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| **Covid-19 Guidance for Full Opening April 2021** | **RA100 V2.5** |

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

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

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

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

*If you would like support for confirmed cases of COVID-19 call the DfE Coronavirus helpline on 0800 046 8687, they will work with you to assess the risk and advice what actions to take. Please do report confirmed cases to Devon County Council using this* [*smart survey link*](https://www.smartsurvey.co.uk/s/Covid19NotificationTestResults/)*. You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting (you should also email the school priority alert mailbox -* [*educate.schoolspriorityalerts-mailbox@devon.gov.uk*](mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk)*), someone in your setting has been admitted to hospital or you are getting significant media interest). Special schools, boarding schools, or special post 16 providers should call the PHE SW Health Protection Team straight away.*



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| leaflogo | **Establishment/Department: The Topsham School** | **Establishment Risk Assessment** | **RA100 V2.5** |
| **Address:**  Orchard Way, Topsham, Devon | | |
| **Person(s)/Group at Risk**  **Staff, Pupils, Visitors and Contractors**  **Return to school risk assessment – based on the principles and guidance contained within DfE Guidance. The following guidance to reflect the changes announced by the Prime Minister on the wider reopening of schools and colleges from Monday 8 March:**   * [**early years and childcare providers**](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures?utm_source=22%20February%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19) * [**actions for schools during the coronavirus outbreak**](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_source=22%20February%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19) * [**special schools, special post-16 providers and alternative provision**](https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings?utm_source=22%20February%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19)   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.  **This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance and must consult with their staff regarding the risks and control measures being implemented.**  **General guidance on completing risk assessments is available at arrangements note HS47.**  **When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.** | | **Date assessment completed:**  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. | |
| **Assessor(s):**  Emma Pipe: Headteacher  SLT: Maria White : Deputy Headteacher  Nasim Hartmann SENDCO  Kat Whitehead: FSU and KS1 Leader Governors involved  Chair Alex Kumar  Health and Safety governor: Andrew Leadbetter  Safeguarding: Alex Kumar and Adrian Blight  Anna Ellis: Parent Governor  Finance: Bruce Trail | |
| **Version Control: RA 100 Version 2.1** | |  | |
| **Update – 15/7/20, page 6. Premises related matters - Management of waste** | |  | |
| **Update – 25/08/20, page 12,13,14. School Transport** | |  | |
| **Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&T Music Dance and Drama – link to new guidance and guidance for performing arts)** | |  | |
| **Update – 25/8/20, page 8.**  **Managing supply teachers, visitors, contractors and other temporary visiting staff** | |  | |
| **Update – 25/8/20, 28/08/20, 02/09/20 page 10-11. Dealing with suspected and confirmed case/ cases and outbreak, link to access to testing kits, use of face coverings in education – link to new guidance, link to action cards and updated guidance of 31/820** | |  | |
| **Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus.** | |  | |
| **Update – 02/09/20, page 4. Social distancing and reducing risk of transmission, Wraparound provision** | |  | |
| **Update – 02/09/20, page 6. Premises related matters - Hiring of premises** | |  | |
| **Update – 15/09/20, page 16. Educational Visits - updated link.** | |  | |
| **Update – 29/10/20, page 5 – 6. Premises related matters, ventilation to reduce to spread and thermal comfort – Updated following HSE spot checks.** | |  | |
| **Update – 29/10/20, page 15. Curriculum considerations, update on Music Dance and Drama** | |  | |
| **Update – 14/12/2020, page 11 -** **Dealing with suspected and confirmed case/ cases and outbreak** | |  | |
| **Update – 04/01/2021 – page 2 – new links to DfE school’s website for up to date guidance and consultation with staff** | |  | |
| **Update – 04/01/2021 page 3 – definition of close contact** | |  | |
| **Update – 04/01/2021 page 9 -** Staff **measures to reduce contact and transmission Covid-19.** | |  | |
| **Update – 04/01/2021 page 14 – Lateral Flow Testing** **(Secondary Schools)** | |  | |
| **Update – 08/03/2021 page 14 – Lateral Flow Testing (Secondary Schools)** | |  | |
| **Update – 14/01/2021 page 14 - Lateral Flow Testing (primary staff home testing)** | |  | |
| **Update – 08/03/2021 first page PHE information** | |  | |
| **Update – 08/03/2021 page 2 – return to school March 8th guidance** | |  | |
| **Update – 08/03/2021 page 4 – definition of close contact** | |  | |
| **Update – 08/03/2021 page 5 - *Guidance for EYFS*** | |  | |
| **Update – 08/03/2021 page 5 - *Wraparound provision*** | |  | |
| **Update – 08/03/2021 page 12 -** **Accessing testing arrangements are clear for all staff** | |  | |
| **Update – 08/03/2021 page 13 - Assessment of all staff, including high risk staff** | |  | |
| **Update – 08/03/2021 page 13 - *face covering*** | |  | |
| **Update – 08/03/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak** | |  | |
| **Update – 08/03/2021 page 14 - Lateral Flow testing (Secondary Schools)** | |  | |
| **Update – 08/03/2021 page 15 - Lateral Flow testing (Primary staff home testing** | |  | |
| **Update – 08/03/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable** | |  | |
| **Update – 08/03/2021 page 21 - Educational visits** | |  | |
| **Update – 12/04/2021 page 4 - Definition of close contact** | |  | |
| **Update – 12/04/2021 page 6 - Staff remove covered elsewhere** | |  | |
| **Update – 12/04/2021 page 13 - Assessment of all staff, including high risk staff with vulnerable** | |  | |
| **Update – 12/04/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak.** | |  | |
| **Update – 12/04/2021 page 15 - Lateral Flow testing (Secondary Schools)** | |  | |
| **Update – 12/04/2021 page 16 - Lateral Flow testing (Primary).** | |  | |
| **Update – 12/04/2021 page 16 -** **Vulnerable groups who are clinically, extremely vulnerable.** | |  | |
| **Update – 12/04/2021 page 17 - Transport** | |  | |
| **Update – 12/04/2021 page 21 - Educational visits** | |  | |

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| **Significant Hazard Section** | **Control measures in place**  *Additional measures or actions not included in this column below should be put in the assessor’s recommendations at the end of this document* | **Optional: School’s comments re. mitigations put in place** | **RAG** |
| **Social distancing and reducing risk of transmission** |  |  |  |
| **Definition of close contact** | When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of ‘close contact’. The following definition of ‘close contact’:  *Manage confirmed cases of coronavirus (COVID-19) amongst the school community. A risk assessment may be undertaken to determine this, but a close contact can be anyone who has had the following types of contact with someone who has tested positive for coronavirus with a PCR or LFD test:*  The current definition of close contact in a school setting is shown below.   * + face-to-face contact including being coughed on or having a face-to-face conversation within one metre (this will include times when you have been wearing a face covering or face mask)   + been within one metre for one minute or longer without face-to-face contact   + been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)   + travelled in the same vehicle or a plane (this includes school transport)   Focusing on obtaining mitigations to reduce close contact, will reduce staff and pupil absences when there are cases within the school. Note that the use of face masks and other forms of PPE does not exclude somebody from being considered a close contact (unless they are providing direct care with patients or residents in a health and care setting,[**NHS Test and Trace: how it works - GOV.UK (www.gov.uk)**](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works)  *All staff know the need to remain as socially distanced as possible. It is not always possible to remain 2m distance in the setting due the age and needs of the children in a Primary school.* To mitigate risk staff are now to wear Visors or a face mask or both wish. This must be done in all areas of the school including when working with children. Face masks where the person’s mouth is still visible needs to be worn when working with children so children/staff with hearing impairment can still see lips. Visors must be worn when working with children from now on. Visors and face masks to be worn when staff are in communal areas such as corridors and staff rooms. Within teaching spaces there needs to be the enough space to maintain as much social distancing as possible*Anyone supporting a child or member of staff with CV symptoms will wear full PPE and be in the isolation pod for 2m distancing can be adhered to.* | |  |
