

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: Dolton C of E School	Establishment Risk Assessment	RA100 V2
	Address: The Square, Dolton, Winkleigh, EX 19 8QF		
Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors	Date assessment completed: 13 th July 2020 Reviewed 23rd August 2020 Reviewed 7th September 2020 Reviewed 14 th September 2020 Reviewed 3 rd January 2021 Reviewed 1 st March 2021 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>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</p> <p>General guidance on completing risk assessments is available at arrangements note HS47.</p> <p>Updates:</p>	Assessor(s): Mrs Rachael Sharpe.		

When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.	
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It is important to note that Dolton C of E School is a very small school with pupils 40 pupils expected on role 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>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> 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) proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual travelling in a small vehicle, like a car, with an infected person 	<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>

	Focusing on obtaining mitigations they reduce close contact, will reduce staff and pupil absences when there are cases within the school.	
Entrance and exit to school site causing large groups of people inside school grounds compromising social distancing.	<i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance 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>Lions class: All access to school via the main gate. Drop off at 8.45am Pick up at 3.15pm</p> <p>Tigers and Little Otters class: All to access the school via the main gate. Drop off 9am Pick up 3.30pm (little otters 3pm)</p> <p>A member of staff from each class to greet at the gate and provide hand gel. The main corridor of the school to be tapped so children walk on the left and wash hands as they enter their classroom.</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>
Parents gathering at school gate not social distancing	<i>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely.</i>	<p>Only one parent per family to complete drop off. Parents can only park in village square which can cause large gatherings. Staggered drop offs and pickups have been planned to avoid this and constant reminders to drop and go will be sent through to parents in the procedures document and ongoing correspondence. Parents can wear face masks if they wish when picking up and dropping off children.</p> <p>Social distancing markers to be placed out by the gates each day for drop off and pick up (use the ones already in place)</p> <p>If a child is late for their designated drop off session they will not be allowed in until all other classes have entered and settled in class. If this happens consistently then this will be followed up by the head using the late section within the MAT wide attendance policy. (23rd Aug 2020)</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>Lions class = 23 children in total. Tables can be separated with as much spacing between them as possible and with all children facing forward but family groups will need to be sat next to each other and there will not be a 2m distance between each pupil within the bubble. Where pupil numbers have increased and there are very few family groups - children will sit next to each other on tables of 2. The book corner and reflection area will need to be removed from the classroom to accommodate this. The intervention room could be used as overflow – especially for children with additional needs and 1:1. There is no access to outdoor space from the classroom but there is a door in the intervention room that can be propped open.</p> <p>Tigers class = 14 – 15 pupils. This class has two rooms. One can be set up for more formalised learning for year groups 1 – 3 with tables facing the front and spaced as far apart as possible. The smaller room can be set up for continuous provision for reception. What is set out is to be limited each day and washed once used. These need to be resources that can be washed easily. The area has been set so there is also a table for more formalised learning activities. The pupils will access formalised learning in small groups and the table will be washed down between each group of children. (23rd Aug 2020) HT and class teacher confirm the setup of the middle room on 4th September as there will be 7 reception pupils this year. The reception cohort can also have timetabled access to the outside space from their room when more formalised learning is happening in groups. This will need to be planned alongside the preschooler's access too.</p> <ul style="list-style-type: none"> -Whole school collective worship to be done virtually on a Monday, other worships to happen in class. -All children to have their own pack that contains their books, key stationary and white boards and pens. -Other resources to be shared and cleaned after use - at the end of each day.
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Risk of transmission within EYFS settings	<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>Preschool open: Tuesday – Thursday 9.15am – 3pm Number of pupils expected initially = 9</p> <p>Room to be set up with limited, easily washable resources that promote learning with the EYFS framework – planning to be supported by the EYFS lead across the two schools. There is access to an outdoor section through the middle class which Little Otters and the reception cohort could access.</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.</p> <p>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>Reading books can come in and out of school but wiped down each</p>

