

	<b>Establishment/Department:</b> Exeter Road Community Primary School	<b>Establishment Risk Assessment</b>	<b>RA100 V2.5</b>
	<b>Address:</b> 41 Exeter Road, Exmouth, EX8 1PU		
<b>Person(s)/Group at Risk</b> <b>Staff, Pupils, Visitors and Contractors</b> <p>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance. The following guidance to reflect the changes announced by the Prime Minister on the wider reopening of schools and colleges from Monday 8 March:</p> <ul style="list-style-type: none"> <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 must consult with their staff regarding the risks and control measures being implemented.</b></p> <p><b>General guidance on completing risk assessments is available at arrangements note HS47. When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</b></p>		<b>Date assessment completed:</b> <p>This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.</p>	
<b>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance: Covid-19 Implementing protective measures in education and childcare settings (15 May 2020) and updated following the publication of Guidance for Full Opening (2 July 2020) and Managing School Premises during the Covid-19 outbreak (7 July)</b> As part of planning for full return in the autumn term, it is a <b>legal requirement</b> that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already		<b>Assessor(s):</b> <p>Paul Gosling          Bev Alderson          Marnie England          Siân Gosling</p>	

<b>Version Control: RA 100 Version 2.1</b>	
<b>Update – 15/7/20, page 6. Premises related matters - Management of waste</b>	
<b>Update – 25/08/20, page 12,13,14. School Transport</b>	
<b>Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&amp;T Music Dance and Drama – link to new guidance and guidance for performing arts)</b>	
<b>Update – 25/8/20, page 8. Managing supply teachers, visitors, contractors and other temporary visiting staff</b>	
<b>Update – 25/8/20, 28/08/20, 02/09/20 page 10-11. Dealing with suspected and confirmed case/ cases and outbreak, link to access to testing kits, use of face coverings in education – link to new guidance, link to action cards and updated guidance of 31/820</b>	
<b>Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus.</b>	
<b>Update – 02/09/20, page 4. Social distancing and reducing risk of transmission, Wraparound provision</b>	
<b>Update – 02/09/20, page 6. Premises related matters - Hiring of premises</b>	
<b>Update – 15/09/20, page 16. Educational Visits - updated link.</b>	
<b>Update – 29/10/20, page 5 – 6. Premises related matters, ventilation to reduce to spread and thermal comfort – Updated following HSE spot checks.</b>	
<b>Update – 29/10/20, page 15. Curriculum considerations, update on Music Dance and Drama</b>	
<b>Update – 14/12/2020, page 11 - Dealing with suspected and confirmed case/ cases and outbreak</b>	
<b>Update – 04/01/2021 – page 2 – new links to DfE school’s website for up to date guidance and consultation with staff</b>	
<b>Update – 04/01/2021 page 3 – definition of close contact</b>	
<b>Update – 04/01/2021 page 9 - Staff measures to reduce contact and transmission Covid-19.</b>	
<b>Update – 04/01/2021 page 14 – Lateral Flow Testing (Secondary Schools)</b>	
<b>Update – 08/03/2021 page 14 – Lateral Flow Testing (Secondary Schools)</b>	
<b>Update – 14/01/2021 page 14 - Lateral Flow Testing (primary staff home testing)</b>	
<b>Update – 08/03/2021 first page PHE information</b>	
<b>Update – 08/03/2021 page 2 – return to school March 8th guidance</b>	
<b>Update – 08/03/2021 page 4 – definition of close contact</b>	
<b>Update – 08/03/2021 page 5 - Guidance for EYFS</b>	