| Entrance and exits to school site causing large groups of people inside school grounds compromising social distancing. | *Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance* [*Staying safe outside of your home: face coverings*](https://www.gov.uk/government/publications/staying-safe-outside-your-home/staying-safe-outside-your-home#face-coverings) *and* [*Guidance for Full Opening*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools?utm_medium=email&utm_source=govdelivery)*. Pupils must be instructed to wash their hands, on arrival*.  Staggered entry and exit times through different gates to mitigate risk  FSU: Big and Little Acorns entry and exit times: Both our Big and Little Acorns need to be ready to enter the school at 9am. They will enter through the Yellow Gate at the front of school.  Big Acorns need to come in first and parents will need to say goodbye to their child at the school gate so staff can get these children as quickly and safely as possible. Once the Big Acorns are through the gates Little Acorns may come through. Parents of our Little Acorns will be allowed on site, initially, to support their children in starting/returning to Nursery. Little Acorns will say goodbye to their parents at the Nursery Gate and will then need to vacate the school site swiftly.  Big Acorns end of day is 3.30pm. They will be led by a staff member to the Yellow Front gate to be dismissed.  More information for Little Acorns Nursery sessions  Morning sessions will end at 12pm and the afternoon sessions will start at 12pm. A member of FSU staff will bring the children leaving at 12pm to the Yellow Main gate to return to their parents and then welcome the afternoon session children in through the same gate. Staff will support children and parents at the gate as needed to ensure a smooth and happy handover.  Little Acorns Leaving at 3pm: Any Little Acorns leaving at 3pm will be led out of FSU, through the Nursery Gate up to the Yellow gate where parents will collect their child/children and then need to leave to clear the area for 3.15pm  Little Acorns who are with us for the whole day or full afternoon session will leave with the Big Acorns at 3.30pm, again led out by a member of the FSU staff.  Yr 5 and 6: Arrive at 8.40 Yr 5 through the Yellow gate and Yr 6 through the Blue gate. Both classes to go through the side gate of the over flow car park so staff MUST to present to lead their classes in and keep them safely distanced as much as possible Yr 6 go through the Yr 5 6 cloakroom into their classroom. Yr 5 to walk around to the Yr 5 external door; coats etc hung up outside.  End of day : 3.15 Classes led out by class teacher and dismissed from external gates: Yr 5 from Yellow Gate, Year 6 from Blue Gate  Year 1 and 2: Arrive 8.45: Yr 1 enters through the Yellow gate and Yr 2 through the Blue Gate. Both go around through the Nursery gate supported by teaching staff. Year 2 to go through the cloakroom to hang up things. Yr 1 to hang things on hooks outside  End of day: 3.20 Classes led out by class teacher and dismissed from external gates: Yr 1 through Yellow, Yr 2 through Blue Gate  Yr 3 and 4: Arrive at 8.50: Yr 3 enters through the Yellow Gate and Yr 4 through the Blue Gates. Both enter the KS2 playground and line up at designated points as directed by class teachers who will be there to greet the children and lead them into class. Year 3 to go through Yr 3 and 4 cloakroom and then to class. Yr 4 to use the class external door into school that way. Coats etc hung up outside.  End of day: 3.25 Classes led out by class teacher and dismissed at external gates: Yr 3 through Yellow Gate and Year 4 through Blue gate  The school has decided to manage entry onto the premises in this way to ensure children are into class as swiftly as they can to maximise learning time.  Expectations of parents  • Parents are requested to wear masks at these times to mitigate riak  • One parent to drop off and to pick up. Only Year 6 children will be allowed to walk to and from school on their own. However, if they are late in arriving or are seen to be not socially distancing this privilege will be reconsidered.  • Children will all finish at staggered times (these will be included in letter to parents)  • Parents to ensure they are prompt for drop off and pick up. Any child late for their allocated drop time will need to wait with their parent, adhering to social distancing, until a member of the SLT advises it is safe for the child to now enter. If a parent is late to pick up their child at their allocated time, the child  will be kept in the reception area until the parent arrives.  • Parents are not to come through the school gates and onto site in the mornings; This is to ensure children can get into class as swiftly as possible to maximise learning time.  • Parents will need to drop their child at their allocated gate in the morning: Blue or Yellow and then leave the area immediately  • Parents to ensure their child comes through their allocated gate at the allocated time and the class teacher will take the children to their respective classrooms: KS2 teachers will be on the KS2 p;ayground at 8.40 to meet their class and get them into school swiftly. KS1 teachers will be there to ensure their children are supported to walk around to their classrooms and through the appropriate entry point  • Parents must leave straight after drop off- do not stand and chat. The entrances/exits need to be clear as soon as possible to ensure the next groups arriving or leaving are safe to do so.  • Any parent wishing their child to wear a face mask to and from school MUST remove the mask prior to the child entering the school site; this cannot be done by a member of staff. The mask should then be taken by the parent in a sealed plastic bag away from exit and entry points  • Children to bring in as little in as possible- a bag containing only:  • water bottle  • packed lunch box  • reading book/ journal/homework  • coat Children are NOT to bring in pencil cases, cuddly toys or ANY other objects from home. All children will be provided with their own pencil case in school with their own stationary. They need nothing from home. Anything brought onto site will be confiscated and returned to the child at the end of the day.  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. The guidance still states that children of primary age do not need to wear face masks. Any child wearing a mask will need to supported by their parent to safely remove prior to entering the school site Handwashing facilities are set up outside each classroom. Yr 3 will be using the Yr 3 and 4 cloakroom so may use the hand washing facilities in the toilets there | |  |
| Parents gathering at school gate not social distancing | *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).*  Staggered entry points and use of different gates for the 2 year groups arriving at same time to try and mitigate risk. Parents should be informed and they are responsible in ensuring they and their child remain socially distanced while their child is waiting to enter the school gates. Parents will need to be prompt when arriving and collecting their child/children, staff will be prompt on opening gates and children to move as swiftly and safely through the gates and into their designated lines and into school. Parents leave the site entrances as soon as they have dropped/collected their child. Parents will be informed that they can still not enter the site unless prior arrangements have been made and any questions or notices they need to make to the school should be emailed to admin so they can be dealt with effectively. Posters on gate will support this and SLT will speak to parents directly if needed Only 1 parent to drop off and pick up. Only Yr 6 can walk to and from Face coverings worn by children to school must be removed prior to entering the school grounds as staff cannot support children to take these covers on or off. Face covering should be placed in a plastic bag and taken home by parent. Any face covers used by staff in school will be disposed of in lidded Yellow bins in classroom and disposed of in accordance with gov guidance. school on their own, however this is a parental decision and done at parents own risk. Parents will need to sign a permission statement to say they take responsibility. This is a privilege that the school can take away if it is deemed necessary for the safety of the child and others. This will be given to parents via SCHOOLCHOMS and if the school does not receive confirmation from parents children MUST be accompanied by 1 parent | |  |
| Overcrowding in classrooms and corridors. | *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*  Year group ‘pods’ will be adhered to with structures put in place to ensure contact between groups is as mitigated as possible. i.e. planned staggered lunch and play times, set up of hall etc School to be decluttered and cleaned to ensure as much space is available to allow safe movement through school KS2 classroom spaces will be set out to allow all children to face front. All children will have allocated space and will not be able to move from this space without permission; no wondering around the room or leaving the room unless permitted by an adult; this is for the safety of all KS1 classrooms will be set out slightly differently to ensure the needs of the children can be met while promoting as much social distancing as possible while maintaining an environment that is appropriate for the age and phase of the children within the class; tables spread out, use of indoor and outdoor space to provide space for children to spread out in their learning Children will only be moving through corridors to go and return from toilet and on entry and exiting the site It is noted that government guidance states that social distancing cannot always be strictly adhered to, at all times, within a primary school setting do to space and age of children so school will mitigate risk through following government guidance:  • regular hand washing  • regular cleaning of all hard surfaces  • regular cleaning of any resources including play resources  • Good respiratory hygiene: catch it bin it  • adults adhering to social distancing as much as is possible  • anyone showing symptoms of CV to be immediately isolated sent home and Public Health flowchart to be followed. This flowchart to be shared with parents  • System in place for toilets to support 1 in 1 out system to mitigate contact between groups as much as possible- children to be taught these systems Staggered Assemblies: SLT now considering staggered assemblies for phase groups: KS1: Tuesday Yr 3 and 4: Wed Yr 5 and 6: Thurs Whole school Mon and Fri to be done remotely | |  |
