

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

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

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

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

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



	Establishment/Department: The Clinton C of E School.	Establishment Risk Assessment	RA100 V2
Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors	Address: Merton, Okehampton, EX20 3EQ		
<p>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) As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term.</p> <p>This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting. This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance: Guidance for Full Opening General guidance on completing risk assessments is available at arrangements note HS47.</p> <p>Updates:</p> <p>When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</p>	<p>Date assessment completed: 11th July 2020 Reviewed 20th August 2020 Reviewed 17th September 2020 Reviewed 3rd January 2021 Reviewed 1st March 2021</p> <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> <p>Assessor(s): Mrs Rachael Sharpe.</p>		

It is important to note that The Clinton C of E School is a very small school with 31 pupils in total expected on roll at the beginning of September 2020- this often increases over time.

Because of this the school can be considered as one bubble but throughout this documentation every effort has been made to minimise contact between the two classes and staff. This becomes most important when considering suspected cases and the need to potentially shut down bubbles/ classes. Every effort should be made to reduce the need to shut down the whole school and therefore impact on every child's learning this is why this RA considers control measures based on individual classes.

Significant Hazard Section	Control measures in place <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i>	Optional: School's comments re. mitigations put in place
Social distancing and reducing risk of transmission		
Definition of close contact	<p>When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of 'close contact'. The following definition of 'close contact':</p> <p><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</i></p> <ul style="list-style-type: none"> <i>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</i> <i>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</i> <i>• travelling in a small vehicle, like a car, with an infected person</i> <p>Focusing on obtaining mitigations they reduce close contact, will reduce staff and pupil absences when there are cases within the school.</p>	<p>The control measures in place as outlined in this RA mitigate the risk as much as possible but when working in a primary setting there will be occasion when staff and pupils are in close contact (for personal care etc. as outlined in EHCPs)</p> <p>The head has a secure understanding of who these staff members and pupils are so can act on this accordingly if there is a confirmed case.</p>

<p>Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.</p>	<p><i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible.</i></p> <p><i>Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance Staying safe outside of your home: face coverings and Guidance for Full Opening. Pupils must be instructed to wash their hands, on arrival.</i></p>	<p>Key stage 1 and Key stage 2 pupils to start the school day at 8.50am and end the day at 3.30pm.</p> <p>Little Otters to start at 9.15am and end at 3pm.</p> <p>There is likely to be 2 children catching school transport and therefore wearing face coverings. Named plastic, sealable bag to be made available for each child to place their face mask in at the school gate and to be stored on their tables for the day.</p> <p>As they are under 10 they will not need to wear face coverings however parents may still choose to get them to (20/8/2020)</p> <p>Little Otters and Kingfishers to enter at the main gate. Swallows to enter at the top gate. A member of staff from each class to greet at the gate and provide hand gel. Children enter classrooms by back doors and wash hands once in the class.</p> <p>At the end of the day children wash their hands and leave from the gates they entered with a member of staff from the class.</p>
<p>Parents gathering at school gate not social distancing</p>	<p><i>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they</i></p>	<p>Only one parent per family to complete drop off. Parents MUST park in the village hall car park unless a different location has been agreed with the head.</p>

	<p><i>have a pre-arranged appointment, which should be conducted safely.</i></p>	<p>Social distancing markers to be placed out by the gates (use the ones already in place)</p> <p>If parents have a child in Swallows and Kingfishers, they can wait with their Swallows child, in line until a staff member opens the gate and then walk around to Kingfishers gate. Staff are aware of these parents.</p> <p>Parents can wear face masks if they wish when picking up and dropping off children</p>
<p>Overcrowding in classrooms and corridors.</p>	<p><i>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups</i></p>	<p>Each class can be self – contained in their room with access to outdoor classrooms and toilets – they can also access play grounds from each class back door.</p> <p>Swallows class = 20 children in total. Tables can be separated with 1m+ between them and with all children facing forward but family groups may need to be sat next to each other. The book corner and reflection area will need to be removed from the classroom to accommodate this.</p> <p>Little Otters = 7 Kingfishers = 9 – 10. As this class has an age range of 2 – 7 there needs to be access to continuous provision. The suggested plan is that there are 5 tables set out facing forward so Year 1 and 2 can work on structured learning tasks together and then tables can be cleaned before the reception children do any focus work. The rest of the space to be set out for continuous provision but without soft furnishings – tuff trays and plastic containers. These will be cleaned when put away and left for 72 hours before being used again.</p> <p>Tables grouped to allow for more space and appropriate environment layout for mixed EYs and KS1 learners – cleaned in between uses</p> <p>Tuff trays in EYFS to include tactile objects like playdough to support fine motor skills but children to anti bac before using or children to have individual pots of tactile objects. Tuff trays to be set out and kept out if needed for more than one day but thorough cleaning to happen when being put away again.</p>

