| **Covid-19 Guidance for September 21 Reviewed Jan 22** | **RA100 V2.4** |
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IMPORTANT – please read this information before completing this risk assessment.

Diagram

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

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

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

**~~Suspected or~~ Confirmed cases of COVID-19** must be reported to the local **Public Health England when meeting the criteria for an outbreak- currently 5 or more cases (PHE) Health Protection team** on **0300 303 8162 (press Option 1, Option 1).** This will enable you to discuss the outbreak control measures that are needed and the information to be communicated to others. You should also email Kevin Butlin Director of Education for Plymouth CAST to ensure that the Central Services team also know promptly.

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|  | **Establishment/Department: Our Lady and St Patrick’s** | **Establishment Risk Assessment** | **RA100 V2.4** |
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| **Address: Fourth Avenue, Teignmouth, TQ14 9DT** | | |
| **Person(s)/Group at Risk**  **Staff, Pupils, Visitors and Contractors**  As part of planning for full return on the 6th September 2021, 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. For more information on what is required of school employers in relation to health and safety risk assessments and managing risk, see [DfE Guidance Schools COVID-19 operational guidance](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance?utm_source=18%20August%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19#stepping) Updated 27th August 2021.  Schools and the employers are required to assess the risks associated with COVID-19 and implement preventative measures outlined in Government guidance. This risk assessment will supplement any existing risk assessments in educational settings.  The Return to school risk assessment is based on the principles and guidance contained within DfE Guidance:   * [Health and safety: responsibilities and duties for schools 19/07/2021),](https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools) * [Schools COVID-19 operational guidance (27/08/2021)](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-covid-19-operational-guidance?utm_source=18%20August%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19#tracing), * [Actions for early years and childcare providers during the COVID-19 pandemic (17/08/2021)](https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic) * [Further education COVID-19 operational guidance (27/08/2021)](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/further-education-covid-19-operational-guidance)   This is not a generic risk assessment that just applies to every setting.  It is strongly recommended that you involve employees in the risk assessment process. Once complete share the findings and provide any instruction needed to implement measures. Local monitoring must also follow to ensure measures are implemented and are controlling the risks.  Key Message: Don’t just make the school or childcare setting **SAFE**, make it **FEEL SAFE** for employees, children and parents. | | **Date assessment completed: 5th January 2022**  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):**  Cathy Lowry  Rachel O’Sullivan | |

| **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** |
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| **Social distancing and reducing risk of transmission** |  |  |
| Definition of close contact | When completing your risk assessment, it is important that your mitigations and control measures in all aspects of the school day, considers PHE definition of ‘close contact’, using the following definition of ‘close contact’:  *(Close contact means):*   * *direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)* * *proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual* * *travelling in a small vehicle, like a car, with an infected person*   Focusing on obtaining mitigations that reduce close contact, will reduce staff and pupil absences when there are cases within the school. | Definition revisited with all staff with a particular emphasis on avoiding close contact adult to adult.  Pupils, staff and other adults should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).  Even if an LFT is negative a PCR should still be taken as not always accurate.  Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, **and** any of the following apply:   * They are fully vaccinated (this means 14 days have passed since your final dose of a COVID-19 vaccine given by the NHS). * They are below the age of 18 years and 6 months * They have taken part in or are currently part of an approved COVID-19 vaccine trial * They are not able to get vaccinated for medical reasons   From Tuesday 14 December, people who are fully vaccinated (and children aged 5-18.5 years, regardless of vaccination status) and identified as a contact of someone with COVID-19 – whether Omicron or not – should take an NHS rapid lateral flow test every day for 7 days to help slow the spread of COVID-19. They can attend work/school whilst testing negative and not displaying symptoms.  Those unvaccinated MUST isolate (no school staff are not vaccinated)  People will be contacted by NHS Test and Trace by phone, email or text or they will receive a notification from the NHS COVID-19 app to tell them they are a contact of someone who tested positive and what action they need to take.  They will be advised to get a box of 7 lateral flow tests free of charge from NHS Test and Trace either through pharmacies, schools or home delivery by ordering online. People are encouraged to use the tests they already have at home before ordering more. People should take these tests from the day they are notified as being a contact and report their results to NHS Test and Trace on [GOV.UK](http://gov.uk/) or by calling 119.  [Daily rapid testing for COVID-19 contacts launches this week - GOV.UK (www.gov.uk)](https://www.gov.uk/government/news/daily-rapid-testing-for-covid-19-contacts-launches-this-week?utm_medium=email&utm_campaign=govuk-notifications&utm_source=4696fbf9-a24c-4cfe-93c7-5202f6faec7f&utm_content=immediately) |
| Entrance and egress 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~~*~~.~~ | No current control measures required, however the school have maintained a one way drop off. To be reintroduced in the case of an outbreak. |
| 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).~~*  No current control measures required. | *To be reintroduced in the case of an outbreak/*contingency plan considers social distancing, if required.  Staff members to raise any concerns with their line manager |
| 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~~* | CO2 monitors provided to all classrooms, so staff can quickly identify where ventilation needs to be improved.  1500 parts per million = poor ventilation, less than 800 ppm = a well ventilated space  Manufacturer’s recommendations and HSE [Ventilation and air conditioning during the coronavirus (COVID-19) pandemic](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/identifying-poorly-ventilated-areas.htm) guidance shall be followed.  Assemblies and Acts of Worship remain virtual. |