| Risk of transmission within EYFS settings | *Updated Guidance for EYFS* [***early years and childcare providers***](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures?utm_source=22%20February%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19) *) to be followed. removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.*  FSU will be a pod of its own This remains the case as far as is possible. However, other staff are needing to enter FSU such as supply teachers or other staff providing PPA. Lateral flow tests taken by staff twice weekly and supply will be asked to take test prior to entering FSU SLT needing to monitor in relation to the SIP- SLT are wearing visors and masks when visiting FSU. FSU children are coming into the hall at lunch times from 11.30-12.00. Government guidance accepts that young children cannot be expected to socially distance and stated the following: System of controls This is the set of actions early years settings must take. They are outlined in more detail below  1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID19) symptoms, or who have someone in their household who does, do not attend settings 2) clean hands thoroughly more often than usual 3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach5) minimise contact between groups where possible 6) where necessary, wear appropriate personal protective equipment (PPE) In terms of intimate care the guidance states to wear what you would normally wear; gloves and apron. A visor should be worn if dealing with liquids/bodily fluids that could splash. HOWEVER, if staff need to wear a mask OR visor to feel safe then this will be fully supported by the Headteacher. It would be good to TEACH the children this in the first days back so they can see what their teachers may look like if they are wearing these items Numbers 1 to 4 must be in place in all settings, all the time. Page 12 of 43 Number 5 must be properly considered and settings must put in place measures that suit their particular circumstances. Number 6 applies in all specific circumstances. Response to any infection: 7) engage with the NHS Track and Trace process 8) manage confirmed cases of coronavirus (COVID-19) amongst the setting community 9) contain any outbreak by following local health protection team advice Numbers 7 to 9 must be followed in every case where they are relevant. The school has taken measures to ensure all the above can be adhered to and all children will be explicitly taught how to wash their hands, to use hand sanitiser when moving from one activity area to another, flushing the toilet after use and to use tissues for coughs and sneezes. There is already a system of regular cleaning in place and this will be adhered to. The space in the FSU is large with a good outside space, staff will plan provision to utilize this space and so support children to be spread out across the setting. Staff to model social distancing as far as possible and the staff in the unit will remain socially distanced from other staff in the school. Provision in FSU limits whole group interaction and whole group teaching is time limited, teacher led and structured to support as much social distancing as possible with the priority that the teaching staff are as socially distanced from the children as possible. When whole group teaching is being done children to be sat facing forward as much as possible | |  |
| Groups mixing during breaks and lunchtime compromising social distancing. | *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.*  FSU no break continuous provision  KS1: 10.30-10.45- KS1 playground Yr 2 and den area Yr1 then following week swap over  KS2: 10.30-10.45 Yr 3 and 4 one year group overflow playground and 1 year group KS2 playground  10.15- 10.30 Yr 5 and 6 one year group overflow playground and 1 playground KS2 playground Football for KS2 takes place on the field NOT the playground when dry enough to do so This means the KS2 play areas will be split in 2 • 1 area identified as overflow and half the field including trim trial (which presently cannot be used) • 1 area the upper KS2 playground and half the field. The upper KS2 playground has recently been painted so Year groups could be rotated so they all have time on this space to play- 1 week Yr 4 and 6, 1 week Yr 3 and 5 Due to weather staff are working with children to identify when football can be played as the field is so muddy.  Timetable for football to support play and safety Snack time will be in class before or after break. While snack time is taking place TA stays with children while the Teacher has a break- this is only relevant when a teacher is on duty  Lunch Times will be staggered and managed as: LA and BA: 11.30-12.00 Lunch in hall from BA to play in Green Room Yr 1 and 2: 12.00- 1 Lunch in the hall from 12.00-12.30 and 12.30-1 playtime in KS1 playground and den area and down the side of KS2 classrooms to provide enough space Yr groups rotated each week Yr 3 and 4: 12.30-1 in the hall and from 1 - 1.30 playtime KS2 playgrounds Yr 5 and 6: 12.30-1 playtime KS2 playground and then 1-1.30 in hall for lunch.  Lunch tables to be set out in 2 areas zone A and B. Zone A is where KS1 will sit in their class groups. Yr 3 and 4 to sit in zone B in their class groups. Once KS1 out of hall tables cleaned in prep for Yr 5 and 6. Table set up for quiet learning activities if a Yr 5/ 6 child finishes early. They CANNOT go back outside. Children will need to be taught this during first weeks back and class teachers and SLT will need to be in the hall to support this as needed 1pm Yr 3 and 4 to leave through the studio and external outside onto the playground and at the same time Yr 5 and 6 lined up and ready to enter the hall at 1pm through the identified external doors At 1.30 Yr 5 and 6 teachers collect their class from the hall, leave through the external hall doors and lead their class to their appropriate entrance: yr 6 through Yr 5 and 6 cloakroom, Yr 5 round to their external class door. At 1.30 Yr 3 and 4 teachers collect from the playground and take them in through identified entrance: Yr 3 through yr 3 4 cloakroom and Yr 4 through external class 4 door Reflection room will move to the studio | |  |
| Wraparound provision: Groups mixing during extra-curricular provision | *Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Schools can consult the guidance produced for* [*providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children*](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak)*, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued* [*guidance for parents and carers*](https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak)*, which schools may want to circulate.*  Provision within the after school club will ensure the children can be spread out across the setting and use of the outdoor space will be prioritised; the outdoor space includes a covered area. TWIGLETS risk assessment has been completed alongside the Headteacher and can be found on the schools website  FISH is the breakfast club provider and the Headteacher has signposted the Director of this company to the schools risk assessment and TWIGLETS to ensure his risk assessment is aligned to these 2 documents. This risk assessment will be on the school website for parents to view. Twiglets Risk Assessment Staff Training – TP to meet with SW to ensure she is up to date with all the processes and procedures that she will need to adhere to when she returns to working with her. Face Coverings No face coverings to be worn at Twiglets sessions unless a first aider needs to do so; this is in line with all government guidance- appropriate PPE will be available in the pod at the sanitation station in the hall. From Nov 2020 lockdown TWIGLETS staff are now wearing face visors  Children will not be wearing face masks in school and TWIGLET staff are NOT able to support any child don their face mask. Any parent who wishes for their child to wear a mask on the walk home will need to help their own child do so outside the school gate. Collection of Children due to staggered finish will run as follows 3.15 Yr 5 and 6. These children will be collected from the internal door of their classrooms by a member of the Twiglets team so the children can be supported to walk through the school to the hall supporting social distancing 3.20: Yr 1 and 2: These children will be collected from the internal door of their classrooms by a member of the Twiglet team so the children can be supported to walk through the school to the hall supporting social distancing 3.25: Yr 3 and 4: These children will be collected from the internal door of their classrooms by a member of the Twiglet team so the children can be supported to walk through the school to the hall supporting social distancing  3.30: Big and Little Acorns: These children will be collected from the internal door of their classrooms by a member of the Twiglet team so the children can be supported to walk through the school to the hall supporting social distancing Items brought to school that need to go home ❖ a bag containing only - water bottle - packed lunch box - reading book/ journal/homework Coat Identified areas will be created for each year group to ensure there is no mixing of year group pods Hand washing will be done at the following time: ● entering Twiglets ● exiting the school ● before eating ● after outside activity ● after using the toilet ● whatever other time is deemed necessary by the teaching staff ● use of warm water and soap ● wash for 20 secs- 2 rounds of happy birthday ● dry with paper towel to wipe of residue ● paper towel into Yellow bins Hand gel will be around the space in sanitation stations.  