		<p>Continuous provision and teaching resources now kept within classroom to prevent mixed bubble usage – cleaned in between uses.</p> <p>Whole school collective worship to be done virtually on a Monday, other worships to happen in class.</p> <p>Once a week whole school worship in the hall with class bubbles seated at a good distance from each other and forward facing (large open hall, good ventilation)</p>
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<p>Risk of transmission within EYFS settings</p>	<p><i>Updated Guidance for EYFS (2 July 2020) to be followed. https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures 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>The EYFS documentation for preschools talks of only having 16 children in one group – as our preschool mixes with the Key stage 1 cohort I will need to seek further advice on this. However, the starting numbers for September keep us within the 16 maximum even with the Key stage 1 cohort in the room also. It becomes a challenge if we get an increase in numbers)</p> <p>Preschool open: Monday – Thursday 9.15am – 3pm One staff member to work all 4 days. Another staff member to work Tuesday and Thursday until 2pm.</p>
<p>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 Staggered lunchtimes & in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i></p>	<p>Little Otters and Kingfishers to have break times on the lower playground. Swallows to have break time on the upper playground. Time to be decided by staff, based on timetabling and a rota of duties to be decided within classes.</p> <p>Lunch time – All children to have lunch in the hall (this will give time for cleaning to happen in classes) Tables to be set out apart and with children facing the kitchen hatch only. Classes to be kept in groups. Normal menu to resume and thorough cleaning to happen after use of cutlery and plates. Markings to be set out to allow children to distance when lining up to collect dinner.</p>

		<p>When out on the playground at lunch – Cook/ MTA to oversee Swallows on top playground. Pre-school staff and admin (in MTA role) to oversee Kingfishers and preschool on the bottom playground. Children move through their classes to get outside to the playground after eating.</p>
<p>Groups mixing during extra- curricular provision</p>	<p><i>Carefully consider 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. Holiday club guidance suggests delivering sessions outside where possible As with physical activity during the school day, contact sports should not take place and recommendations set out in Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak should also be taken into consideration.</i></p>	<p>MAT wide decision to not provide extracurricular provision until January 2021 at the earliest.</p> <p>Edit made on 20/8/2020. Wrap around care will start week commencing 21st September. This is largely being overseen by staff this term on a volunteer basis to ensure we do not have a large number of visitors on site. If there is a volunteer on site, they will have had the same RA and safeguarding training as staff and signed to say they will adhere to this.</p> <p>Wrap around will take place in the hall with children from Swallows and Kingfishers separated by a tabled section on the floor. Wrap around care resources will be stored in a plastic box and cleaned at the end of each session. Wrap around to be capped at 10 pupils only and parents to book in in advance. Morning sessions start at 8am. Afternoon sessions finish at 4.30pm Parents only able to drop off and pick up at these times to avoid too much flow of human traffic. Staff member running the session to meet pupils and parents at the main gate.</p> <p>Wrap around to still happen at present although this is being constantly reviewed.</p> <p>Wrap around care is suspended until after Easter 2021 and is under review but consideration to be made for those is exceptional circumstances.</p> <p>PE Timetabling to ensure 72 hours between use of equipment. Swallows to have PE Friday mornings.</p>