Update – 08/03/2021 page 5 - Wraparound provision	
Update – 08/03/2021 page 12 - Accessing testing arrangements are clear for all staff	
Update – 08/03/2021 page 13 - Assessment of all staff, including high risk staff	
Update – 08/03/2021 page 13 - face covering	
Update – 08/03/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak	
Update – 08/03/2021 page 14 - Lateral Flow testing (Secondary Schools)	
Update – 08/03/2021 page 15 - Lateral Flow testing (Primary staff home testing	
Update – 08/03/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable	
Update – 08/03/2021 page 21 - Educational visits	
Update – 12/04/2021 page 4 - Definition of close contact	
Update – 12/04/2021 page 6 - Staff remove covered elsewhere	
Update – 12/04/2021 page 13 - Assessment of all staff, including high risk staff with vulnerable	
Update – 12/04/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak.	
Update – 12/04/2021 page 15 - Lateral Flow testing (Secondary Schools)	
Update – 12/04/2021 page 16 - Lateral Flow testing (Primary).	
Update – 12/04/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable.	
Update – 12/04/2021 page 17 - Transport	
Update – 12/04/2021 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>Social distancing and reducing risk of transmission</b>		
Definition of close contact	When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of 'close contact'. The following definition of 'close contact':	

	<p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. A risk assessment may be undertaken to determine this, but a close contact can be anyone who has had the following types of contact with someone who has tested positive for coronavirus with a PCR or LFD test:</p> <p>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>Focusing on obtaining mitigations to reduce close contact, will reduce staff and pupil absences when there are cases within the school. Note that the use of face masks and other forms of PPE does not exclude somebody from being considered a close contact (unless they are providing direct care with patients or residents in a health and care setting, <a href="https://www.nhs.uk/healthcare-workers-and-contacts/understanding-close-contact/">NHS Test and Trace: how it works - GOV.UK (www.gov.uk)</a>)</p>																									
<p>Entrance and exiting to school site causing large groups of people inside school grounds compromising social distancing.</p>	<table border="1"> <thead> <tr> <th>Time</th> <th>Who</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>08:40 - 08:50</td> <td>Year 5 &amp; 6</td> <td>Children enter via New North Road gate and go straight to class, parents do not need to enter site.</td> </tr> <tr> <td>08:50</td> <td>Year 1</td> <td>Children and parents enter via Egremont Road gate and then go to the hall. Parents drop off children then leave the way they came.</td> </tr> <tr> <td>8:50 - 09:00</td> <td>Year 2</td> <td>Children enter via little gate on New North Road and go straight into Horizon and up the stairs though the fire doors.</td> </tr> <tr> <td>08:50 - 09:00</td> <td>Year 3</td> <td>Children enter via Egremont Road gate and go and stand on playground in the MUGA parents leave ASAP as playground will be supervised.</td> </tr> <tr> <td>08:50 - 09:00</td> <td>Year 4</td> <td>Children enter via New North Road gate and go straight into class in Horizon.</td> </tr> <tr> <td>08:55- 09:05</td> <td>Year R</td> <td>Children and parents enter via Egremont Road gate and then go up the ramp and into the Elliot building. Parents drop off children then leave the way they entered the site.</td> </tr> <tr> <td>09:00</td> <td>Pre-school</td> <td>Parents bring children through gate on Exeter Road and staff take children by the steps by the red boat. Parents drop off children then leave from gate by the red boat.</td> </tr> </tbody> </table>	Time	Who	Notes	08:40 - 08:50	Year 5 & 6	Children enter via New North Road gate and go straight to class, parents do not need to enter site.	08:50	Year 1	Children and parents enter via Egremont Road gate and then go to the hall. Parents drop off children then leave the way they came.	8:50 - 09:00	Year 2	Children enter via little gate on New North Road and go straight into Horizon and up the stairs though the fire doors.	08:50 - 09:00	Year 3	Children enter via Egremont Road gate and go and stand on playground in the MUGA parents leave ASAP as playground will be supervised.	08:50 - 09:00	Year 4	Children enter via New North Road gate and go straight into class in Horizon.	08:55- 09:05	Year R	Children and parents enter via Egremont Road gate and then go up the ramp and into the Elliot building. Parents drop off children then leave the way they entered the site.	09:00	Pre-school	Parents bring children through gate on Exeter Road and staff take children by the steps by the red boat. Parents drop off children then leave from gate by the red boat.	<p>Key staff to supervise gates and doors and remind people of the need to maintain physical distance.</p> <p>Parents/carers asked to wear face coverings when on site.</p>
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Parents gathering at school gate not social distancing	<p>See above plan for the start and end of the school day which is produced to reduce close contact of adults.</p> <p>Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged invitation or appointment), which should be conducted safely.</p>																
Overcrowding in classrooms and corridors.	<p>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. There will be no gathering in the hall for assembly or singing practise</p> <p>The school will be divided into four 'bubbles':</p> <ul style="list-style-type: none"> <li>• Pre-school</li> <li>• Reception &amp; Year 1</li> <li>• Year 2, 3 and 4</li> <li>• Year 5 and 6</li> </ul> <p>However, with the exception of YR &amp; Y1, contact between classes, even if part of the same bubble, will be minimized. The bubbles exist because the school cannot operate if, for example, Year 5 and 6 do not share the same toilets. Therefore, if the virus appears in a child in one class it cannot be guaranteed that the child did not have some contact with children in the rest of their bubble.</p>	<p>This will apply to Year 2 class upwards.</p> <p>EYFS, YR and Y1 will not be desk based but will have plenty of space in which to play.</p>															
Risk of transmission within EYFS settings	<p><i>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.</i></p>	<p>EYFS/Y1 staff to wear visors on arrival/departure of children due to contact with large number of parents.</p>															