| Risk of transmission within EYFS settings | *~~Updated Guidance for EYFS (February 2021~~*[***~~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.~~* | * Frequent and thorough hand washing is conducted. Suitable hand washing facilities are provided. Hand sanitiser provided throughout. * Catch it, bin it, kill it approach is conducted. * Regular cleaning of areas and equipment (for example, twice per day) is maintained, with a particular focus on frequently touched surfaces. * Keep occupied spaces well ventilated by natural and mechanical ventilation. |
| 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.~~*  *There is currently no requirement to keep bubbles separate.* | * Frequent and thorough hand washing is conducted. Suitable hand washing facilities are provided. Hand sanitiser provided throughout. * Catch it, bin it, kill it approach is conducted. * Regular cleaning of areas and equipment (for example, twice per day) is maintained, with a particular focus on frequently touched surfaces. * Keep occupied spaces well ventilated by natural and mechanical ventilation. |
| 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.* | * Frequent and thorough hand washing is conducted. Suitable hand washing facilities are provided. Hand sanitiser provided throughout. * Catch it, bin it, kill it approach is conducted. * Regular cleaning of areas and equipment (for example, twice per day) is maintained, with a particular focus on frequently touched surfaces. * Keep occupied spaces well ventilated by natural and mechanical ventilation. |
| 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* | *Currently only essential visitors allowed in building.*  *Regular updates to be included in future newsletters.*  *Any visitors to ensure hands sanitised on entry, facemasks worn and distance of 2 kept.*  *14.12.21 Visitors limited, LGB meetings to return to virtual.* |
| 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.* <https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care>  [*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/965446/Face\_coverings\_in\_education\_-\_March\_2021.pdf*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/965446/Face_coverings_in_education_-_March_2021.pdf) | *Staff encouraged to wear masks in situations where social distancing with adults cannot be maintained e.g. communal spaces.*  *Staff permitted to wear face coverings when in classroom where it does not negatively impact on teaching/learning.*  *Face visors or shields not to be worn as an alternative to face coverings.*  *No child/member of staff will be forced to wear a face covering.*  *No child/member of staff will be prohibited from attending school because they will not wear a face covering.*  *Staff and students advised and supported with the safe use of face coverings 3.3.21*  **Safe wearing of face coverings requires the:**    ∙       cleaning of hands before and after touching – including to remove or put them on  ∙       safe storage of them in individual, sealable plastic bags between use  ∙       Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully  ∙       Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.    **You must instruct pupils to:**    ∙       not touch the front of their face covering during use or when removing it  ∙       dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin)  ∙       place reusable face coverings in a plastic bag they can take home with them  ∙       wash their hands again before heading to their classroom |
| 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).* | *Fire evacuation process to be practiced within first couple of weeks.* |
| 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* | *3 members of staff full paediatric first aid qualification*  *Jade Osborne expiry Nov 22*  *Jo Gibson expiry Oct 23*  *Mary Nock expiry oct 23*  *6 other members of staff have schools first aid - 1 day course.*  *Each class has a first Aid kit.*  *First Aid Area in main office.*  *MTAs have First Aid kits.*  *Gloves as PPE are included in First Aid kits* |
| 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.* | *Fire practice to be held at least once per term.*  *Fire Egress points/routes unchanged by arrangements.*  *Each bubble has separate points.*  *Children assemble on playground with adequate spacing.*  *Fire Equipment checked June?*  *Doors are fitted with release devices which close when alarm sounds. Adults briefed to ensure all doors are closed when evacuating the building in line with usual practice.* |
| 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)*.* | *Wemco continue to monitor water as per management plan.* |
| 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.* | *Reminders at staff briefings to immediately raise any concerns with SLT. Share contingency plan*  *If an isolation space is needed this can be decided at the time and communicated to all adults. It may be that the HT office is available, or through the double doors of the library. Staff need to ensure site security at all times.* |
| 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.* | *Management of premises overseen by A Brocksom liaising with admin.* |
| 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* [Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf)  *.* | *Staff need to ensure socially distanced in communal spaces, including the staff room.*  *Own utensils to be used where possible.*  *Staff to avoid sharing.*  *29.11.21 All staff to wear masks in communal spaces.* |
| 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* * *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) | *SLT to ensure windows are kept open throughout the day, including in corridors. Exit doors to remain open. Uppermost windows are prioritised. If weather colder, windows can be closed during learning time, but then fully opened during breaks to aid ventilation and air circulation*  CO2 monitors to quickly identify where ventilation needs to be improved.. Manufacturer’s recommendations and HSE [Ventilation and air conditioning during the coronavirus (COVID-19) pandemic](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation/identifying-poorly-ventilated-areas.htm) guidance shall be followed. SLT to ensure monitored and accessed  Management to ensure the contingency plan considers social distancing and reduced student numbers, if required.  Staff members to raise any concerns with their line manager.  SLT to monitor use of CO2 monitors and ensure used appropriately. |
| 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* | *All staff to remain vigilant and remind children to ‘Catch it, bin it, kill it’. Visual reminders on walls and by bins -* [*https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf*](https://www.england.nhs.uk/south/wp-content/uploads/sites/6/2017/09/catch-bin-kill.pdf)  *Lidded bins in each classroom.* |
| 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.* | *Managed by administrator.*  *Nursery to use own entrance and exit unless during the school day.* |
| 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.* | *Class teacher to ensure high levels of cleaning for their bubble with the expectation that equipment is always cleaned after use.*  *Not used by local community.* |
| 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). | *Any requests to be discussed with ESM.*  *.* |