		<p>Kingfishers to have PE on Mondays or Tuesdays.</p> <p>Recovery curriculum and timetabling to consider daily physical exercise that does not require equipment or individualised equipment (E.g., daily mile, hula hooping, skipping, dance fit, Joe Wicks)</p> <p>Daily physical exercise to continue with children using the outdoor space as much as possible.</p>
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<p>Spread of virus due to increased numbers of people within the building.</p>	<p><i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i></p>	<p>Parents to drop off at gates and this to be communicated in new procedures document to parents.</p> <p>Consideration needed of those that will be reluctant to leave parents. Staff to wear clear visors at the gates morning and afternoon in case there is a need to support children in transitioning into school.</p> <p>Photos to be sent home to demonstrate this.</p> <p>Staff to remove and place in pedal bins when back in school.</p>
<p>Staff</p>	<p><i>Staff should maintain Public health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.</i></p>	<p>Staff to remain 2 meters from each other and pupils where possible.</p> <p>If staff need to be closer, then PPE to be worn. (visor, disposable mask, apron, gloves for intimate care and first aid incidents.)</p> <p>If parents need to access the school office or arrange a meeting this should be organised through a phone call first.</p> <p>If parents want to speak with the teaching staff or head this should first be done via a phone call.</p> <p>Staff to wear face masks in communal areas while infection rates are high.</p> <p>Admin staff and kitchen staff to wear face masks when not interacting with pupils.</p> <p>Staff to wear face masks when in heads office, staff room or admin office unless eating or drinking.</p> <p>In class staff can wear visors.</p> <p>Staff will also be completing lateral flow tests twice a week and will inform the HT if they have a positive result.</p>
<p>Premises related matters</p>		

<p>Changes to building use being safe for pupils & 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> <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"> - Each class has its own toilets and a sink in the classroom. - Each class has access to an outdoor classroom. - Only staff to have access between the main entrance and entrance to the hall. - Floor tape needed for lining up for lunch. - Markings needed on the floor on the playground for fire evacuation and lining up. - Hand gel station to be set up at entrance to the admin room. - Staff to minimise use of admin office where possible and ensure only 2 staff members in there at any one point due to limited space and need to socially distance.
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First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<i>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</i>	3 members of staff are PFA trained so there will always be someone on site. First Aid bum bags available in each class. PPE to be stored next to this in class cupboard/ on class shelves. (visor, disposable mask, apron, gloves for intimate care and first aid incidents)
Fire Procedures	<i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i>	The fire RA written as a result of reopening in June will still apply. Fire drill to happen in the first week back to ensure it is still fit for purpose, review and alter where necessary. All doors propped open where necessary and safe to do so. Cook/ cleaner to continue checks and complete relevant paperwork.
Water hygiene – management of legionella	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak.</i>	Cook/ cleaner to continue to complete checks and relevant paperwork – to be checked by the head teacher regularly. All regimes have been maintained during lock down and wider reopening in June 2020.
Using and monitoring new practices to reduce risk of Covid- 19 transmission	<i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Head teachers 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>	Inset day with teaching staff on Tuesday 21 st July to go through this. Virtual meeting with support staff planned for Friday 17 th July to talk through initially. Inset days Thursday 3 rd September and Friday 4 th September to organise school layout and to review and retrain in light of any changes over summer etc.

		Reviewed RA emailed to all staff and talked through again with teaching staff during inset on Monday 4 th January.
Management of premises related risks e.g. asbestos, delayed statutory testing (<i>LOLER</i>)	<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</i>	All equipment is up to date on checks.

	<i>test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</i>	Any contractors to the site should be arranged through admin who will then greet them at the school gate and ensure this RA and school protective measures are adhered to. The Post man and any deliveries should also be met at the gate and cook to support with this when no admin is on site. Review after two weeks to ensure this is sustainable. Continue for the time being.
Staff rooms and offices to comply with social distancing and safe working practice	<i>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</i>	No communal tea or coffee to be out on the side in the staff room. Staff to bring their own lunch and drinks in and take home again each day. Timetables in place for use of staff rooms etc. and a sign to be out so others know when someone is in the staff room or using the photocopier. Staff to wipe down surfaces once they have been in the communal rooms.
Ventilation to reduce spread	<i>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air systems should be operated as normal. Ventilation to chemical stores should remain operational.</i>	Clinton is a well ventilated school, each room has plenty of windows that can be opened and a door to the outside space. The hall is a large open space for the amount of pupils on site so should be well ventilated and top windows can be opened. Limited use of the Tarka room as this has poor ventilation. Windows must remain open in parts of the school –these should include, a window in the admin office and two windows ajar in classes and a window in the kitchen as well as the heads office. Pupils to wear uniform but layers underneath and coats etc. if required – this is the same for staff.