<p>Groups mixing during extra-curricular provision</p>	<p>Carefully consider how such provision can work alongside wider protective measures, including keeping children within their bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups.</p>	<p>Children using the school's Breakfast Club to sit and play with children in their 'bubble'.</p> <p>BC to use own resources to avoid risk of transmission through shared use of EYFS resources Ensure that BC room surfaces are wiped down before PS access the space</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 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>	
<p>Spread of virus due to increased numbers of people within the building.</p>	<p>Inform parents that if their child needs to be accompanied to school only one parent should attend. Parents should wear a face covering when on the school site.</p>	
<p>Lateral Flow testing (Primary staff home testing)</p>	<p>Guidance on the coronavirus (COVID-19) LFT testing programme for primary staff home.</p> <p>It is also important to remember that the LFT for staff are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</p> <p>Key points</p> <ul style="list-style-type: none"> <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> <li>• It is not mandatory DfE have created the link below for asymptomatic testing for schools to follow. This area contains additional information</li> </ul>	<p>PG to record results of tests</p>

	<p>to support primary schools and staff in preparing and operating home testing LFT.</p> <ul style="list-style-type: none"> <li>• <a href="https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54">https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54</a></li> </ul>	
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<p>Review whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary.</p> <p>Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</p>	The layout of the building means that one-way systems inside are not practical. However, children will only interact with other children in their 'bubble', the bubbles are formed around the layout of the school's accommodation.
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<p>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</p>	
Fire Procedures	<p>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. 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.</p> <p>Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</p>	
Water hygiene – management of legionella	<p>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>.</p>	
Using and monitoring new practices to reduce risk of Covid-19 transmission	<p>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 space for suspected cases. Headteacher and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</p>	Meeting of all staff to take place at 10am on 03/09/20.
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<p>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.</p>	

Staff rooms and offices to comply with social distancing and safe working practice	Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below. Staff in the Horizon building to use the break room and toilets in that building. Staff in the main building to use the new staff room. Staff should wear face coverings in all areas where they might mix with staff from other bubbles.	
Ventilation to reduce spread	Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air systems should be operated as normal. Ventilation to chemical stores should remain operational.	
Management of waste	Ensure bins for tissues are emptied. Follow <a href="#">Guidance on disposal of PPE waste</a> (such as used fluid resistant masks)	
Management of incoming goods	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.	Supplies will enter via the main entrance on Exeter Road where there is space to social distance, and this can be supervised by the office staff.  Kitchen delivers via side gate in NN Road.
School owned outdoor play equipment	Consider limiting numbers, 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. Consult guidance on <a href="#">Managing Outdoor Playgrounds</a> for equipment also used by the community.	Outdoor play equipment (bats, skipping ropes, etc.) have been removed.  There will be some spraying of climbing frames during the school day but pupils should wash hands after playtimes.
Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	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. 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	Teachers to take the responsibility for this and direct support staff regarding cleaning/quarantining of equipment.