Staff will use their professional judgement in relation to full handwashing as at times hand sanitiser may be sufficient. It is noted that government guidance states that social distancing cannot always be strictly adhered to, at all times, within a primary school setting due to space and age of children so school will mitigate risk through following government guidance: ● regular hand washing ● regular cleaning of all hard surfaces  ● regular cleaning of any resources including play resources ● Good respiratory hygiene: catch it bin it ● adults adhering to social distancing as much as is possible ● anyone showing symptoms of CV to be immediately isolated sent home and Public Health flowchart to be followed. This flowchart to be shared with parents ● System in place for toilets to support 1 in 1 out system to mitigate contact between groups as much as possible- children to be taught these systems Adult ratio to be decided the week before when all bookings are made, NO exceptions to this: this is a matter of safeguarding. The club has NO capacity to take on any extra child on the day and parents will be informed of this. There is NO flexibility on this. Parents to be informed through information letter Twiglets will be in the hall to ensure they are in a big enough space to support social distancing between class groups/pods. Windows/doors to be kept to ensure ventilation Register in hall in year group pods, and children to stay in these pods at every session they attend, the only possible exception to this is if only 1 child in a class pod and they have a sibling at Twiglets also, you could consider putting them in the same pod for the session. Outside activities encouraged as much as possible and for as long as possible, all weather dependant, waterproof clothing will be available to ensure children can go out. If children cannot go outside suitable range of activities will have been planned for. This includes TWIGLETS having a selection of age appropriate activities boxed up that can be rotated to ensure 72 hours between use. Any resources that will need to used more regularly will be made of appropriate material to ensure easy cleaning  Snack and drinks: These will be made in the hall servery by TWIGLET staff wearing appropriate PPE: apron, gloves and visor. Children will be invited to have their snack and drinks keeping in their pods. Each pod will have their own colour plates and cups to mitigate risk. Collection by parents  Parents are not allowed on site, ensure all parents are aware of pick up procedure, phone Twiglets phone, they must have their phone or wait for another parent to phone Twiglets. Office phone will not be answered for Twiglets pick up, Twiglets staff will bring child/ren to front gate for collection, same rules apply 1 parent consistently to pick up where possible. ❖ Parents are not to come through the school gates and onto site; This is to ensure children and parents leave as swiftly as possible. PPE – not required unless child taken to isolation room, - Same procedure to follow as school risk assessment Toileting 1 in 1 out. EY/KS1 to have laminated yellow spot and KS2 to have blue spot. EY/KS1 children to use servery toilet and KS2 to use KS2 toilets Staff to use staff toilet in 3 4 corridor Prevention: 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend settings 2) clean hands thoroughly more often than usual 3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach  4) introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach  5) minimise contact between groups where possible 6) where necessary, wear appropriate personal protective equipment (PPE) In terms of intimate care the guidance states to wear what you would normally wear; gloves and apron. A visor should be worn if dealing with liquids/bodily fluids that could splash. HOWEVER, if staff need to wear a mask OR visor to feel safe then this will be fully supported by the Headteacher Numbers 1 to 4 must be in place in all settings, all the time. Numbers 1 to 4 must be in place in all settings, all the time. Number 5 must be properly considered and settings must put in place measures that suit their particular circumstances. Number 6 applies in all specific circumstances.  Response to any infection: 7) engage with the NHS Track and Trace process 8) manage confirmed cases of coronavirus (COVID-19) amongst the setting community 9) contain any outbreak by following local health protection team advice  Numbers 7 to 9 must be followed in every case where they are relevant. First Aid – There is a first aid kit in the hall and appropriate level of first aiders in the provision The guidance states that it is not necessary for staff to wear PPE (eg masks, gloves and aprons) in school unless they are carrying out activities that would usually require the use of personal protective equipment (eg personal care or first aid) or if a child/adult becomes unwell with symptoms of coronavirus while in their setting and needs supervision until they can return home. See DfE how to put PPE on and take it off safely in order to reduce self-contamination; posters have been printed and are on display in each classroom by sanitation station and in isolation pod Fire evacuation: Follow the same procedures as whole school. To mitigate risk 2m social distancing to ensure limited mixing of pods Toilet spots will ensure staff know if a child is in toilet. Member of staff to be advised to sweep the KS2 toilets prior to vacating building and closing doors as appropriate Disposal of rubbish  Numbers 7 to 9 must be followed in every case where they are relevant. First Aid – There is a first aid kit in the hall and appropriate level of first aiders in the provision The guidance states that it is not necessary for staff to wear PPE (eg masks, gloves and aprons) in school unless they are carrying out activities that would usually require the use of personal protective equipment (eg personal care or first aid) or if a child/adult becomes unwell with symptoms of coronavirus while in their setting and needs supervision until they can return home. See DfE how to put PPE on and take it off safely in order to reduce self-contamination; posters have been printed and are on display in each classroom by sanitation station and in isolation pod Fire evacuation: Follow the same procedures as whole school. To mitigate risk 2m social distancing to ensure limited mixing of pods Toilet spots will ensure staff know if a child is in toilet. Member of staff to be advised to sweep the KS2 toilets prior to vacating building and closing doors as appropriate Disposal of rubbish  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 The place identified for this in The Topsham School is the bin store. This store is locked with padlock- key is the same for all padlocks around the site. Headteacher/ Lead SLT to contact Kevin Yeo straight away to inform him of incident so appropriate cleaning measure can be used when caretaker on site ● Waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours. Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances. | |  |
| Spread of virus due to increased numbers of people within the building. | *Inform parents that if their child needs to be accompanied to school only one parent should attend*  No parents or other adults allowed on site without prior arrangement. Parents can contact school with queries or concerns via email to admin@topsham.devon.sch.uk  Parents of Nursery children can drop off their child/children to FSU gate to support their child to settle. Reception parents will be asked to drop their child at the identified main school gate and leave swiftly. | |  |
| ~~Staff~~ | *~~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.~~*  All protective measures in place. Gov guidance states that children in primary school, especially in EY and KS1, cannot socially distance and mitigations such as regular cleaning, hand washing, good respiratory hygiene etc are and will remain in place. Guidance states that teaching staff should socially distance as much as possible and again use of professional judgement will ensure staff remain as socially distanced from the children as and when they can. Head has requested that Perspex screens be ordered for small group work KS2 2m gap between teacher and children at front of the class wherever possible. However, this may not always provide the necessary teaching and learning support needed by all children. Therefore small group work at group tables/floor or working 1:1 will still be used when necessary. Staff to ensure they take measures to safeguard themselves as much as possible. Appropriate PPE, including visor will be made available to staff to mitigate risk when working outside their bubble or in shared spaces. Head has requested that Perspex screens be ordered for small group work Should children deliberately choose not to distance putting children or staff at risk, this will be dealt with by SLT speaking to parents, potentially the parents will be asked to collect their child and fixed term exclusions may be used | |  |
| Premises related matters |  |  |  |
| Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape. | *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.*  *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).* | |  |