		time. Books to still be quarantined when a pupil has finished with them.
Groups mixing during breaks and lunchtime compromising social distancing.	<i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes & 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>Break times to be staggered to avoid overcrowding:</p> <p>Lions break to access playground and toilets between 10 - 10.30</p> <p>Tigers break to access playground and toilets between 10.45 - 11.15 (and before 10 if needed for the toilet)</p> <p>Preschool to access the playground and toilets between 11.30 - 12.</p> <p>Staff to support in class bubbles with breaks for themselves and break time rota.</p> <p>If children need the toilet at any other time staff to monitor overcrowding. Urinal to still be out of bounds for the time being and toilet stalls to continue to be labelled for classes.</p> <p>Lunch time:</p> <p><i>Children to have lunch together in the hall but good ventilation to be in place and robust handwashing beforehand.</i></p>
Groups mixing during extra-curricular provision	<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>MAT wide decision to not provide extracurricular provision until January 2021 at the earliest. This will need to be reviewed this term.</p> <p>Edit made on 23rd August 2020.</p> <p>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.</p> <p>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 Tigers and Lions separated through the use of tables.</p> <p>Wrap around care resources will be stored in a plastic box and cleaned at the end of each session.</p> <p>Wrap around to be capped at 8 pupils only and parents to book in in advance. This is largely due to the space available in the hall at present.</p> <p>Morning sessions start at 8am.</p> <p>Afternoon sessions finish at 4.30pm</p>

		<p>Parents are only able to drop off and pick up at these times to avoid too much flow of human traffic in and out of the building. Staff member running the session to meet pupils and parents at the main gate.</p> <p>Wrap around will not happen until after Easter due to lack of volunteers.</p> <p>PE Timetabling to ensure 72 hours between use of equipment. PE will be delivered by the class teachers in the first half term of the autumn.</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>
Spread of virus due to increased numbers of people within the building.	<i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i>	<p>Parents to drop off at gates and this to be communicated in new procedures document to parents. Emphasis needed on being on time due to staggered drop offs and consideration needed over constant reoffenders – EWO involvement?</p> <p>Consideration needed for those pupils that will be reluctant to leave parents. Staff wear visors at the gates so they can bridge the 2m distance if there is a need to support children in transitioning into school. Individual visors ordered for all staff. (23rd August 2020) Photos to be sent home to demonstrate this.</p>
Staff	<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>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.</p> <p>If parents need to access the school office or arrange a meeting this should be organised through a phone call first and regularly communicated to parents in letters etc.</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. Admin staff and kitchen staff to wear face masks when not interacting with pupils. Staff to wear face masks when in heads office, staff room or admin office unless eating or drinking. In class staff can wear visors.</p> <p>Staff will also be completing lateral flow tests twice a week and will report to the head if they have a positive test.</p>
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<p><i>Review whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary.</i></p> <p><i>Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</i></p>	<ul style="list-style-type: none"> - Each class has its own sink in the classroom where regular hand washing can take place. - Floor tape needed in the hallway to ensure a one-way system is in place. - Hand gel station to be set up at entrance to the admin room and HT office to support due to the HT being clinically extremely vulnerable. - Staff to minimise use of admin office where possible and ensure only 2 staff members in there at any one time due to limited space and need to socially distance. - Heads office to have a secure lock fitted to ensure access is limited to only HT and the cleaner. - Furniture to be moved in HT office to provide a 2m distance between heads desk and others that may need to enter the room. This may need technical support from IT in regards to internet connections for the computer. - Staff room timetabling needed as the area is small. - There is only one staff toilet. - An occupied sign to be placed on the staff room door so staff know if anyone is using the staff room or staff toilet. - Pupil toilets to be labelled for classes. - Cleaning to happen between use of all of the above.