	on <a href="#">Cleaning and decontamination of non-health care settings</a> . Further guidance on cleaning non health care settings is to be published by Public Health England by the end of the summer term.	
Shared resources and equipment increasing spread	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.	Wipes to be made available so that staff can clean equipment when it is used.  Boxes set up on photocopier accounts so that copies can be made and collected when area is less crowded.
Cleaning staff and hygiene contractor's capacity - providing additional requirements	Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See <a href="#">Safe working in education and childcare</a> for guidance on PPE and guidance on <a href="#">cleaning non-health care settings</a> . Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.	DP has worked on this; any issues please discuss with DP.
Sufficient handwashing facilities for staff and pupils	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.	Teachers to give children regular opportunities to wash hands or use sanitiser.
Additional time for staff and pupils to carry out handwashing	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.	Teachers to give children regular opportunities to wash hands or use sanitiser.
Handwashing practice with children	Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at <a href="#">e Bug</a> . Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.	Teachers to give children regular opportunities to wash hands or use sanitiser.
Good respiratory hygiene	Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.	Teachers to discuss regularly with children in their class.
Sufficient supplies of soap and cleaning products	Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.	Action - Increase budget for cleaning supplies.

Toilets being overcrowded	Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.	Teachers & support staff to monitor.  TAs/MTAS to wipe over toilets during lunchtime.
Staff related issues		
Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic.	<p>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. When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</p> <p><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>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.</p> <p>Mitigating measures that will reduce the number of close contacts between individuals and therefore numbers required to self-isolate as the result of a positive case in the school:</p> <ul style="list-style-type: none"> <li>▪ Reducing bubble sizes,</li> </ul>	<p>It is each member of staff's responsibility to maintain physical distance in areas shared with other adults.</p> <p>Staff briefings and meetings to take place in the hall to ensure greatest possibility of social distancing.</p> <p>Staff can wear face coverings if they want to, particularly in spaces where they may come into contact with adults from other bubbles or those outside of the school setting.</p>

	<ul style="list-style-type: none"> <li>▪ reducing face to face meetings (move to video calling if appropriate),</li> <li>▪ reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc.</li> <li>▪ reducing or eliminating the movement around the school of pupils and teaching staff,</li> <li>▪ reducing or eliminating the movement across bubbles of pupils and teaching staff,</li> <li>▪ no car sharing between staff to school</li> <li>▪ keeping to the 2m distancing (for teachers especially) if at all possible</li> </ul> <p>Other measures that will reduce the spread of the virus in the school – face coverings, thorough regular cleaning regimes throughout the day (of hands and of hard surfaces/ high use touch points), catch it bin it kill it messages.</p>	
Managing supply teachers, visitors, contractors and other temporary visiting staff.	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, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.	<p>The normal school visitor book should be sufficient to meet this. Admin staff to manage this.</p> <p>Procedure needed for visitors? – all to access through main office, sign in, wash hands in sick bay area upon entry through secure doors, masks to be worn by visitors. Mobile number needs to be collected for Track and Trace.</p>
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a>	
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.	

	<p>Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' - <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a></p> <p>Further advice is available from HR if required.</p>	
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.	Meeting of all staff to take place at 10am on 03/09/20.
Accessing testing arrangements are clear for all staff	<i>Guidance on the new asymptomatic testing programmes taking place in schools are on a shared document platform hosted by DfE, including FAQ, webinars and step-by-step 'how to guides.</i> <a href="#">Primary Schools Document Sharing Platform - Google Drive.</a>	
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</p> <p>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <p>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</p> <p><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>	<p>PPE equipment will be located in the disabled toilet near the main office and in the staffroom.</p> <p>Each teacher to collect a set of PPE and store in classroom.</p>
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<p><i>Clinically Extremely Vulnerable staff (CEV) are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required) and there is guidance for this group. Employers should talk to their staff about how they will be supported, including to work from home. These new formal shielding measures will apply across the whole of England until at least 31 March. Staff who are Clinically Vulnerable (CV) can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission</i> <a href="#">Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</a> p37</p> <p><i>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was</i></p>	