| 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)*.* | *Sports equipment sanitised after every use.*  *Door handles to be cleaned after transitions have been made. Cleaning record kept.*  *Play equipment provided separately for each bubble.*  *Parents informed of arrangements regarding a child showing symptoms - flowchart*  *Anti-viral wipes for regular cleaning of touch points and surfaces.* |
| 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.* | *Resources cleaned as per daily cleaning schedules.*  *EYFS to wash resources in the dishwasher in washbags/sterilise in Milton?*  *Wipes available next to photocopier and laminator – staff to wipe down controls after use  (not to touch heating element of laminator)*  *Whilst such stringent measures no longer need to be in place, each class to ensure they have their own resources and carry out cleaning after use.* |
| 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.* | *Admin to liaise with caretaker regarding expectations.* |
| 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.* | *All classes have an available sink. Soap and sanitiser in each room.*  *Children wash or sanitise hands on entry to school, then at every transition including before and after breaktimes, then a final one at the end of the day before vacating the building.*  *Nursery have own facilities.* |
| 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.* | *Routines established to be revisited at the start of term with high expectations.*  *Hand washing routines embedded with children returning in Sept. (On arrival at school, before play, after play, before lunch and after lunch and before leaving at the end of the day).* |
| 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.* | *Soap dispensers in all classrooms checked daily by cleaners to ensure full.* |
| 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.* | *Posters in all classrooms. To be revisited by all staff during curriculum time. Lidded bins in all classrooms.* |
| 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.* | *COSHH assessments reviewed and controls in place for additional cleaning supplies (Milton and Screen).Supplies managed by admin.* |
| 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.* | *Current assigned toilets to remain in place with no more than three children in at any time.*  *Toilets accessible throughout breaktimes to avoid overcrowding at start and end.*  *Adult on duty to ensure no overcrowding and reasonable use. Staff members to raise any concerns with their line manager.* |
| 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.~~* | *Staff meetings to ensure socially distanced, or held virtually. Briefings ensure at least 2m distance and no close contact.*  *29.11.21 All staff to wear masks in communal spaces.*  Talk to staff about the plans (for example, following current Government guidance, safety measures, Lateral Flow Device testing, Government vaccination progress etc.), including discussing whether training would be helpful. |
| 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.* | *Where contractors are unable to attend outside of school hours, social distancing to be maintained and face coverings worn.*  *Limited to ‘essential visitors only’.*  *Normal signing in process to be maintained. Admin to ensure sanitised hands and social distancing.* |
| 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) | *Teaching plan in place.*  May need to alter the way in which staff are deployed and use existing staff more flexibly. Discuss and agree any changes to staff roles with individuals. |
| 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.* | *Risk assessment shared one agreed.*  *CL to check in with staff individually.*  *No identified CEV staff. Staff to take responsibility for maintaining distance, washing hands at every transition and wearing face coverings.*  The decision to close a school is **reserved for the Board of Directors**. A procedure is in place for securing a rapid decision from the Directors, but notice is preferred    If staffing levels become untenable, or told to close the school by local health protection team, immediately discuss the matter with ESM. ESM will liaise with KB and a decision from the Board secured as soon as possible. |
| 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.* | *Updates sent via email with LA and Trust advice.*  *Updated RA shared Jan 22* |
| 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). | *Staff using LFT test at homes twice weekly for a Monday and Thursday morning. Admin records results and checks that all staff have reported them accurately. Flow chart circulated for actions and reporting positive cases.*  *Information sent to parents re LFT tests and clear expectations regarding reporting a positive test to school and next steps to be taken, including isolation 7.1.2022*  *If a positive case/outbreak, contacts to test daily.* |
| 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) | *Emergency PPE bag kept in isolation room and is easily accessible by staff.*  *Should a child be symptomatic a staff member to isolate them and report to the office. This staff member should stay with the child if possible. If not a member of SLT to stay with them. This staff member will clean the room afterwards.* |
| Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors | *Clinically Extremely Vulnerable staff (CEV) are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required) and there is guidance for this group. Employers should talk to their staff about how they will be supported, including to work from home. These new formal shielding measures will apply across the whole of England until at least 31 March. Staff who are Clinically Vulnerable (CV) can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission* [Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf) p37  *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) | *Risk assessment shared with all staff Jan 22*  *Key messages revisited at briefings*  *Staff to take responsibility for maintaining distance, washing hands at every transition and wearing face coverings with reminders at weekly briefings.*  *.* |
| 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) | *There are children in the early stages of schooling that receive intimate care as they are not fully nappy trained. There are currently no specific care plans. Should any new pupils arrive guidance to be followed and supported by SENCo.*  *Parents that are adamant they wish children to wear masks to discuss with HT.*  *PPE used when administering First Aid/supporting a symptomatic child/providing intimate care.*  *See above re facemasks.* |
| 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.* | *Face coverings in communal areas/where social distancing cannot be adhered to.* |