<p>Management of waste</p>	<p><i>Ensure bins for tissues are emptied throughout the day. Follow Guidance on disposal of PPE waste (such as used fluid resistant masks)</i></p>	<p>Pedal bins to be made available in each class – 2 at least and these to have liners inside them.</p> <p>One in the hall close to the serving hatch. One in the staff room. One in each staff toilet. One in the admin office. One in the heads office.</p> <p>These bins to be emptied around lunch time if required – to be overseen by cook/ cleaner.</p> <p>To dispose of waste from people with symptoms of coronavirus (COVID-19), such as disposable cleaning cloths, tissues and PPE:</p> <ul style="list-style-type: none"> • put it in a plastic rubbish bag and tie it when full • place the plastic bag in a second bin bag and tie it
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		<ul style="list-style-type: none"> put it in a suitable and secure place marked for storage for 72 hours
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>	<p>Any contractors to the site should be arranged through admin where they will greet them at the school gate and ensure this RA and school protective measures are adhered to. The Post man and any deliveries should also be met at the gate and the cook to support with this when no admin is on site. Review after two weeks to ensure this is sustainable.</p> <p>This to continue for the time being.</p>
School owned outdoor play equipment	<p>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children's hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on Managing Outdoor Playgrounds for equipment also used by the community. When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p>	<p>Not applicable to Clinton.</p> <p>When children are accessing any equipment outside this will be under the supervision of a staff member who will ensure good hand hygiene and cleaning of equipment.</p> <p>Each class has access to a small amount of equipment specifically for their bubble.</p>
Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	<p>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.</p> <p>Follow government guidance for working in education and childcare if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on Cleaning and decontamination of non-health care settings. Further guidance on cleaning non health care settings is to be</p>	<p>Each pupil to have their own pack of regular resources at their table:</p> <ul style="list-style-type: none"> - Their books - Pencil - Handwriting Pen - Ruler - Purple pen <p>Other resources within the class to be shared and washed or rotated with 72 hours left between use (resources used to be put in a plastic box or stored away during this 72 hour period)</p>

	<i>published by Public Health England by the end of the summer term.</i>	
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Shared resources and equipment increasing spread	<i>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.</i>	As above.
Cleaning staff and hygiene contractor's capacity - providing additional requirements	<i>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See Safe working in education and childcare for guidance on PPE and guidance on cleaning non-health care settings. Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.</i>	Staff continue to use anti-bacterial wipes throughout the day to clean down frequently touched surfaces and to ensure completion of cleaning sheets each day. This needs to be the same of communal staff spaces: -Staff room. -Toilets -Admin office. -Photocopier. -Laminator if used. -Shredder. -Guillotine. Norse cleaners to clean each day after school as they have been. Staff leave school site by 4.30 – 5pm to ensure appropriate cleaning can take place in all areas.
Sufficient handwashing facilities for staff and pupils	<i>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough hand wash and sanitiser stations are available based on what you have learned from usage to date.</i>	All pupils, staff and visitors to the school to hand gel before entering the school site. - Each class has a sink and toilets so access to this is good. Staff working in the admin office and HT to hand gel on entry to the offices and ensure frequent handwashing throughout the day by accessing the staff toilets which are across the hall.
Additional time for staff and pupils to carry out handwashing	<i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.</i>	Planned into class timetables. Build into daily routine: - as children enter the classroom. - any time they go to the bathroom. - before break time. - after break time when they return to class. - Before lunch time. - After lunch time when they return to class.