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>	2 members of staff are PFA trained so there will always be someone on site. FA bum bags available in each class. PPE to be stored next to this in class cupboard/ on class shelves.
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 was reviewed as a result of wider 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. Each class has a separate exit point so no overcrowding will occur. All doors propped open where it is safe to do so. Admin 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>	Norse contracted 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 Wednesday 15 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 (LOLER)	<i>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</i>	All equipment is up to date on checks. Any contractors to the site should be arranged through admin where they will greet them at the school gate and ensure the RA and school protective measures are adhered to.

		<p>The Post man and any deliveries should also be met at the gate. Admin to speak with the post office (next door to school) about possible collection of the post each day to avoid unnecessary disruption to the school day due to no admin on site at times and class teachers having to answer the buzzer.</p> <p>Review after two weeks to ensure this is sustainable. To continue for the time being.</p>
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>	<p>No communal tea or coffee to be out on the side in the staff room.</p> <p>Staff to bring their own lunch and drinks in and take home again each day.</p> <p>Timetables in place for use of staff rooms etc. and a sign to be out so others know when someone is in the staffroom or staff toilet.</p> <p>Staff to wipe down surfaces once they have been in the communal rooms.</p>
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>	<p>Dolton is a small school with limited ventilation – this is a concern and most winters attendance drops as virus' seems to spread quickly within the school.</p> <p>Each class has windows that can be opened and a door to the outside.</p> <p>The preschool room has limited windows as do the toilets.</p> <p>The staff toilet has no window and limited ventilation.</p> <p>The head teachers office does not have any access to outside or a window.</p> <p>The hallway has windows at one end that can be opened.</p> <p>The school is a very cold building, even more so in the winter – staff and pupils should wear suitable clothing to support this.</p> <p>Windows must remain open in parts of the school – these should include the windows at the end of the corridor, a window in the admin office and two windows ajar in classes.</p>

		Pupils to wear uniform but layers underneath and coats etc. if required – this is the same for staff.
Management of waste	Ensure bins for tissues are emptied throughout the day. Follow Guidance on disposal of PPE waste (such as used fluid resistant masks)	<p>Pedal bins to be made available in each class – 2 at least. 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 class teachers.</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 • put it in a suitable and secure place marked for storage for 72 hours
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.	<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.</p> <p>The Post man and any deliveries should also be met at the gate. Review after two weeks to ensure this is sustainable.</p> <p>Admin to speak with the post office (next door to school) about possible collection of the post each day to avoid unnecessary disruption to the school day due to no admin on site at times and class teachers having to answer the buzzer.</p> <p>This to continue for the foreseeable.</p>
School owned outdoor play equipment	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	<p>Not applicable to Dotlon.</p> <p>When children are accessing any equipment outside for break times this will be under the supervision of a staff member who will ensure good hand hygiene and cleaning of equipment.</p>

	<p>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>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. 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 published by Public Health England by the end of the summer term.</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> <p>Children can bring in a small bag with a coat, their packed lunch and school book. This should be water proof so it can be wiped down on entry into the school</p>
Shared resources and equipment increasing spread	<p>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such photocopiers to maintain social distancing. Enhanced cleaning regimes.</p>	<p>As above.</p>
Cleaning staff and hygiene contractor's capacity - providing additional requirements	<p>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</p>	<p>Staff continue to use anti-bacterial wipes throughout the day to clean down frequently touched surfaces and to ensure completion of cleaning sheet each day. This needs to be the same of communal staff spaces:</p> <ul style="list-style-type: none"> -Staff room. -Toilets -Admin office. -Photocopier. -Laminator if used. -Shredder. -Guillotine.