| 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.  ***Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means****):*   * *The current definition of a close contact in a school setting is shown below.* * *face-to-face contact including being coughed on or having a face-to-face conversation within one metre* * *been within one metre for one minute or longer without face-to-face contact* * *been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)* * *travelled in the same vehicle or a plane (this includes school transport)*   [*https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc)  *If a child or staff member in your education setting becomes symptomatic, you should advise them to access a PCR test through the normal channels.*  *However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided PCR home test kits to improve the chances that the individual will get tested. See the* [*DfE guidance on test kits for schools*](https://www.gov.uk/government/publications/coronavirus-covid-19-home-test-kits-for-schools-and-fe-providers?utm_source=cfddd7d1-6426-45af-830d-f6fe10317a3f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)*.*  *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:*  [*Educational settings Action cards*](https://coronavirusresources.phe.gov.uk/reporting-an-outbreak/resources/Education-Action-Cards/)  [*PHE SW HPT: Flowchart for childcare and Educational settings V 4*](https://www.devon.gov.uk/schools/my-account/information-for-schools/)  *Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the* [*Actions for Schools Guidance Section 5*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks) | *CL to email* [Trackandtrace](mailto:Trackandtrace@torbay.gov.uk) and follow advice given |
| Lateral Flow testing **(Secondary Schools) It is important to note that LFT/PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation actions.** | ***Guidance on the coronavirus (COVID-19) testing programme for secondary schools and colleges With the start of mass testing by Lateral Flow Devices (LFD) in some schools, it is also important to remember that these are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place, but should be used alongside.  It is vitally important that schools who are using mass testing do not relax other fundamental measures.***  DfE have created a [schools and colleges document sharing platform](https://drive.google.com/drive/folders/1jYv0MjFyIIbzgPn_1S10OuRgfrj_b5_P?usp=sharing) for asymptomatic testing. This area contains additional information to support schools and college staff in preparing and operating LFT. | *NA* |
| Lateral Flow testing.  It is important to note that LFD  /PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation. actions, particularly in relation to contact between staff. | ***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.***  ***Key points***   * ***All staff working in primary, secondary and Colleges are encouraged to take part in the LFD testing programme*** * ***Secondary age pupils are recommended to undertake 3 tests in school at their Asymptomatic Test Site (ATS) BEFORE moving to use LFD home test kits*** * ***Recommended twice weekly before coming into school 3-4 days apart*** * ***Read guidance and watch video*** * ***This process is not for releasing people early from Self Isolation*** * ***It is not mandatory DfE have created the link below for asymptomatic testing for schools to follow. This area contains additional information to support primary schools and secondary staff in preparing and operating home testing LFD.***   **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) | *Testing taking place for Monday and Thursdays. (Part time staff to do for days attending school* |
| Pupil related issues |  |  |
| Vulnerable groups who are clinically, extremely vulnerable. | ***Clinically extremely vulnerable (CEV) adults and children.***  *It has been confirmed by the DfE that all CEV (and those who have been newly identified by letter in recent days) that all these staff/pupils should continue to self-isolate until March 31st.*  *The Department of Health and Social Care has added a* ***third*** *category to the* [*definition of clinically extremely vulnerable (CEV)*](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19?utm_source=22%20February%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19#cev)*. The definition has been expanded to include a new group of adults who have been identified through the* [*COVID-19 population risk assessment*](https://digital.nhs.uk/coronavirus/risk-assessment/population) *as potentially being at high risk of serious illness if they catch the virus.*  *Individuals identified as CEV through this risk assessment are advised to follow* [*guidance for clinically extremely vulnerable people*](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19?utm_source=22%20February%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19)*, which has now been extended until 31 March. Anyone newly identified as part of this group will be notified.* | *No children considered CEV* |
| 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* | *No children attending dual settings.* |
| Pupils unable to follow guidance | *Some pupils will need additional support to follow these measures.* [*https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings) | *All children expected to follow guidance.*  *Should a child struggle liaison with SENCO to create a plan.*  *Actions to support mental health and wellbeing are treated as priority.*  *Behaviour policy heavily focuses on relationships and supporting individual needs, provision is adapted by SLT if not working well enough. Meeting time with staff used to discuss how measures can be adapted to include additional support for those who need it.* |
| 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 children provided with equipment. Only essentials allowed. (Children will be allowed bags and mobile phones).* |
| 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.* | *Stated procedure will be followed.* |
| 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.* | *0 children using school transport Children encouraged to scoot/walk/cycle.* |
| Dedicated school transport, including statutory provision  Face coverings & PPE  Loading for vehicles above nine passenger seats  Good practice & personal care  Carriage of passengers with symptoms  Children with Special Educational Needs: | [*transport-to-school-and-other-places-of-education-autumn-term-2020*](https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020?utm_source=de9e20dc-895e-4cd3-baad-06e6b2575eb7&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)  *Although there is no requirement for students to sit with the group of students or “bubble” with which they are educated, students should sit in year groups as far as possible when travelling – this will be in ascending year groups front to back (youngest students at the front of the vehicle).* *Schools may even wish to draw up seating arrangements on vehicles.*  *Consider how you are going to “police” any seating arrangements as this is not the driver’s responsibility – their role is to focus on driving the vehicle safely.*  *Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of each day to assist the students.*  *Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning.*  *Ensure organised queuing/boarding and distancing within vehicles if possible.*    *It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, DCC, supported by PHE,* ***recommend*** *that people aged 11 and over wear a face covering when travelling on dedicated school transport from the start of the autumn term. However, there are some exemptions:*  [*https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings*](https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings)  *Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.*  *Transport Co-ordination Service will work with operators, schools and parents to manage arrangements for organised queueing and boarding.