| First Aid procedures – Reduced numbers of first aiders and Paediatric first aider. | *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*  Headteacher reviewed RA22 23/05/20 and again 13/07/20 / and again Sept 2020 First aid stations around the school checked and resourced . No rotas in place as adequate number in school each day including paediatric first aiders Staff know who first aiders are and know where they are throughout the day. First aiders will need PPE as they may be dealing with children across pods- gloves, aprons, masks. If needed a visor will be worn- this is needed if child feels sick and may be sick Sarah Cooper, Sarah Haysom, Sharon Wannell, Mel Knight, Lauren Hockaday, Teri Curran all pediatric first aiders. Any first aid changes will be shared with staff | |  |
| Fire Procedures | *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.*  There is no change to the layout - children are in areas they know and fire evacuation will remain the same. This has been communicated to all staff. Social distancing will be able to be adhered to. Teachers will need to walk through fire evacuation procedures with their PODS so all children know what to do - this needs to be added to curriculum for first week back and done daily 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. Kevin Yeo has and will continue to do fire safety checks each week.  Staff know what to do on hearing the alarm  1. Adult leading class to support children to line up at external classroom door  2. Adults in the class to check internal class doors are CLOSED and windows are CLOSED prior to vacating the classroom  3. Adult leading the class to lead the class to the assembly point and if TA in class then TA to be at back of the line to ensure external door closed on leaving  4. IF no TA in class class teacher/adult leading the class must ensure child at back of line closes external door  5. Once all children at evacuation point adults to support children remain socially distanced  6. Teacher/Adult leading class to do register and hold up register to show that all children are safely out  Other responsibilities:  • Sharon Wannell: To do sweep of library area and KS2 shared area and then vacate building with any children through Yr 5 6 cloakroom and out to assembly point  • Lauren Hockaday/Sarah Copper sweep FSU toilets and ensure windows and internal doors are closed and then vacate  • Admin Team to check staff room, PPA room and staff toilets  • Headteacher or SLT leader in Heads absence to sweep KS1 toilets and then KS2 toilets and exit via external door of Yr 3 4 cloakroom to assembly point  Admin to take registers, signing in books and mobile phone to fire assembly point. Admin team to check all adults accounted for | |  |
| Water hygiene – management of legionella | *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*](https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak)*.* | |  |
| Using and monitoring new practices to reduce risk of Covid-19 transmission | *Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing*. *Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.*  Staff training and opportunities for all employees to raise concerns provided regularly. Updated risk assessment shared with staff | |  |
| Management of premises related risks e.g. asbestos, delayed statutory testing *(LOLER)* | *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.*  Administration team know this and anything in this regard will be communicated with Headteacher. Head and admin have completed 3 yearly health and safety training | |  |
| Staff rooms and offices to comply with social distancing and safe working practice | *Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils*  Staggered breaks and lunches to minimise numbers in rooms Max of 4 in staff room Another staff room now up and running in Chatter Box Staff have their OWN mugs, own food and utensils. Staff know to keep themselves as socially distanced as required. | |  |
| Ventilation to reduce spread | *Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:*   * *opening high level windows in preference to low level to reduce draughts* * *increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)* * *providing flexibility to allow additional, suitable indoor clothing. For more information see*[*School uniform*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools?utm_source=22%20October%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19#school-uniform) * *rearranging furniture where possible to avoid direct drafts* * *mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)* * *Opening internal doors can also assist with creating a throughput of air* * External doors need to be closed and locked due to safe guarding * *natural ventilation – if necessary external opening doors may also be used Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be done once the fire risk assessment has been reviewed and amended. Schools must ensure that systems are in place to close doors in the event of a fire alarm, during breaks if they cannot be monitored or at the end of the day. There is also the security risk of leaving external doors open and therefore there must be procedures in place to mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored.* * *Ventilation to chemical stores should remain operational.*   *It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more information on suitable workplace temperatures see HSE:* [*Guidance on temperature in the workplace*](https://www.hse.gov.uk/temperature/index.htm) | |  |
| Management of waste | *Ensure bins for tissues are emptied throughout the day.*  *Follow* [*Guidance on disposal of PPE waste*](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#how-should-ppe-and-face-coverings-be-disposed-of) *(such as used fluid resistant masks)* *and* [*Government guidance on disposal of waste*](https://www.gov.uk/guidance/coronavirus-covid-19-disposing-of-waste?utm_source=9742866f-a0c4-4e00-ba29-43f523670856&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate#face-coverings-and-personal-protective-equipment-ppe-for-social-distancing)*, including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins*  Yellow lidded pedal bins in all pods and throughout the environment. These bins have been identified for tissue, hand towel and general first aid waste only. Black bin bags to be used. When full staff need to wear gloves, remove bag and tie, take immediately to the burgundy bin in the overflow playground. Each room being used to have plastic carry caddies with disposable gloves, cloths, cleaning spray, bin bags, aprons, masks.  If child or adult showing symptoms of CV guidance states: To dispose of waste from people with symptoms of coronavirus, such as disposable cleaning cloths, tissues and PPE:   * 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 * The place identified for this in The Topsham School is the bin store. This store is locked with padlock- key is the same for all padlocks around the site. Headteacher/ Lead SLT to contact Kevin Yeo straight away to inform him of incident so appropriate cleaning measure can be used when caretaker on site   Waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours. Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances. | |  |
| 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.*  Deliveries are usually made outside of school times and any during school times have been pre- arranged. No one allowed on site without prior arrangement and deliveries known about by admin team | |  |
| 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 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*](https://www.gov.uk/government/publications/covid-19-guidance-for-managing-playgrounds-and-outdoor-gyms) *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*  Each pod to have its play equipment: to mitigate contact and this to be cleaned regularly. Pods to have own trolley Playhouses and climbing frames in KS1 playground will be used by KS1 pods only*.* | |  |
| Hiring out premises | *Schools should ensure they are considering carefully how to hire out to external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. Such arrangements can only operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on* [*working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities*](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/providers-of-grassroots-sport-and-gym-leisure-facilities). | |  |
| Cleaning and reducing contamination |  |  |  |
| Contaminated surfaces spreading virus. | *Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs*.  *In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link:* [*https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings)  *Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.*  *Follow government* [*guidance for working in education and childcare*](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) *if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on* [*Cleaning and decontamination of non-health care settings*](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings)*.* | |  |
| Shared resources and equipment increasing spread | *Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of ‘heavy use’ such a photocopiers to maintain social distancing. Enhanced cleaning regimes.*  3 photocopiers in school - Office one only to be used by office staff and Headteacher. Photocopier in PPA room for KS1 and FSU pods and one in KS2 area for KS2 pods. Anti bac wipes to be placed by these machines to promote regular cleaning Yr 1-Yr 6 will have individual pencil cases with all their own stationary To mitigate risk in FSU children will have table pots with pencils etc that can be cleaned after use. Paintbrushes to be put in pots and then once the child finished brushes to put in buckets of Milton and cleaned. New brushes to then be added. NO SAND PLAY AND ALL TOYS HARD TO CLEAN TO BE TAKEN OUT OF PROVISION. NO resources to be shared between pods class inside/ KS pods outside unless these have been cleaned or been in 72 hour quarantine Gov guidance has been shared with all staff on how to manage risk | |  |
