport and where possible this should reflect the bubbles that are adopted within school. Ensure organised queuing/boarding and distancing within vehicles if possible. Consider the use of face coverings for children over the age of 11, where appropriate. For example, if they are likely to come into very close contact with people outside</i></p>	

	<p>of their group or who they do not normally meet. Consider the use of hand sanitiser upon boarding and/or disembarking. Waiting for the DfE who will shortly publish new guidance to local authorities on providing dedicated school transport.</p> <ul style="list-style-type: none"> <li>• School transport is not used at Highweek Primary and Nursery School.</li> </ul>	
47. Wider public transport	<p>It is the law that you <u>must wear a face covering when travelling in England</u> on public transport. Some people <u>don't have to wear a face covering</u> including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</p> <ul style="list-style-type: none"> <li>• Parents and staff will be reminded that, if they need to use public transport, they will need use a face covering, unless they are exempt.</li> </ul>	
48. School Transport arrangements support changes to school times	<p>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></p> <ul style="list-style-type: none"> <li>• School transport is not used at Highweek Primary and Nursery School.</li> </ul>	
<p><b>Section G</b> Curriculum considerations</p>		
49. Planned return to normal curriculum in all subjects by Summer Term 2021	<p>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</p> <ul style="list-style-type: none"> <li>• The school has adopted and is implementing a Recovery Curriculum with a 3 phase approach in the first term, in the first instance, to support children with their 5 losses of routine, structure, friendship, opportunity and freedom. There will be 5 levers of recovery – Relationships, Community, Transparent Curriculum, Metacognition and Space to be able to re-ignite the learning of the child.</li> <li>• Some areas of the curriculum may be taught within a topic</li> <li>• Teaching will be based on gaps in the children's learning.</li> <li>• The curriculum, and the children's ability to learn, will be monitored closely at all times by staff and leaders, and adjustments will be made accordingly.</li> <li>• Curriculum letters given to all classes at the beginning of each term will inform parents of the school's approach to the teaching and learning, based on the needs of the children.</li> <li>• Initially, the resources used at the beginning of the academic year will provide activities to: <ul style="list-style-type: none"> <li>▪ Rebuild relationships and re-establish friendship at the heart of learning.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Allow children to share their experience of school closure and express their feelings.</li> <li>▪ Reassure children that any loss of learning is understood by the teachers and will help to address any gaps.</li> <li>▪ Reintroduce 'learning and how to learn' and building children's confidence as learners.</li> <li>▪ Give children confidence to be back in school and able to express their concerns and ideas.</li> <li>• The resources from MindUp and Challenging Learning will support a gradual return to the more formal and fast paced previous learning for the whole school.</li> <li>• In the spring term, English and maths will be taught in the mornings and recovery curriculum (5 levers of recovery) will happen in the afternoons alongside the non-core curriculum. As the summer term progresses, the recovery curriculum time will reduce and non-core topic time will increase.</li> </ul>	
50. Suspension of some subjects for some pupils in exceptional circumstances.	<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>• Some areas of the curriculum will be taught in weekly blocks.</li> <li>• Initially, due to more time dedicated to hygiene, there will be a slight reduction in teaching and learning time. However, as routines are established and restrictions eased (when guidance is published), a broader curriculum will be available as soon as possible for all children.</li> </ul>	
51. Music, drama and dance 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 Guidance for Music, Dance and Drama as well as Guidance for the Performing Arts and should take particular care to observe social distancing which may limit numbers taking part in group activity, and prevent physical correction by teachers, and contact between pupils in drama and dance.</i></p> <p><i>Schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment</i></p> <p><i>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If</i></p>	

	<p><i>planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.</i></p> <p><i>Schools should consider risk reduction measure such as physical distancing and playing and singing outside wherever possible, limiting group sizes, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. The guidance should be consulted for further information relating to:</i></p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <li>• Key Stage assemblies will be conducted via Microsoft Teams to enable classes to stay in their groups. Singing will not be included in these assemblies.</li> <li>• Whole School and Key Stage singing will be limited until further guidance is given.</li> <li>• Children and young people <u>ARE</u> permitted to sing, but it is prudent to ensure additional precautions such as smaller group sizes, physical distancing and quieter dynamics are in place. Singing may happen outside.</li> <li>• Whole Class Ensemble Tuition and instrumental ensembles can be offered in consistent groups of up to 15 pupils, with additional physical distancing required for wind and brass instruments. All instruments should be cleaned between each use &amp; mouth pieces sterilised with a suitable sterilising solution. Musical instruments may be used outside.</li> <li>• The online school's music support, Charanga has adapted their planning for Covid. Staff to check the website prior to planning.</li> </ul>	
52. Physical activity in schools	<p><i>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots 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> <ul style="list-style-type: none"> <li>• PE co-ordinator and Premier Sports will produce a risk assessment for all PE equipment, stating which equipment can be used, and how it should be cleaned after use. This will be displayed in the PE shed and given to all members of staff for clarity.</li> <li>• Outdoor physical activity will be encouraged and there is an expectation that children will have access to PE on a more regular basis, as well as the 5-minute Daily Physical Activity in the morning. This will be timetabled by teachers to ensure that only one class will be participating at any one time.</li> <li>• Premier sports will run after school PE clubs for children within their school bubbles.</li> </ul>	
52a) 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> <ul style="list-style-type: none"> <li>• <b>There will be no activities involving food and food preparation at this time.</b></li> </ul>	
53. Educational visits	<p>The DfE advises against all educational visits at this time. This advice will be kept under review. <a href="#">Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</a> For additional information check with EVOLVE guidance on website.</p> <ul style="list-style-type: none"> <li>• Educational Visits outside of school will not take place until further guidance and further easing of national restrictions.</li> <li>• Parents will be informed when any visits, local or otherwise, will be resumed.</li> </ul>	
54. Groups of children mixing resulting in risk of more widespread transmission	<p>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time).</p>	