*  *Students should be asked to respect the driver’s personal space and hold back from entering the vehicle until the driver has indicated it is safe to do so, and then do so one by one in an orderly manner. They should hold their bus pass so it is visible to the driver (and produce for closer examination if requested).*  *Seats alongside or immediately to rear of the driver may be out of use and if so, would be clearly marked as “out of use” by the operator.*  *ALL students will be expected to abide by the DCC Code of Conduct*  *Students, drivers and escorts should clean their hands, before boarding home to school transport and when arriving at school or home. It should not normally be necessary for students to clean their hands during the journey. Coughs/sneezes – students/parents to be given guidance on good management of coughs and sneezes, in line with the “catch it, bin it, kill it” approach – this will be reinforced in schools.* *Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.*  *Parents must be advised that students MUST NOT board home to school transport, if they or a member of their household has symptoms of coronavirus.* *Any child, young person or other learner who starts displaying coronavirus symptoms while at their setting should be sent home immediately. They must not travel on home to school transport. The school should contact the parent or carer who should make arrangements for the child or young person’s journey home. In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported to their home, you must contact the Transport Coordination Service at DCC. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak.* *Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;*  *• they develop symptoms themselves (in which case, they should arrange a test) or*  *• the symptomatic person subsequently tests positive (see below) or*  *• if they have been requested to do so by NHS Test and Trace.*  *When deciding on the package of measures that is appropriate on transport for children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school.* | *No dedicated school transport used.* |
| 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.* |  |
| School Transport arrangements support changes to school times | *Any alternative access arrangements for when students arrive at the school grounds should be communicated via the school to families/students.*  *Liaising with the School Transport Team before change are made. Follow government guidance* [*https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles*](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles) | *NA* |
| **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.* | *Curriculum plan in place across the school*  *Normal curriculum to be in place.* |
| 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.* | *Full curriculum offer to be in place.*  *Remote planning completed and implemented if necessary to cover all areas of the 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* | *Specialist teacher teaching music, PE and forest school and will adhere to guidance.* |
| 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 organi*  *sations 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.* | *PE should take place outdoors when possible.*  *No current after school clubs in place.*  *Play equipment will be allocated to each class and although shared between the group each bubble washes their hands before and after break time to ensure clean when touching equipment.* |
| 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.* | *SLT to read all guidance and ensure implemented. Practical activities in a bubble shared with all teaching staff.* |
| Educational visits | *All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the* [*Covid-19 DfE travel guidance for educational settings*](https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings) *For additional information check with EVOLVE guidance on website.*  ***Educational day visits and residential domestic trips***  *Schools have been able to resume educational* ***day visits*** *since 12 April. Any educational day visits must be conducted in line with relevant COVID-secure guidelines and regulations, and fully risk assessed, including a COVID-19 risk assessment for the centre hosting the visit.*  *Thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. As part of this risk assessment, consider what control measures need to be used and follow wider advice on visiting indoor and outdoor venues. Consult the health and safety guidance on educational visits when considering visits.* [*https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits*](https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits)  ***Domestic residential educational visits***  *In line with the roadmap, schools can undertake domestic residential education visits,* ***from 17 May****. Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time.*  *You* ***must*** *keep children within their consistent groups (bubbles) for the purpose of the visit. Risk assessment for residential educational visits* [*Annex C*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985138/10_May_Schools_Guidance.pdf) *sets out the conditions that should be met when planning and undertaking a residential educational visit as part of Step 3. You* ***must*** *undertake full and thorough risk assessments in relation to all educational visits to ensure they can be undertaken safely. You should consider the principles set out in the system of controls and annex C to assure yourself that you are taking children into a safe environment.*    *Risk assessments for residential trips* ***must*** *be completed, and discussed with/signed off by your ESM* ***BEFORE*** *a domestic residential trip can take place.* | Visits will need authorisation from ESM prior to taking place  Any proposed trips to be fully risk assessed as per educational visits policy.  No school visits until further notice        No international visits |
| 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.* | No current control measures required. To be reintroduced in the case of an outbreak. |
| Transition and taster days | *Complete thorough risk assessments before running transitional, taster and open days to ensure that they are run in line with your system of controls/ risk assessment and align with the advice contained within* [*https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak*](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak) *and the* [*Road Map out of Lockdown*](https://www.gov.uk/government/publications/covid-19-response-spring-2021/covid-19-response-spring-2021-summary#step-3---not-before-17-may) | *Hand hygiene and respiratory care to remain in place.  Any visiting adults asked to wear masks.* |
| 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) | *BASC food prepared on premises by trained leader.* |
| 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) | *Catering Staff employed by Devon Norse for lunchtimes. Food not prepared on site.* |
| 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.* | *Shared with parents. ND or SJ to liaise with visitors on entry to the premises.* |
| Suppliers understanding and complying with new arrangements | *Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours* | *Actioned as per guidance.* |