		<p>- Any time they move between different spaces</p> <p>Staff to oversee this and support children regularly in how to wash hands for 20 seconds. Key videos and resources shared to support this.</p>
Handwashing practice with children	<p><i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug.</i></p> <p><i>Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i></p>	As above.
Good respiratory hygiene	<p><i>Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</i></p>	<p>Bins to be provided as stated above.</p> <p>Regular letters home to parents highlighting the importance of children learning how to blow noses well and 'catch it, bin it, kill it' continually promoted.</p> <p>Posters up around the school. https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf</p>
Sufficient supplies of soap and cleaning products	<p><i>Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.</i></p>	<p>Nurse to provide appropriate cleaning materials for cleaning staff on site.</p> <p>For teaching staff and other Alumnis staff:</p> <ul style="list-style-type: none"> - HLTA to monitor supplies of anti bac, hand sanitiser, tissues, soap in class and PPE and complete a requisition form to send to be agreed by the HT and then sent to the procurement officer as and when needed. There is currently a very quick turnaround for this and DCC are supplying some PPE to schools.
Toilets being overcrowded	<p><i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</i></p>	<p>Staff to monitor children using the toilet within their classrooms. Toilets to be wiped down in line with the cleaning sheet that should be displayed in each class.</p> <p>Children use the bathroom just before break and lunch to avoid the need to come into the setting when outside having a break.</p>

Staff related issues		
<p>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>	<p>When assessing the return to full opening the following section of the DfE guidance must be followed: 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</p> <p>Where this cannot be met, then the school must record why and what other control measures they will adopt. 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>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>Focusing on control measures that reduce close contact, will reduce the number of staff and pupils required to self-isolate when there are cases within the school.</p> <p><i>PHE have identified issues that have arisen in 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>	<p>All measures outlined in this document ensure that we are as safe as we can be within a primary setting.</p> <p>All meetings are virtual and remote learning is successfully supporting those at home ensuring that there as small amount of children on site as possible.</p> <p>Key staff to consider in regards to crossing between classes and other schools is currently only the PPA teacher who will ensure 2, distance as much as possible.</p> <p>These staff members should maintain 2m distancing from pupils and other staff at all times. If intimate care is needed or a child requires support that requires closer contact, then a staff member who doesn't move between settings should do this.</p> <p>Staff meetings to be done virtually in part to avoid staff from one school crossing over to the other. Wednesdays 3.45 – 5.</p> <p>All staff to complete lateral flow tests twice a week and report to the head if one of these is positive.</p>

	<ul style="list-style-type: none">• <i>Reducing bubble sizes,</i>• <i>reducing face to face meetings (move to video calling if appropriate),</i>• <i>reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc.</i>• <i>reducing or eliminating the movement around the school of pupils and teaching staff,</i>• <i>reducing or eliminating the movement across bubbles of pupils and teaching staff,</i>• <i>no car sharing between staff to school</i>• <i>keeping to the 2m distancing (for teachers especially) if at all possible</i> <p><i>Other measures that will reduce the spread of the virus in the school – face coverings, thorough regular cleaning regimes throughout the day (of hands and of hard surfaces/ high use touch points), catch it bin it kill it messages.</i></p>	
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<p>Staff measures to reduce contact and transmission</p>	<p><i>When assessing the return to full opening in September the following section of the DfE guidance must be followed:</i> 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 Where this cannot be met, then the school must record why and what other control measures they will adopt. <i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</i> <i>When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</i></p>	<p>This can be met as outlined within this RA.</p> <p>Key staff to consider in regards to crossing between classes and other schools:</p> <ul style="list-style-type: none"> - PPA delivery and science teaching - PE specialist - Admin and MTA - HT of Clinton and Dolton and does teach at times - Peripatetic music teacher <p>These staff members should maintain 2m distancing from pupils and other staff at all times. If intimate care is needed or a child requires support that requires closer contact, then a staff member who doesn't move between settings should do this.</p> <p>Staff meetings to be done virtually in part to avoid staff from one school crossing over to the other.</p> <ul style="list-style-type: none"> - Wednesdays 3.45 – 5.
<p>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, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.</i></p>	<p>This has been covered above in other areas of the RA.</p>
<p>Insufficient staff capacity to deal with increased numbers of pupils</p>	<p><i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be</i></p>	<p>There are a couple staff members on site appropriately trained to provide cover if required.</p> <p>HT to constantly liaise with Alumnis head office, CEO and CFO</p>