	<p><i>Large gatherings such as assemblies and with more than one group should be avoided</i></p> <ul style="list-style-type: none"> <li>• Children will stay in their class groups at all times inside school. These classes will not normally mix children and adults inside. Children will be allowed to mix in their bubbles of 2 or 3 mixed year group classes at playtimes and lunchtimes. SLT, Sports coaches, volunteers, members of professional organisations and supply teachers may work across different classes, but will follow the guidelines set out in this Risk Assessment.</li> <li>• Children in breakfast club and after school club will stay in consistent bubbles during these times. 2 bubbles (EYFS and KS1 in one bubble, and KS2 in another bubble). Staffing has changed to reflect this. There will be a limit to the number of attendees.</li> </ul>	
<p><b>Section H</b> Provision of food</p>		
55. Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	<p>School kitchens must comply with the <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a></p> <ul style="list-style-type: none"> <li>• <b>Caterers Risk Assessment in place. Tracy Lowe to follow up and liaise with caterers and kitchen staff.</b></li> </ul>	
56. Catering staff are operating in a safe environment	<p><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></p> <ul style="list-style-type: none"> <li>• <b>Caterers Risk Assessment in place. Tracy Lowe to follow up and liaise with caterers and kitchen staff.</b></li> </ul>	
<p><b>Section I</b> Communications with parents and others</p>		
57. Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<p><i>Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.</i></p> <ul style="list-style-type: none"> <li>• <b>Initial letter to parents prior to re-opening will alert parents to processes if they are displaying any symptoms of coronavirus.</b></li> </ul>	
58. Suppliers understanding and complying with new arrangements	<p><i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i></p> <ul style="list-style-type: none"> <li>• <b>This will be discussed on ordering. No deliveries during arrival and leaving times.</b></li> </ul>	
59. Communications to parents and staff	<p><i>Regular communications</i></p> <ul style="list-style-type: none"> <li>• <b>Regular email and SchoolComms communication to parents and staff.</b></li> <li>• <b>Weekly briefings for staff.</b></li> <li>• <b>Fortnightly newsletter to all parents, staff and Governors</b></li> </ul>	
60. Pupils and families anxious about return	<p><i>Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for</i></p>	

	<p><i>attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</i></p> <ul style="list-style-type: none"> <li>• Reassurance to parents via phone calls if necessary.</li> <li>• Risk Assessment available on website to allow parents to see precautions school is putting in place.</li> </ul>	
61. Parent aggression due to anxiety and stress.	<p><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></p> <ul style="list-style-type: none"> <li>• Letter to parents/carers. See Appendix 1</li> <li>• Signpost parents to links on the website</li> <li>• Policy for Parents Aggression and Violence towards staff has been adopted by Governors and will be available on the website.</li> </ul>	
<b>Section J</b> Oversight of the Governing Board		
62. Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<p><i>The Governing Board continues to meet regularly via online platforms. The Governing Board agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to Governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</i></p> <p><i>Regular dialogue with the Chair of Governors and those Governors with designated responsibilities is in place.</i></p> <p><i>Minutes of Governing Board meetings are reviewed to ensure that they accurately record Governors' oversight and holding leaders to account for areas of statutory responsibility.</i></p> <ul style="list-style-type: none"> <li>• Risk Assessment to be shared and scrutinized by nominated Governors,, prior to publication on website to parents and the wider public with advice welcomed.</li> <li>• Risk Assessment to be shared and scrutinized by Union Reps, prior to publication to the wider staff and parents</li> <li>• Risk Assessment to be shared and scrutinized by the wider staff prior to publication to parents and on the website.</li> </ul>	

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
Wellbeing	<ul style="list-style-type: none"> <li>• Staff to be directed towards any resources or facilities available to support their own well-being and mental health. Staff will be reminded of this during weekly bulletins.</li> </ul>	March 2021	

	<ul style="list-style-type: none"> <li>• Curriculum has been researched and a Recovery Curriculum will involve resources to support children’s mental health and well-being.</li> <li>• School counsellor will be available to the school. Each child’s case will be considered carefully, and a waiting list will be constructed.</li> <li>• A counsellor will be available to all staff for supervision when required.</li> </ul>		
Workload	<ul style="list-style-type: none"> <li>• Each class will be allocated an extra session with the PE coach.</li> <li>• Most staff will have the opportunity to work from home during their PPA time. PPA slots will rotate half-termly to ensure that staff have opportunities to work from home at different times.</li> <li>• School books may be marked by the teacher, however, there may be longer periods of time before pieces are marked by the teacher and other ways of marking should also be utilised e.g. self-marking by the pupils.</li> <li>• Staff may wear gloves when marking if they wish. All staff to ensure hands are washed prior to, and after marking books.</li> <li>• School books will not be taken home by staff.</li> <li>• Marking books will be a consideration for all staff regularly, as advice and guidance is updated.</li> <li>• Full staff meeting will take place after school on a Wednesday in the hall, or virtually via Teams. Staff meeting will be 3:45pm until 4:45pm, unless other arrangements are in place. Other meetings may be conducted via Microsoft Teams if this can be arranged.</li> </ul>	March 2021	

**Signed: Headteacher/Head of Department:** ..... **Date** .....

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

**Appendix 1**

Letter to parents, sent out on Friday 26<sup>th</sup> February 21

**Appendix 2**

Staff training – PPE (Previous training still valid), timetables for breaks produced by class teachers prior to re-opening, questions arising and clarity of arrangements (Monday Morning Breakfast meeting), arrangements for fire procedures.