| Communications to parents and staff | *Regular communications* | *~~N~~ewsletter produced which will detail reminders to parents and staff.*  *Any new information will be sent home to parents via a letter.*  *Staff will be regularly communicated with via briefings, staff meetings and email.* |
| 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.* | *A member of SLT to ensure at school gate every morning to be able to discuss concerns.*  Inform parents of the current control measures in place. Reassure parents that the school is following relevant / current guidance. |
| 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* | All incidents involving Violence, Aggression and Threatening Behaviour shall be reported via the Devon incident reporting system. |
| 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.* | *HT in regular contact with CoG.*  *Gov and updates provided for every govs meeting.*  *All actions in place and included on every gov agenda.* |

| **Should a class need to close because of unmanageable numbers of positive cases**  **Use of live/recorded interactions to teach and engage with pupils/parents** | | |
| --- | --- | --- |
| Lack of parental agreement with live interactions between pupils and teachers | *Ensure that parents and pupils have given signed consent for pupils to take part and have agreed with an updated agreement policy.* | *Parental agreement received from all parents.* |
| Parents do not comply with acceptable use agreement | *Provide parents with clear guidance on how and when live interaction will take place following the trust expectations; guidance for how parents and pupils will interact will be clearly stated. Parents to be regularly reminded of these expectations through school communications.* | *Acceptable use policy to be shared via email. Teachers to monitor closely that these are being adhered to. Concerns to be passed to SLT.*  *If a parent continues to not comply alternative methods for learning will be deemed necessary.* |
| Staff reluctant to deliver live or recorded interactions | *School leaders will brief staff and ensure full agreement for staff participation. Where there is not agreement, leaders will agree an alternative.* | *All staff are now experienced and happy to teach live, provided the technology is available.* |
| Staff are not fully aware of the appropriate processes and protocols for live interactions | *Provide appropriate training to all staff. Where possible, interactions should only take place on school premises. Where this is not possible, for example staff are self-isolating, school leaders should have vetted and agreed an area within the staff members’ home (through virtual interaction) that this can take place. Staff to be given clear guidance on processes and protocols on delivery of any live or recorded interactions.* | *Direct training provided by Steve Kemsley regarding use of the google platform.*  *Protocol shared with all staff.*  *All staff streaming from school.* |
| Staff use of own equipment or accounts to deliver live streaming | *Schools to have an agreed platform which will be the only form of delivery to pupils. School staff should only use school devices and accounts to access and deliver live or recorded interactions.* | *Googlemeet is the live platform of choice as the waiting room and ability to mute pupils are considered useful aspects. Only school devices to be used, using olsp.uk accounts, .* |
| Sessions at risk from the sharing of inappropriate content, audio or unauthorised participants | *Schools should have a process for; having full control of live sessions to include cameras and mics, immediately ending a live session for all, removing any participant from a live session. Sessions will be locked by the adult leading the session to unauthorised participants at all times. Staff to record attendance of pupils at every session and log/report any breaches/concerns to senior leaders.*  *Pupils will be regularly reminded of e-safety responsibilities such as not sharing passwords etc.* | *Zoom enables the host to have complete control of the session including mics and cameras. Staff know to immediately close a meeting or remove a participant if a concern is raised and SLT to be notified immediately.*  *Staff will use their daily log to record attendance.* |
| Unacceptable use of live streaming | *Sessions will only take place during school hours. Maximum length and number of sessions will be agreed and age appropriate, reflecting the needs of the staff and the pupils. Staff to discuss any concerns over excessive screen time with line manager in order for this to be adjusted if required. Parents and/or pupils to have the opportunity to discuss concerns over excessive screen time with school leaders.*  *Staff to check pupils are adhering to policy, share ground rules at the beginning of each session and log/report any breaches/concerns to senior leaders. School leaders will review and revise the current behaviour policy to ensuring coverage of online interactions.*  *Provide pupils with clear guidance on how and when live interaction will take place. Share code of practice for live lessons. Pupils will be made aware that behaviour and sanctions will apply to live lessons and will be in line with school behaviour policy.* | *Behaviour policy up to date and shared with all staff.*  *Staff signed document Jan 21 to confirm they have read live streaming agreement and agree to its terms.*  *To be revisited if required.* |
| *Pupils without parental agreement appear on camera whilst taking part in live interactions* | *Staff to ensure that they are fully aware of parental consent agreements. Where pupils do not have parental consent for images to be shared, staff member will be the only person accessing camera. Parents to be given the option for child to access live interactions without video when at home.* |  |

**Plymouth CAST**

**School Opening Action Plan: Our Lady & St Patrick’s, Teignmouth**

|  | **Theme** | **Action** | **Implications/Actions/Comments** | **By Whom?** |
| --- | --- | --- | --- | --- |
| **1** | **Resource Management** | For staff who are absent for reasons other than being unwell, identify how they can work from home i.e. supporting remote learning etc | Teachers isolating to set work for their supply covers or isolating bubbles. | HT/SLT |
| **2** |  | Ensure appropriate SLT availability  Agree contingency plans if leaders become unavailable i.e support from nearby CAST school; ESM etc | 1 AHT 3 days M/T/Th  0.5 EHT on site 3 days a week. No split days between schools to reduce risk of cross-contamination | HT/SLT/ESM |
| **3** |  | Ensure appropriate levels of first aid cover including Paediatric First Aid – where necessary undertake risk assessment for EYFS children to identify individual need and control measures etc.  Identify contingency measures for if a member of staff becomes unavailable. | 3 TA with paediatric first aid  6 staff with emergency first aid | HT/SLT |