	<p>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></p>	
<p>Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors The advice from 1 April 2021 is that clinically vulnerable people, as with everyone else, should work from home if possible. If it is not possible for them to work from home then they should return to their normal place of work.</p>	<p>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid and record this assessment - <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>Staff use of PPE</p>	<p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance <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> Nappy changing – staff will wear apron, gloves and use disposable changing mats which will be changed between each child. Visor to also be worn which can be wiped between children as necessary.</p>	<p>PPE equipment will be located in the disabled toilet near the main office and in the staffroom.</p>
<p>Use of PPE Lack of understanding</p>	<p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings.</p>	
<p>Use of face coverings Lack of understanding</p>	<p><a href="#">Guidance on the use of face coverings for pupils in year 7 and above</a> should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. 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. . Adequate training / briefing on use and safe disposal</p>	

	<p>Follow guidance on putting on and taking off standard PPE <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings.</p>	
<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p><b>Dealing with suspected and confirmed case/ cases and outbreak.</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 seeing more cases, you think you may need to close your setting (you should also email the school priority alert mailbox - <a href="mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk">educate.schoolspriorityalerts-mailbox@devon.gov.uk</a>), someone in your setting has been admitted to hospital or you are getting significant media interest. Special schools, boarding schools or special post 16 providers should call the PHE SW Health Protection Team straight away.</i></p> <p><b>Follow-up PCR tests required after a positive LFD test</b>  <i>Previously, a follow-up PCR test was only required following a positive LFD test carried out at home. The Government has <b>re-introduced</b> the requirement for a PCR test after positive LFD tests carried out at all assisted testing sites. As of 31<sup>st</sup> March, staff and pupils who get a positive LFD result (whether at home or at supervised testing site in school) should take a follow-up PCR test. This requirement is now published in the Stay At Home Guidance. <a href="#">Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk)</a> and has been included in the DfE daily update. As the prevalence rates are now low in England, follow-up PCR tests will help reduce the chances of false positive LFD tests. The follow-up PCR test should be taken as soon as possible and <b>within 2 days of the positive LFD result</b>. The quickest way is to <a href="#">book a test online</a> or call 119 for an appointment at a nearby nearest testing centre. Alternatively, a PCR home test kit can be used but it may take longer for the results to come back.</i></p> <p><b>Self-isolation</b>  <i>Staff, students and pupils who have a positive LFD test result, their household members and close contacts should self-isolate immediately whilst waiting for the follow-up PCR result. Public health action must be taken from a positive result, whether from a LFD or PCR test, to quickly identify close contacts in school and request that they self-isolate.</i></p> <p><b>If the follow-up PCR result is negative</b>  <i>If the follow-up PCR test result is negative and the test was done within 2 days of the positive LFD result, the person, their household members and close contacts at school can stop self-isolating and return to school or college if they are well. PHE SW Health Protection Team have distributed a template 'stand down' letter (attached) which can be used for this purpose. It is important to</i></p>	<p>Action - up-date the School's Emergency Plan</p>