	<i>published by Public Health England by the end of the summer term.</i>	Norse cleaners to clean each day after school as they have been. Regular visits from Norse area manager to constantly review the cleaning taking place. Staff leave the 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. (do we need permanent stations?) - Each class has a sink 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. - Any time they move between different spaces -
Handwashing practice with children	<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. 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>	As above.
Good respiratory hygiene	<i>Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</i>	Bins to be provided as stated above. 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. Posters up around the school.

		https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf
Sufficient supplies of soap and cleaning products	<i>Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.</i>	<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"> - Support staff to monitor supplies and complete a requisition form to send to be agreed by the HT and then sent to the procurement officer as and when needed.
Toilets being overcrowded	<i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</i>	<p>Staff to monitor children using the toilet within their classrooms.</p> <p>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		
Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic.	<p><i>When assessing the return to full opening the following section of the DfE guidance must be followed:</i> 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></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><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>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> <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> 	<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>
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	<ul style="list-style-type: none"> • <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>	
Staff measures to reduce contact and transmission	<p><i>When assessing the return to full opening in September the following section of the DfE guidance must be followed:</i></p> <p>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><i>Where this cannot be met, then the school must record why and what other control measures they will adopt.</i></p> <p><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></p> <p><i>When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).</i></p>	<p>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 - HT of Clinton and Dolton and does teach at times - Peripatetic music teacher - The cook <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>Consideration over whether some of the admin role can be done from home.</p> <p>Consideration over whether the HT can work from home at times (advice to be sought from OH, transplant team and through an individual RA)</p> <p>PPA to be taken at home if possible.</p> <p>Staff meetings to be done virtually, where possible, to avoid staff from one school crossing over to the other.</p> <ul style="list-style-type: none"> - Wednesdays 3.45 – 5.
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<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,</i></p>	<p>This has been covered above in other areas of the RA.</p>

	<p>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>	
<p>Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios</p>	<p>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: 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>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 regarding staffing.</p>
<p>Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.</p>	<p>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' - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy Further advice is available from HR if required.</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 members of staff need to have their individual RA updated based on the new documentation – to be done Friday 4th September. - HT to have individual RA updated and advice to be taken from the transplant team and OH – this to be overseen by CFO. <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>
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i>	<p>As above.</p> <p>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>
Accessing testing arrangements are clear for all staff	<p>Guidance about testing, including the NHS 'Test and Trace' service, is available via this link 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.</p> <p>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>
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p><i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</i></p> <p><i>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i></p> <p>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</p>	<p>Appropriate PPE is in place at school if this occurs.</p> <p>Support staff to monitor supplies and order via a requisition form if required.</p> <p>Symptomatic children to be isolated within the admin room with a member of staff who does not sit in a vulnerable category and a phone call home to be made.</p> <p>Staff members go home straight away if they become symptomatic.</p>
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<i>Staff deemed to be clinically extremely vulnerable and clinically vulnerable can return to school in the Autumn term subject to school leaders confirmation that the school is 'covid-secure', i.e. that every reasonable step has been taken to ensure the safety of children, staff, premises and community and that the full measures as provided in the DfE guidance have been applied.</i>	<p>Please see above for information.</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>

	<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 - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbt0SEkw?e=040Qiy</p>	<p>Shielding is still in place however with COVID vaccines still in place CEV staff can make appropriate risk assessments and speak with medical professionals about returning to work if they so wish. Staff will also be supported if they need to remain working from home.</p>
Staff use of PPE	<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 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 Guidance on the appropriate selection and use of PPE from DCC can be found here: http://devon.cc/ppe</p>	<p>This is especially important in Preschool a reception child that is starting and requires intimate Care at times.</p> <p>Staff to continue how they have been since June 2020</p>
Use of PPE Lack of understanding	<p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE 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>Reminders send to all staff on how to use safely and discussed during inset on 4th January.</p>
Dealing with suspected and confirmed case/ cases and outbreak.	<p>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</p>	

	<i>Meeting. School should up-date the Schools Emergency Plan to incorporate the above links.</i>	
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>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 an individual RA and behaviour care plan in place since June 2020.</p> <p>These are live documents and constantly reviewed. They are saved within google drive for key staff to access.</p> <p>One child with a new EHCP will be returning to school in September on a part time table.</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 BCP 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 admin office with a member of staff. Windows 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 to 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 can only happen in the village square and parents to socially distance from one another during this time. No children use school transport at Dolton.
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>	N/A