	<i>allocated to lead a group, working under the direction of a</i>	regarding staffing.
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<p>- Shortage of teachers to maintain staff to pupil ratios</p>	<p><i>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> 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</p>	
<p>Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.</p>	<p><i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice. 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> - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/E/SoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=04_0Qiy <i>Further advice is available from HR if required.</i></p>	<p>RA to be shared with all staff on more than one occasion and timetables to be considered with teaching staff to support ownership and hopefully reduce anxieties.</p> <ul style="list-style-type: none"> - 3 individual risk assessments updated based on the new documentation ready for a September return. <p>These documents will need to be 'live' and reviewed regularly based on the local and national picture and advice from specialist agencies.</p> <p>Any other staff with concerns are encouraged to speak with the HT and a RA can be completed.</p> <p>Staff wellbeing section on the school portal can provide support if required. HT to regularly signpost staff to this in weekly briefings.</p> <p>Individual RAs to be updated if individual staff wish and feel it necessary.</p>
<p>Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment</p>	<p><i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i></p>	<p>As above, Ask staff to also complete a declaration saying they have read, understood and will follow the RA and procedures to ensure safety of the whole community.</p>
<p>Accessing testing arrangements are clear for all staff</p>	<p><i>Guidance about testing, including the NHS 'Test and Trace' service, is available via this link</i> https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</p>	<p>All staff are aware of how to book in for a test with admin or HT. This has already been accessed by some staff since returning in June 2020.</p> <p>HT and admin have access to testing for staff who require this</p>

<p>Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.</p>	<p><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>Appropriate PPE is in place at school if this occurs. HLTA to monitor supplies and order via a requisition form if required.</p>
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<p>Use of PPE Lack of understanding</p>	<p><i>Adequate training / briefing on use and safe disposal</i> <i>Follow guidance on putting on and taking off standard PPE</i> https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p>	<p>To be discussed during inset training in September and staff to sign a declaration saying they have read and understood the guidance.</p>
<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p><i>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162. If the matter is not urgent you can also email swhpt@phe.gov.uk. Devon County Council's Local Outbreak Management Plan (LOMP) is available here: https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/. IF A SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS Contact your local Health Protection Team on 0300 303 8162 or swhpt@phe.gov.uk and inform the local authority by emailing educate.schoolspriorityalerts-mailbox@devon.gov.uk. If there is a complex situation or an outbreak is declared in your setting, you may be asked to join an Outbreak Control Team or Local Incident Management Team Meeting. School should up-date the Schools Emergency Plan to incorporate the above links.</i></p>	<p>Updated 23rd August in line with government documentation: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks Follow guidance as outlined by the government:</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> • if someone tests negative, if 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 people until they are better. Other members of their household can stop self-isolating. • if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-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 14 days.

Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	<i>Shielding advice for all adults and children will pause on 1 August meaning that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Covid- 19 shielding guidance from the Royal College of Pediatrics for children and young persons should be followed, and those under the care of a specialist encouraged to discuss their return to school. Any additional temporary recommendations received from local health agencies due to localised higher rates of transmission should be implemented as required.</i>	<p>As above for staff.</p> <p>Individual health care plans have been completed and a letter received from their consultant supporting a return.</p> <p>Staff who are CEV can still attend school site in tier 3 if measures have been taken to ensure the site is COVID secure. CEV to also work from home where and when possible, in line with government guidance.</p>
Children with EHCP and pupils who attend dual settings	<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>Pupils with EHCP have individual RAs and behaviour care plans in place from June 2020.</p> <p>These are live documents and constantly reviewed. They are saved within google drive for key staff to access.</p>
Pupils unable to follow guidance	<i>Some pupils will need additional support to follow these measures. Insert measures here or attach additional document.</i>	<p>Visual reminders, timetables and social stories.</p> <p>Individual BCPs to identify areas of support (saved on google drive and CPOMs for key staff members)</p> <p>Outside agency support requested if required (school nurse, SEMH team, Educational psychologist, C&I team)</p>
Pupils equipment	<i>Pupils to limit the amount of equipment they bring into school each day, to essentials For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i>	<p>Children that require additional changes of clothes because of intimate care to bring this in using a bag that can be wiped down on entry. If unused one day these could be kept at school to avoid transmission. Any soiled or dirty clothes to be bagged up and sent home the same day.</p> <p>No other equipment to come in from home unless agreed by the class teacher and HT.</p> <p>For class equipment – see above.</p>