| **4** |  | Identify likely numbers of children returning for each required year group.  Identify classrooms required  Identify number of suitable rooms available  Identify staffing resource required  Identify likely staffing resource available | **Early Years**  **Nursery & Reception**  Continuous provision set up outside and physical boundary in place between bubble and Y1.  **Year 1-6:** children into their own classrooms of maximum of 30  **Phonics groups:** Children from different bubbles to be sat at different tables within the classroom. Small group phonics intervention can take place in group rooms with tables wiped down before and after each session.  Year 1&2 children to be kept in their class bubbles for phonics. Advice given from PHE.  Each bubble will have a dedicated space for play:  Break times and lunchtimes to be staggered  **EYFS:** 11.45 – 12.45  Packed lunches and dinner children to be taken to hall by LK.  EG to remain in Unit with packed lunches.  LK to bring children down after  **Year 1: 12-1**  Packed lunches & Dinners to hall then back to outside play space.  Across EYFS/Y1 EGa/TH/NM  **Year 2: 12 -12.30**  Packed lunches and dinners to hall and back to classroom  12.30 -1pm to bottom half of playground (EG/LM)  **Year 3 and Y4: 12.15 – 12.45**  Packed lunches eat in classroom; supervised by JG dinners to hall and back to classroom  **12.45 - 1.15**  Year 3 to top half of playground (JG)  Year 4 to end of large field (EG)  **Year 5 and Y6: 12.15**  Children eat packed lunches in classroom supervised by DH  Dinners straight to field at 12.15 (EG) called in to hall when queue down -sit on bubble tables in hall  Year 5 to top end of large field  Year 6 small field |  |
| **5** |  | Agree what returning support is required for vulnerable/disadvantaged children, and put in place provision for children with SEND in conjunction with families, LA and other agencies as appropriate | 1:1 in place for EHCP diabetic child as necessary  TAF meetings happening via virtual platforms  Thrive practitioner available to carry out well being for identified pupils (2 CiC +1 Rec child)  Children with complex needs provided with a social story ‘what will school look like’ using widget, before end of summer term. | HT/SLT/LA |
| **6** |  | Identify approach that will be required with the likely numbers of children; available classrooms, and likely availability of staffing resource identified above i.e limited year groups, year groups on rota etc | N/A | HT/SLT |
| **7** |  | Identify likely numbers of vulnerable and key workers’ children  Plan how these will be accommodated alongside returning year groups  Identify room and staff requirements | N/A | HT/SLT |
| **8** |  | Decide whether before and after school care club facilities will operate.  If they will, plan for operation in line with [Coronavirus (COVID-19): implementing protective measures ...](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwiz6-_A_K7pAhU-QkEAHRWiCGYQFjAAegQICRAC&url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fcoronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings%2Fcoronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings&usg=AOvVaw09OaiHCHJbxQtdtbtQ8JNV) | N/A | HT/SLT |
| **9** |  | Decide what elements of home-learning will be able to be maintained with large numbers of children returning to school | SLT to give log ins for IXL to all teachers before end of summer term  All teachers to have access to using google classroom for lessons before return on 3rd September | HT/SLT |
| **10** |  | Plan for how families will be supported with home learning under the new arrangements | SLT to give log ins for IXL to all teachers before end of summer term  All teachers to have access to using google classroom for lessons before return on 3rd September | HT/SLT |
| **11** |  | Ensure that staff are deployed so that no one is planning and delivering learning within school AND managing home-learning at the same time | N/A | HT/SLT |
| **12** |  | Agree staff workload expectations, including that of leaders | PPA delivered as planned  Power maths introduced to support planning | HT/SLT |
| **13** |  | Put in place measures to check on staff wellbeing  Ensure all staff have staff wellbeing service details Zurich Municipal 0117 934 2121  And Education Support Charity: 08000 562 561 | Sally to check on TAs  Rachel and Cathy to check on Teachers | HT/SLT |
| **14** |  | ESM to put measures in place to check on Headteacher wellbeing |  | ESM |
| **15** |  | Discuss plans with ESM | Plans to be agreed with ESM | ESM |
| **16** | **Communication** | Communicate arrangements; expectations; control measures etc to all staff  Distribute Trust Coronavirus Policy  Distribute revised Staff Code of Conduct if dress code is being changes to enable frequent washing of clothes etc | Plans shared with staff on NPD 23rd July and via google meet | HT/SLT |
| **17** |  | Plan content, timing and mode of communication with parents and pupils:  Attendance expectations;  Drop-off/collection arrangements;  Lunch arrangements;  Protective measures i.e. class sizes, social distancing etc;  Personal hygiene reminders  Arrangements for contacting school, reporting absence etc  How to register for Free School Meals  Revisions to behaviour policy to reflect new rules and routines to reduce risk in school. | Newsletter to explain process if anyone shows symptoms. To include track and trace process.  Newsletter sent out to all parents on 7.1.2022 | HT/SLT |
| **18** | **Safeguarding** | Ensure that all staff are familiar with school Safeguarding and associated policies. | Safeguarding training to be undertaken via new platform SSS  Local school context update and KCSIE changes covered as part of the NPDs 3/4th September | HT/SLT |
| **20** |  | Ensure that appropriate DSL and deputy DSL cover is available | Always a DSL/DDSL on site or available by phone | HT/SLT |
| **21** |  | DSL/DDSLs to discuss class with each teacher and identify and address any concerns. | RO to ensure new class teachers know of any safeguarding concerns within their new class during indction | HT/SLT |
| **22** |  | Identify and agree any safeguarding provision needed to support returning children | Weekly safeguarding meetings continue and joined by two new TAs trained to L3 | HT/SLT |
| **23** |  | Update CPOMs as required, and make any necessary LA referrals | Ongoing | HT/SLT |
| **24** |  | Update Behaviour Policy to reflect the new rules and routines necessary to reduce risk in setting | RO to update to a one side policy for children and staff | HT/SLT |
| **24** | **Training** | Decide what staff training need to be delivered remotely or in school to support changes i.e risk management, curriculum, behaviour, safeguarding etc) | Plans shared with staff on NPD 23rd July | HT/SLT |
| **25** |  | Identify and facilitate any required first aid training including paediatric first aid |  | HT/SLT |