Wider public transport	<i>It is the law that you must wear a face covering when travelling in England on public transport. Some people don't have to wear a face covering including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</i>	N/A
School Transport arrangements support changes to school times	<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>	N/A
Curriculum considerations		
Planned return to normal curriculum in all subjects by Summer Term 2021	<i>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i>	<p>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. Consideration is being given over how best to deliver this – possibility of a collaborative art piece for display to celebrate 'coming back together and the schools vision and values.'</p> <p>A curriculum map will be in place to demonstrate curriculum coverage – to be shared with staff on 21st July and/ or 3rd and 4th September.</p> <p>Consideration needed over how best to assess gaps in learning within core subjects (MAT wide decision? Use of test base?) Consideration needed over how to support teaching of gaps – use of external tutors? After school clubs? Funding? Pupil conferencing?</p> <p>Curriculum to resume as before with specific interventions to support ongoing progress of learning for all.</p>

		Due to the January lock down subjects will return as normal to the best of our ability in current COVID restrictions.
Suspension of some subjects for some pupils in exceptional circumstances.	<i>Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</i>	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.
Music activities	<i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. 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.</i>	No worship through song to take place. Rhythm based music lessons to begin in the spring term. This can be done using body percussion. No instruments to be shared at present.
Physical activity in schools	<p><i>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</i></p> <ul style="list-style-type: none"> <i>• guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport</i> <i>• advice from organisations such as the Association for Physical Education and the Youth Sport Trust</i> <p><i>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities</i></p>	<p>PE Timetabling to ensure 72 hours between use of equipment. 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. This will be reviewed this term.</p>

	<p>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>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>Sometimes classes will visit Dolton field and local foot paths to gain outside experience. This is even more important given that COVID transmission is less when outside and Dolton grounds are very small.</p> <p>All parents have signed to say they are happy for pupils to go off site locally in the past and this is filled however another will be sent out this term.</p> <p>If classes, go off site staff will wear high viz vests and ensure pupils keep their distance from one another and members of the public.</p> <p>One member of staff will have a mobile with them so they have direct contact with school or emergency services if needed. A school first aid bum bag will also be taken with key PPE within it if first aid is needed when off site.</p> <p>Both classes can visit the field at the same time providing they keep a 2 metre distance when walking there and when on the field.</p> <p>Visits to possibly begin in the summer term – COVID restrictions dependant and based on EVC DCC advise.</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</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 the intervention room (accessible for Lions 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>

	<i>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</i>	Other worships happen in class.
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19)	<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 to classrooms due to limited ability to social distance with circular tables in the hall. See timetable above.</p> <p>-Hand washing to happen before lunch</p> <p>Lunchtime schedule and new times and staffing create to ensure efficient delivery of lunch and staff are given the appropriate lunch break. Timetable shared with all staff.</p>
Catering staff are operating in a safe environment	<p>Catering staff to follow the relevant aspects of government guidance for food premises:</p> <p>https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</p>	As above and as outlined in the kitchen RA written June 2020 and to be reviewed ready for 7 th September when pupils return.
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<i>Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.</i>	<p>Ongoing communication with parents through 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	<i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i>	<p>Admin and the cook to liaise with suppliers to ensure they deliver outside of school hours or at the quietest point in the day.</p> <p>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	<i>Regular communications</i>	<ul style="list-style-type: none"> • Class newsletters. • HT letters • Fortnightly newsletters. • Test messages. • Class emails.
Pupils and families anxious about return	<i>Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</i>	<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 is trained on R4C and can support key families. Safeguarding team in place and admin to be trained also. 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</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.

	<p><i>continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</i></p> <p><i>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</i></p> <p><i>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</i></p>	
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Signed: Head teacher/Head of Department: *L Sharpe*

Date: 1/3/2021

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 Coordinator.