| Cleaning staff and hygiene contractor's capacity - providing additional requirements | *Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See* [*Safe working in education and childcare*](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) *for guidance on PPE and guidance on*[COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-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.*  All government guidance to date being adhered to and regular conversations between Headteacher and Kevin Yeo to ensure information is shared and any concerns raised and resolved swiftly. | |  |
| Sufficient handwashing facilities for staff and pupils | *Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.*  Hand sanitiser is throughout the school and children are explicitly taught to use it. Sanitation stations in all classrooms and throughout the school including hand sanitiser, soap, PPE, bin bags, cleaning spray and cloths.  Extra hand washing facilities have been set up outside the BA classroom. Handwashing facilities are available in all teaching areas. FSU use sinks in class and handwashing station outside.  KS1 pod 2 sinks available and handwashing station outside Yr 1 and Yr 2 children to use sinks in KS1 cloakroom area.  KS2 pods Yr 3 to use KS2 toliets sinks to wash hand on entry to school,  Yr 4 5 6 to wash hand at outside hand washing areas  Handwashing/sanitising to take place  • entering the school  • exiting the school  • before eating  • after playtimes  • after using the toilet  • whatever other time is deemed necessary by the teaching staff  IF HANDWASHING IS TAKING TOO LONG AT CERTAIN POINTS STAFF ARE TO USE THEIR PROFESSIONAL JUDGEMENT AND USE HAND SANITISER INSTEAD. MAIN TIMES TO WASH HANDS ARE ENTERING THE SCHOOL, BEFORE EATING AND AFTER USING THE TOILET. HAND SANITIZER CAN BE USED BEFORE USED SHARED RESOURCES TO MINIMISE RISK Handwashing posters throughout the school at relevant points and staff understand and explicitly teach handwashing procedures:   * use of warm water and soap * • wash for 20 secs- 2 rounds of happy birthday * • dry with paper towel to wipe of residue   • paper towel into Yellow bins | |  |
| Additional time for staff and pupils to carry out handwashing | *Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.* | |  |
| Handwashing practice with children | *Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at* [*e Bug*](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus)*.*  *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.* | |  |
| Good respiratory hygiene | *Promote ‘catch it, bin it, kill it’ ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil’s individual risk assessment.*  Tissues on all tables and Yellow bins in all classrooms and at key points within the school to promote this. Children to be taught WHY they need to do this | |  |
| Sufficient supplies of soap and cleaning products | *Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.* | |  |
| Toilets being overcrowded | *Limit the number of children or young people who use the toilet facilities* at one time. Visiting the toilet one after the other if necessary. *Different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.*  1 in 1 out approach will be maintained.  Toilets checked and cleaned as needed in the day Identify pod toilets:  • FSU: use FSU toilets. KS1 and KS2 have own toilet facilities  • 1 in and 1 out  • Laminated circles used to monitor 1 in, 1 out for toilets. Circle to be placed in child’s place when they have left do staff know who is not present in the classroom  • Mark at the junction between the KS1 and 2 toilets the hazard area- i.e year KS2 child cannot go through to the toilets if they see a Yr 1 or 2 child. They must wait until the yr 1 or 2 is either a) back into their classroom, or b) has gone onto KS1 toilet corridor. KS2 will need to be taught to do this. Yr 1 and 2 will need to be taught they DO NOT cross that red zone into KS2 or the Yr 3 4 corridor unless with an adult | |  |
| 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. | *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*](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.***  *All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.**Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal.*  *When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).*  **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.**  *PHE have identified issues that have arisen in their Incident Management Teams (IMT) test result 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.*  *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:*   * + - *Reducing bubble sizes,*     - *reducing face to face meetings (move to video calling if appropriate),*     - *reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc.*     - *reducing or eliminating the movement around the school of pupils and teaching staff,*     - *reducing or eliminating the movement across bubbles of pupils and teaching staff,*     - *no car sharing between staff to school*     - *keeping to the 2m distancing (for teachers especially) if at all possible*   *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.* | |  |
| Managing supply teachers, visitors, contractors and other temporary visiting staff. | *Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school’s control measures and ways of working as part of planning for the autumn term* and *ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.* | |  |
| Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios | *If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher.* *Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See ‘school Workforce’ section of the DfE guidance:* [*https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks) | |  |
| Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes. | *Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.*  *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/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy*](https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy)  *Further advice is available from HR if required.* | |  |
| Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment | *Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.* | |  |
| Accessing testing arrangements are clear for all staff | *Guidance on the new asymptomatic testing programmes taking place in schools are on a shared document platform hosted by DfE, including FAQ, webinars and step-by-step ‘how to guides.*  ***For secondary schools*** *-* [Resources - Google Drive](https://drive.google.com/drive/folders/1jYv0MjFyIIbzgPn_1S10OuRgfrj_b5_P).  ***For primary schools*** - [Primary Schools Document Sharing Platform - Google Drive](https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54). | |  |
| Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff. | *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.*  *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.*  [*https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe*](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe) | |  |
| Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors  The advice from 1 April 2021 is that clinically vulnerable people, as with everyone else, should work from home if possible. If it is not possible for them to work from home then they should return to their normal place of work. | *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/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy*](https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy) | |  |
| Staff use of PPE | *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*](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*](http://devon.cc/ppe)  PPE will be used as and when needed. Relevant PPE in all classrooms and throughout the school- see sanitation stations. | |  |
| Use of face coverings  Lack of understanding | [*Guidance on the use of face coverings for pupils in year 7*](https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education) *and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.*  *.*  *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*](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.*  PPE The guidance states that it is not necessary for staff to wear full PPE (eg masks, gloves and aprons) in school unless they are carrying out activities that would usually require the use of personal protective equipment (eg personal care or first aid) or if a child/adult becomes unwell with symptoms of coronavirus while in their setting and needs supervision until they can return home. Visors are to be worn in school all the time from now on even when working with children. Staff may wear face masks as well if they wish See DfE how to put PPE on and take it off safely in order to reduce self-contamination. The DCC safer working practice document on the schools’ private website advises on disposal etc. The school will only be using full PPE when staff would usually need this- personal care or first aid. All relevant PPE across the school Staff know how to put on and remove PPE using PHE poster | |  |