| **26** | **Protective Measures** | **Read the guidance on** [Coronavirus (COVID-19): implementing protective measures ...](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKEwiz6-_A_K7pAhU-QkEAHRWiCGYQFjAAegQICRAC&url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fcoronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings%2Fcoronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings&usg=AOvVaw09OaiHCHJbxQtdtbtQ8JNV) and agree how this will be implemented in your school, including agreeing on any necessary changes to policy or procedure.  Advice and support available from Paul Stewart and ESM | * On entry in the morning, children will wash their hands before hanging up their coats & bags. Only one child will be allowed in at a time and then sat at their allocated desk. * Rooms used for each bubble will have the items touched the most often (door handles, taps) wiped down before break, after break, before lunch and after lunch and recorded on the record available. * In EYFS bubbles, tables to be wiped after activities are finished with * Phonics books: given on a Monday, returned on a Wednesday, wiped down and quarantined. Repeat on a Wednesday. Book bag book on a Friday brought back on a Monday. * Every room in the school will have a bucket with warm water, detergent, and cleaning cloths. Staff reminded to be vigilant about cleaning. * Children to use hand sanitiser when they return from the toilets. **ALWAYS** supervised by an adult * EYFS children use toilets in the unit, Year 1 use their own toilets. Year 5/6 their own toilets. **THIS IS THE SAME ARRANGEMENT AT BREAK TIMES** * Staff on duty to carry hand sanitiser for using after toilet trips * Only one child per ‘bubble’ to be allowed access to the toilets at a time. * Toilets (door handles, flushes and taps) to be wiped down by a member of staff just before and after playtimes. * Hand sanitiser and soap in every classroom * Children unwell to use medical room until collected * Children sent home if new symptoms appear. Parents encouraged to have them tested. * If a child comes to school wearing a face covering it must be given to the parent before entering the building. * Adults wearing face masks should dispose of them in the bin in the clinical bin in visitors’ toilet **ONLY.** * Posters on gates to ask parents to wear face masks on site * Children able to wear jumpers (non uniform) in the classrooms | Head  Paul Stewart/ ESM |
| **27** |  | Decide the physical and organisational structures needed to limit risks; enforce social distancing of 2m, and limit movement around the building(s) i.e classroom layouts, entry and exit points, staggered starts and breaktimes, class sizes, lunchtime arrangements, use of rooms for staff breaks etc.  Agree how safety measures will be implemented, maintained and displayed around school. | **Access to the site:**  **Pedestrian Access**   * One way system to alleviate narrow pathway: * UP - through carpark walking on yellow painted spots * DOWN - via footpath walking on yellow painted spots * Top gate open and marked with yellow spots. Request to parents to respect 2m   **Start and finish of the day**   * **8.30 doors open for all children. Children to go straight in and sit at desk. TA to supervise handwashing.** * **Year 6** children can come straight into their classroom via the music room from 8.30am. * **The green gate will be open from 8.30 and manned by a member of staff**   Visitors: given an A4 document about the school measures to keep them and other safe | HT/SLT |
| **28** |  | Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (i.e how often; when/if an additional clean is necessary; by whom; with what etc  Advice and support from Paul Stewart | * Daily cleaning to continue as current * Staff to clean classroom surfaces every 30 mins (door handles, light switches, taps, shared surfaces)- each classroom provided with a bucket, detergent and cleaning cloths * Chrome books to be wiped down with antibacterial wipes after each use. * Children’s pencil cases to be wiped over at the end of each day. * All surfaces and resources in the sensory room to be wiped down after each use. Sensory room not to be timetabled back to back. * Any areas to be used for nappy changing require wiping down with detergent and sanitiser after use | HT/Paul Stewart |
| **29** |  | Decide the approach to enhance hygiene (i.e washroom use; handwashing; classroom-based handwashing; entry point hand sanitiser etc, and decide on policy related to shared items i.e books, toys, practical equipment | * Entry point handwashing/sanitiser * Handwashing:   + On entry   + Before break   + After break   + Before lunch   + After lunch * Chromebooks to be wiped with a medi wipe after use * No playground small equipment available * Water fountains out of use - children to bring in own water bottles   Books and paper to be used alternately. This will allow time between use for marking & feedback. |  |
| **30** |  | Plan the school level response should someone fall ill on site (in line with relevant government guidance) including anyone who is symptomatic of COVI-19 self-referring for testing. | **Child**   * isolate in small office at top of stairs until collection * child taken out to parent * Room to be cleaned after child has left * Child to be tested if possible   **Staff**   * immediately off site * self-refer for testing * isolation period as recommended by Government guidelines   Test and Trace   * Engage fully with the test and trace process * Staff and parents to inform school if they have been contacted by Test and Trace and appropriate action taken as in [testing and tracing for coronavirus websit](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/)e   **Track and Trace**   * Visitors recorded in visitor book so they can be contacted   **If you test positive (you have coronavirus):**  · self-isolate for at least 7 days from when your symptoms started – even if it means you're self-isolating for longer than 14 days | HT/SLT |
| **31** |  | Make arrangements for the very small number of cases where personal protective equipment supplies will be needed: if staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in school, and needs direct personal care until they can return home etc  Where necessary Paul Stewart will support procurement | * PPE distributed by CAST * Small number of face masks to be available for intimate care from Church sewing group * Gloves used as normal practice for first aid * Aprons, gloves and face masks to be used for nappy changing.   **Intimate Care:**  All nappies to be changed from the side   * All parents requested to wear face coverings when on site | HT/Paul Stewart |
| **32** | **Pupil Wellbeing** | Plan likely mental health, pastoral or wider wellbeing support for children returning to school – whole cohort and individual pupil focus, including, where necessary bereavement support.  Work with LA for access to wider pupil/student services as required; share resource with other schools where possible | * PSHE focus on Recovery Curriculum for first half term: mental health, relationships, worries etc. Emily Martin (STN)/Rachel O’Sullivan to provide staff with a curriculum Intent and suggested activities that can be used in the first 7 weeks | SENCo |
| **33** | **Learning** | Agree what learning is realistic given the unique arrangements being putting in place, (including the relationship between face to face and remote learning) | * Phonics groups - see 5 above * Summer term pira/puma to be used by teachers to identify gaps in learning. MARK analysis completed to ensure curriculum is well adapted * Teachers to have training on google classroom and IXL to enable a blended approach to learning * School to have a secure plan in place for blended learning by end of September | HT/SLT |
| **34** |  | Identify curriculum priorities, agree revised expectations, and any opportunities to provide catch-up support for groups, individuals and cohorts. | * Intent for Recovery Curriculum shared with all staff on September NPDs * Catch up premium plan written and shared with ESM * Planned curriculum to go ahead | SLT and teachers |

**Signed: Headteacher: Date**

**Signed: ESM…………………………………………………… Date……………………………………..**

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 ESM and Premises and Procurement Manager