	<p><i>continue with all existing protective measures, negative test results should not be read as a means to relax preventative measures which are intended to reduce the risk of transmission.</i></p> <p><i>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162</i></p> <p><i>For <b>ALL CONFIRMED CASE IN SCHOOL ALWAYS</b> inform the local authority by completing the smart survey form: <a href="#">COVID 19 - Education Provision/School Notification of Positive COVID 19 Test Results or who have been advised to isolate (smartsurvey.co.uk)</a></i></p> <p><i>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: <a href="https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/">https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/</a>. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the <b>Schools Emergency Plan</b> to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</i></p> <p><i><a href="#">Educational settings Action cards</a></i></p> <p><i><a href="#">PHE SW HPT: Flowchart for childcare and Educational settings V 4</a></i></p> <p><i>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the <a href="#">Actions for Schools Guidance Section 5</a></i></p>	
Lateral Flow testing (Primary).	<p><b>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</b></p> <p><b><i>It is also important to remember that the LFD test are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</i></b></p> <p><b>Primary school testing</b>  <b><i>The asymptomatic testing programme offers primary school, school-based nursery and maintained nursery school staff home Lateral Flow Device (LFD) test kits for twice weekly testing. Those who test positive then self-isolate in accordance with the relevant guidance. Pupils are not included in the rapid, regular asymptomatic testing in primary school and nursery settings. Primary school aged children should only be tested if</i></b></p>	

	<p><b>they are symptomatic, and their families should follow the <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a> and <a href="#">book a PCR test</a> for the child. <a href="#">Schools may also offer a PCR test kit to the parent or guardian of any primary school child who becomes symptomatic onsite, if they believe that the child faces significant barriers to testing through the usual routes.</a></b></p> <p><b>Resources for testing:</b>  <a href="#">youtube video</a>  <a href="#">Google Drive</a>  <a href="#">Primary Phase - Google Drive</a></p>	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	<p><i>Shielding advice is being paused nationally from 31 March. From 1 April, all CEV children should attend their setting unless they are one of the very small number of children under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Children who live with someone who is CEV should continue to attend their setting as normal.</i></p> <p><a href="#">Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)</a></p>	
Pupils unable to follow guidance	Some pupils will need additional support to follow these measures. Adults working with these children will need to try and ensure that children understand as best as they are able.	Action – ME (SENDCo) to make a list of these children.
Pupils equipment	Pupils to limit the amount of equipment they bring into school each day to essentials, but children in Year 2 upwards will need a water bottle and a pencil case with some basic stationery in to limit sharing of equipment in class. 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.	
Member of a class becoming unwell with COVID-19	If a child is awaiting collection, they will be moved to the area outside the main office, by the sink. Depending on the age of the child and with appropriate adult supervision if required. Ensure suitable PPE (including fluid resistant face mask) is available at this location.	PPE equipment will be located in the disabled toilet near the main office and in the staffroom.
School Uniform	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.	
Curriculum considerations		



Planned return to normal curriculum in all subjects by Summer Term 2021	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.	ERCPS will use the first few weeks to assess where children are.
Music activities	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. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. <b>Further detailed DfE guidance will be published shortly.</b>	
Physical activity in schools	<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroot sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul> <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. 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>	
Educational visits	<p><b>School Visits – updated Guidance</b></p> <p><b>Educational day visits</b>  <i>In line with the roadmap, should step 2 commence as planned, <b>schools can resume educational day visits no earlier than 12 April.</b></i>  <i>Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This</i></p>	

*includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination. Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the [health and safety guidance on educational visits](#) when considering visits.*

***Domestic residential educational visits***

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

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

***Existing bookings***

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

***New bookings***

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

***International visits***

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

Groups of children mixing resulting in risk of more widespread transmission	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). <b>Large gatherings such as assemblies and with more than one group should be avoided.</b>	The schools 'bubbles' should allow for this.  There will be no assemblies or Christmas shows during the Autumn term 2020.
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	School kitchens must comply with the <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a>	
Catering staff are operating in a safe environment	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>	
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.	
Suppliers understanding and complying with new arrangements	Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours.	
Communications to parents and staff	Regular communications via ParentMail	
Payments to the school	The school will no longer be taking payments by cash or cheque. All payments will be made via the ParentMail app.	
Pupils and families anxious about return	Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.	Action - ME (SENDCo) and BC to liaise with vulnerable or anxious families.

Parent aggression due to anxiety and stress.	Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety.	Parents/carers regularly updated via ParentMail system.
Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<p>The governing body continues to meet regularly via online platforms or in a socially distanced way. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</p> <p>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</p> <p>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</p>	

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

Signed - Headteacher:



Revision Date: 19<sup>th</sup> April 2021

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