| Dealing with suspected and confirmed case/ cases and outbreak. | ***Dealing with suspected and confirmed case/ cases and outbreak.***  *If you would like advice, contact the DfE Coronavirus Helpline on* 0800 046 8687*.* You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting (you should also email the school priority alert mailbox - [educate.schoolspriorityalerts-mailbox@devon.gov.uk](mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk)), someone in your setting has been admitted to hospital or you are getting significant media interest. Special schools, boarding schools or special post 16 providers should call the PHE SW Health Protection Team straight away.  ***Follow-up PCR tests required after a positive LFD test***  *Previously, a follow-up PCR test was only required following a positive LFD test carried out at home.  The Government has* ***re-introduced*** *the requirement for a PCR test after positive LFD tests carried out at all assisted testing sites.  As of 31st March, staff and pupils who get a positive LFD result (whether at home or at supervised testing site in school) should take a follow-up PCR test.  This requirement is now published in the Stay At Home Guidance.* [*Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk)*](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fcovid-19-stay-at-home-guidance%2Fstay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection&data=04%7C01%7C%7Cc3b67c6269b74abd8d5608d8f51419e5%7C8da13783cb68443fbb4b997f77fd5bfb%7C0%7C0%7C637528813980861807%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=phC4LmWhqdWBd1bg2TejV8u5AkAF4ZAyFDTmm3QMtts%3D&reserved=0) *and has been included in the DfE daily update.  As the prevalence rates are now low in England, follow-up PCR tests will help reduce the chances of false positive LFD tests. The follow-up PCR test should be taken as soon as possible and* ***within 2 days of the positive LFD result****.  The quickest way is to* [*book a test online*](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fget-coronavirus-test&data=04%7C01%7C%7Cc3b67c6269b74abd8d5608d8f51419e5%7C8da13783cb68443fbb4b997f77fd5bfb%7C0%7C0%7C637528813980871800%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=HBNQcU%2BAwU%2FqHb1HCvYR7%2BUbkqAMhNCx90TPESgCQKU%3D&reserved=0) *or call 119 for an appointment at a nearby nearest testing centre.  Alternatively, a PCR home test kit can be used but it may take longer for the results to come back.*  ***Self-isolation***  *Staff, students and pupils who have a positive LFD test result, their household members and close contacts should self-isolate immediately whilst waiting for the follow-up PCR result.  Public health action must be taken from a positive result, whether from a LFD or PCR test, to quickly identify close contacts in school and request that they self-isolate.*  ***If the follow-up PCR result is negative***  *If the follow-up PCR test result is negative and the test was done within 2 days of the positive LFD result, the person, their household members and close contacts at school can stop self-isolating and return to school or college if they are well.  PHE SW Health Protection Team have distributed a template ‘stand down’ letter (attached) which can be used for this purpose.  It is important to continue with all existing protective measures, negative test results should not be read as a means to relax preventative measures which are intended to reduce the risk of transmission.*  *If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162*  *For* ***ALL CONFIRMED CASE IN SCHOOL ALWAYS*** *inform the local authority by completing the smart survey form:* [COVID 19 - Education Provision/School Notification of Positive COVID 19 Test Results or who have been advised to isolate (smartsurvey.co.uk)](https://www.smartsurvey.co.uk/s/Covid19NotificationTestResults/)  *Devon County Council’s Local Outbreak Management Plan (LOMP) is available here:* [*https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/*](https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/)*. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting.  Schools should up-date the* ***Schools Emergency Plan*** *to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:* | |  |
| Lateral Flow testing (Primary). | ***Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.***  ***It is also important to remember that the LFD test are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place but should be used alongside.  It is vitally important that schools who are using mass testing do not relax other fundamental measures.***  ***Primary school testing***  ***The asymptomatic testing programme offers primary school, school-based nursery and maintained nursery school staff home Lateral Flow Device (LFD) test kits for twice weekly testing.  Those who test positive then self-isolate in accordance with the relevant guidance.  Pupils are not included in the rapid, regular asymptomatic testing in primary school and nursery settings.  Primary school aged children should only be tested if they are symptomatic, and their families should follow the*** [***guidance for households with possible or confirmed coronavirus (COVID-19) infection***](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fcovid-19-stay-at-home-guidance%2Fstay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection&data=04%7C01%7C%7Cc3b67c6269b74abd8d5608d8f51419e5%7C8da13783cb68443fbb4b997f77fd5bfb%7C0%7C0%7C637528813980871800%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=EwZplf01NcOY5qW%2FWV01gwqJO5ZsoyGeefS%2BSC9gHEQ%3D&reserved=0) ***and*** [***book a PCR test***](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fget-coronavirus-test&data=04%7C01%7C%7Cc3b67c6269b74abd8d5608d8f51419e5%7C8da13783cb68443fbb4b997f77fd5bfb%7C0%7C0%7C637528813980881797%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=wfqrclCuyyAuJzkOf%2BhXNdk5gtlyEXMTIkNGUblfeII%3D&reserved=0) ***for the child.***[***Schools may also offer a PCR test kit***](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Factions-for-schools-during-the-coronavirus-outbreak%2Fschools-coronavirus-covid-19-operational-guidance&data=04%7C01%7C%7Cc3b67c6269b74abd8d5608d8f51419e5%7C8da13783cb68443fbb4b997f77fd5bfb%7C0%7C0%7C637528813980881797%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=w5R9p68fvH7cAE%2FjAS78s9%2BvUHydvyirxLMOS6m24MM%3D&reserved=0) ***to the parent or guardian of any primary school child who becomes symptomatic onsite, if they believe that the child faces significant barriers to testing through the usual routes.***  **Resources for testing:**  [youtube video](https://www.youtube.com/watch?v=S9XR8RZxKNo&list=PLvaBZskxS7tzQYlVg7lwH5uxAD9UrSzGJ)  [Google Drive](https://drive.google.com/drive/folders/1jYv0MjFyIIbzgPn_1S10OuRgfrj_b5_P)  [Primary Phase - Google Drive](https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54) | |  |
| Pupil related issues |  |  |  |
| Vulnerable groups who are clinically, extremely vulnerable. | *Shielding advice is being paused nationally from 31 March. From 1 April, all CEV children should attend their setting unless they are one of the very small number of children under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Children who live with someone who is CEV should continue to attend their setting as normal.*  [*Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)*](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-coronavirus-covid-19-outbreak#childrens-attendance) | |  |
| Children with EHCP and pupils who attend dual settings | *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*  SENDCO has completed risk assessments for all children with EHCP’s | |  |
| Pupils unable to follow guidance | *Some pupils will need additional support to follow these measures.*  Additional measures put in place, and included in pupil risk assessments, as required and measures communicated with all staff.  Measures include:  • 1:1 support to wash hands and follow respiratory hygiene measures  • 1:1 support for toileting arrangements  • 1:1 support providing adult eyes on child at all times- this is for identified children who require this level of support  • visual timetables to support children understand when they need to wash hands and the change to the daily routine/shorter teaching sessions  • visual supports to understand how to wash hands and why we need to do this  • visual supports for where we can go in school and where we can’t go in school and where we can only go in school if we are with a grown up.  • social stories to support children understand what the school will looks like, what we need to do to be safe and offer an understanding of why we need to follow certain procedures  • daily/frequent communication with parents/carers to support good home school communication and support the child understand measures needed in school  • ensure access into and out of the school is as secure as possible- this is necessary as the school needs to ensure good ventilation to mitigate CV19 risk while ensuring children are safe inside the building  • risk assessments completed • communication and advice sought from Inclusion Team and Babcock Advisory teachers including safe guarding | |  |
| Pupils equipment | *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.*  All pupils will have their own school pencil case with all their own stationary provided Children to bring in 1 bag containing: • packed lunch box • drinks bottle • snack pot • book bag/reading books and journals PE bags to be brought in and left in school- kept in classroom in box: Boxes need to be bought for Yr 1 4 and 5 and place in classroom to store Staff to ensure they have their own equipment as far as possible and not share | |  |
| Member of a class becoming unwell with COVID-19 | *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.*  This will be the Isolation pod- near the front of the main entrance, windows for ventilation and adults can remain socially distanced if the child is of an age where they will need the adult to be with them. There is also access to the disabled toilet which can then be closed and cleaned as required following guidance. PPE to be worn: gloves, mask, apron and supporting staff member to be socially distanced. Parent/ carer called to collect and relevant procedures followed If child or adult showing symptoms of CV guidance states: To dispose of waste from people with symptoms of coronavirus, such as disposable cleaning cloths, tissues and PPE:  • 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 The place identified for this in The Topsham School is the bin store. This store is locked with padlock - key is the same for all padlocks around the site. Headteacher/ Lead SLT to contact Kevin Yeo straight away to inform him of incident so appropriate cleaning measure can be used when caretaker on site. Waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours. Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances. Public Health Flow chart will be adhered to and appropriate measures taken. | |  |