Member of a class becoming unwell with COVID-19	<i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i>	To be isolated in the community room with a member of staff. Windows and doors can be opened within this room.
School Uniform	<i>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</i>	Children come to school in uniform that allows for physical daily exercise to happen and no changing needed. On the day of PE children can come to school in their PE kit and remain in it for the day to avoid the need for extra clothes on site and changing. This will get sent home in regular communication, the new school procedures for parent's class newsletters.
Transport		
Travel to school and provision of safe school transport:	<i>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.</i>	Most children walk to school or are driven by parents. Car parking MUST happen in the village hall car park and parents to socially distance from one another during this time. Two children will use school transport – admin to liaise with them regarding this.
Dedicated school transport, including statutory provision	<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 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.</i>	Both children using the transport are in the same class. Children to be escorted to the bus at the end of the day by a staff member to ensure social distancing.

Wider public transport	<p><i>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.</i></p> <p><i>Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</i></p>	<p>N/A</p> <p>If parents decide to car share this is a decision they have made outside of school and so therefore school cannot be held responsible. However staff will ensure that parents are aware of the government guidelines and that pupils and adults wear masks when in each other's cars.</p>
School Transport arrangements support changes to school times	<p><i>Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</i></p>	<p>Admin to continue to liaise with school transport and parents that may have children that require this.</p>
Curriculum considerations		
Planned return to normal curriculum in all subjects by Summer Term 2021	<p><i>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i></p>	<p>The autumn term's overriding theme will be stewardship with a focus on 'Stewardship of ourselves' in the first half term. This will be underpinned with a focus on PSHE, establishing a sense of belonging and routine again. The PSHE lead is looking at a range of supportive materials and will deliver an inset on Tuesday 21st July about this.</p> <p>A curriculum map will be in place to demonstrate curriculum coverage.</p> <p>Consideration needed over how best to assess gaps in learning within core subjects. Initially this should be done through teacher assessment and to be continually reviewed as a staff and at MAT level.</p> <p>Consideration needed over how to support teaching of gaps – use of external tutors? After school clubs? Funding? Pupil conferencing? – to be discussed in the first half of the autumn term with staff.</p> <p>Support staff to be timetabled to provide interventions to support gaps in learning.</p> <p>Curriculum to resume as before with specific interventions to support ongoing progress of learning for all.</p> <p>Due to the January lock down subjects will return as normal to the best of our ability in current COVID restrictions.</p>

<p>Suspension of some subjects for some pupils in exceptional circumstances.</p>	<p><i>Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a</i></p>	<p>The first part of the autumn term will have a heavy PSHE and values led focus however no subjects will be 'suspended' this will be clear within the overriding curriculum coverage document.</p>
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	<p>coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</p>	
Music activities	<p>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. Further detailed DfE guidance will be published shortly.</p>	<p>No worship through song to take place.</p> <p>Rhythm based music lessons to begin in the spring term.</p> <p>This can be done using body percussion. No instruments to be shared at present.</p>
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"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <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</p>	<p>PE</p> <p>Timetabling to ensure 72 hours between use of equipment. Swallows to have PE Friday mornings. Kingfishers to have PE on Mondays or Tuesdays. Lessons to take place outside where ever possible. Curriculum planning to be considered by HT and PE specialist.</p> <p>Recovery curriculum and timetabling to consider daily physical exercise that does not require equipment or individualised equipment (E.g., daily mile, hula hooping, skipping, dance fit, Joe Wicks)</p> <p>No external facilities to be used or events to be attended until at least January 2021. This includes extracurricular facilities/ coaches etc.</p> <p>This will be reviewed this term.</p>