| School Uniform | *Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.* | |  |
| **Transport** |  |  |  |
| Travel to school and provision of safe school transport: | *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.* *The Department for Transport have updated their* [*guidance on home to school transport*](https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020)*, and managing a response to an infection.  Whilst previously we were advised that those who had travelled in the same vehicle (regardless of vehicle size) and been in contact with someone who has tested positive for coronavirus (COVID-19) would be classified as a “close contact” and asked to self-isolate,* ***this is now not an automatic assumption.****We will now carry out a risk assessment for each individual case taking into consideration vehicle size, the degree of face-to-face contact or length of time / proximity to a positive case, and other mitigating factors such as seating plans, Perspex screens around drivers, etc.*  *Ultimately the decision to close a route will remain with the transport co-ordination service, with advice from the public health team, but we will work with you to minimise the impact to students’ learning, whilst ensuring their safety and preventing the onward spread of the virus.  Please continue to report positive cases to DCC as we receive these notifications and will be in touch to advise.  If you require advice on an individual case please email:*[*schooltransportservicequeries-mailbox@devon.gov.uk*](mailto:schooltransportservicequeries-mailbox@devon.gov.uk) | |  |
| Wider public transport | *It is the law that you* [*must wear a face covering when travelling in England*](http://www.legislation.gov.uk/uksi/2020/592/contents/made) *on public transport. Some people* [*don’t have to wear a face covering*](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings) *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.* | |  |
| **Curriculum considerations** |  |  |  |
| Planned return to normal curriculum in all subjects by Summer Term 2021 | *Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum content by no later than summer term 2021*  *The school is back to running full curriculum* | |  |
| Suspension of some subjects for some pupils in exceptional circumstances. | *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.*  *The school is back to running full curriculum* | |  |
| Music, dance and drama activities | *Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities. As a result, schools must refer to the detailed* [*Guidance for Music, Dance and Drama*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#music-dance-and-drama-in-school) *as well as* [*Guidance for the Performing Arts*](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts) *and should take particular care to observe social distancing which may limit numbers taking part in group activity, and prevent physical correction by teachers, and contact between pupils in drama and dance.*  *Schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on* [*handling equipment*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#handling-equipment)  *If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS* [*performing arts*](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts) *guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering* [*outdoor events*](https://www.eventsindustryforum.co.uk/index.php/11-features/14-keeping-workers-and-audiences-safe-during-covid-19)*.*  *Schools should consider risk reduction measure such as physical distancing and playing and singing outside wherever possible, limiting group sizes, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. The guidance should be consulted for further information relating to:*  *- peripatetic music staff,*  *-* [*cleaning and handling of equipment*](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts)*,*  *- singing and playing brass and woodwind instruments*  *- Avoiding sharing of musical instruments*  *- Handling scripts* | |  |
| Physical activity in schools | *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:*   * [*guidance on the phased return of sport and recreation*](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation) *and guidance from* [*Sport England*](https://www.sportengland.org/how-we-can-help/coronavirus) *for grassroot sport* * *advice from organisations such as the* [*Association for Physical Education*](https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) *and the* [*Youth Sport Trust*](https://www.youthsporttrust.org/coronavirus-support-schools)   *Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.*  *Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.* | |  |
| Practical science, art and D&T lessons | *Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the* [*Guide to doing practical science work during Covid-19*](http://science.cleapss.org.uk/Resource/GL343-Guide-to-doing-practical-work-during-the-COVID-19-Pandemic-Science.pdf)*,* [*Guide to doing practical work in D&T, food and art*](http://dt.cleapss.org.uk/Resource-File/GL344-Guidance-on-practical-work-during-the-COVID-19-pandemic-D-T.pdf) *,* [*Carrying out practical science work in non-lab environments*](http://science.cleapss.org.uk/Resource/GL352-Managing-practical-work-in-non-lab-environments-COVID-19-pandemic.pdf) *and for primaries* [*Practical activities in a bubble*](http://primary.cleapss.org.uk/Resource/P110-Practical-activities-in-a-bubble.aspx)*. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.* | |  |
| Educational visits | ***School Visits – updated Guidance***  ***Educational day visits***  *In line with the roadmap, should step 2 commence as planned,* ***schools can resume educational day visits no earlier than 12 April.***  *Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination.*  *Schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, schools will need to consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Schools should consult the*[*health and safety guidance on educational visits*](https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits)*when considering visits.*  ***Domestic residential educational visits***  *In line with the roadmap, we advise against domestic residential educational visits until at least step 3, no earlier than 17 May.*  *The roadmap is driven by data do not date. The approach to domestic residential visits is dependent on the roadmap and is subject to change.*  ***Existing bookings***   * *Should step 3 commence as planned, you may undertake domestic residential education visits, that are already booked, no earlier than 17 May.* * *Any domestic residential educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidance and regulations in place at that time.*   ***New bookings***   * *Schools may begin planning for new domestic residential educational visits to take place. Should step 3 commence as planned, new visits will be possible from and no earlier than 17 May.* * *Schools are advised not to enter into any new financial or contractual commitments at this stage. This advice will remain under review and updated at the earliest opportunity.* * *Any new domestic residential educational visits must be conducted in line with relevant coronavirus (COVID-19) secure guidance and regulations in place at that time.* * *We are working with Public Health England and the sector on what coronavirus (COVID-19) secure residential visits will look like at step 3, and further advice will be provided.*   ***International visits***  *The Global Travel Taskforce has been commissioned to set out how to facilitate a return to international travel as soon as possible while managing the risk from imported variants of concern. It is due to report on 12 April 2021. This advice will be updated following the publication of the report.* | |  |
| Groups of children mixing resulting in risk of more widespread transmission | *Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.*  *Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.*  *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.* | |  |
| 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)](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19) | |  |
| Catering staff are operating in a safe environment | *Catering staff to follow the relevant aspects of government guidance for food premises:* [*https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery*](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery) | |  |
| Communications with parents and others |  |  |  |
| Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety | *Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site*. *Publish a site telephone number in case of immediate access required.* | |  |
| Suppliers understanding and complying with new arrangements | *Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours* | |  |
| Communications to parents and staff | *Regular communications* | |  |
| Pupils and families anxious about return | *Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.* | |  |
| Parent aggression  due to anxiety and stress. | *Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety* | |  |
| Oversight of the governing body |  |  |  |
| Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements | *The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher’s report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school’s response to COVID-19.*  *Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.*  *Minutes of governing body meetings are reviewed to ensure that they accurately record governors’ oversight and holding leaders to account for areas of statutory responsibility.* | |  |

**Signed: Headteacher: Emma Pipe Date 21/04/21**

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.