	<i>distancing.</i>	
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Educational visits	<p>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the Covid-19 DfE travel guidance for educational settings For additional information check with EVOLVE guidance on website.</p>	<p>No educational visits to take place in the autumn term. To be reviewed for January 2021.</p> <p>At times children will visit the local area for walks and PDE (this will all be outside). All parents have signed to say this is ok in the past but this will be sent out again in the first part of term.</p> <p>If bubbles visit the local area staff to wear high viz and ensure pupils keep a 2 metres distance at all times.</p> <p>More than one bubble can visit the local area at the same time as long as they distance from one another.</p> <p>A first aider will always attend and take a first aid bum bag with appropriate PPE within if needed.</p> <p>A staff member will take a mobile phone with them so they can make instant contact with school or emergency services if needed.</p>
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). Large gatherings such as assemblies and with more than one group should be avoided</p>	<p>Children should be kept in classes as much as possible.</p> <p>If interventions are needed to support learning these should take place in either the outdoor classrooms (accessible from each class) or within the hall, using dinner tables with all children socially distanced and facing the same way.</p> <p>Tables and chairs to be cleaned after use.</p> <p>A virtual worship as a whole school to happen on a Monday – led by either the HT or RE lead.</p> <p>Other worships happen in class.</p>
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	<p>School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19)</p>	<p>-Usual menu to resume.</p> <p>-Kitchen staff to continue to adhere to kitchen RA written in June 2020 – review just before returning in September with the cook.</p> <p>-Lunch to be served in the hall with 2 m distancing between tables where appropriate and all children facing the hatch.</p> <p>-Markings on the floor to help with distancing when queuing.</p>

		<p>-Hand washing to happen before lunch and a hand gel station just before children collect their food (beginning of the serving hatch entrance)</p> <p>-If 2m distancing between each table cannot be achieved then it must happen at least between classes in the hall. HT and cook to review collectively.</p>
Catering staff are operating in a safe environment	<p><i>Catering staff to follow the relevant aspects of government guidance for food premises:</i> https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</p>	<p>As above and as outlined in the kitchen RA written June 2020 and to be reviewed ready for 7th September when pupils return.</p>
Communications with parents and others		
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>	<p>Ongoing communication with parents through weekly HT letters, newsletters, text messages etc.</p> <p>Parents, contractors etc. only allowed on site if an appointment has been arranged.</p>
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>	<p>Admin and cook (for kitchen) to liaise with suppliers to ensure they deliver outside of school hours or at the quietest point in the day. These to be booked in on the online calendar so visible to all staff – HT to train staff how to do this where needed.</p>
Communications to parents and staff	<p><i>Regular communications</i></p>	<ul style="list-style-type: none"> ● Class newsletters. ● HT letters ● Fortnightly newsletters. ● Text messages. ● Class emails.
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 attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</i></p>	<p>A letter to go out at the end of this term outlining some of the procedures in place for September. RA to be displayed on the school website. Regular correspondence as outlined above. Consideration over half termly/ termly report updates on individuals – MAT wide decision. HT and HLTA are trained on R4C and can support key families.</p>

		<p>Safeguarding team in place and more staff to be trained as level 3 over time (key stage 2 teacher and admin) SENDCo to support key pupils and families where needed. All parents can email or phone the school to speak with admin, class teachers, HT etc. to talk through concerns.</p> <p>Letter to be sent home on Monday 4th January with updated RA.</p>
Parent aggression due to anxiety and stress.	<i>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety</i>	<p>As outlined above in previous boxes.</p> <p>If parents are not adhering to procedures:</p> <ul style="list-style-type: none"> - Class teacher to remind of school policy and procedures and highlight on CPOMS. - HT to speak with parents if behaviour continues. - Additional support from outside agencies (EWO, police etc. if required)
Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<i>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Head teacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</i>	<ul style="list-style-type: none"> • All RAs and reasons for decisions regarding reopening shared with the board of Alumnis MAT. • Regular LSC meetings timetabled for September and key documentation shared regularly. • Minutes kept of each meeting and termly HT report written. • Head and chair of LSC make contact regularly.

Signed: Head teacher/Head of Department:  and 1/3/2021

Date: 12/7/2020 and 20/8/2020 and 17/9/2020 and 3/1/2021

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.