

This document is based on the DCC model risk assessment and has been adapted to reflect the significant hazards and control measures present in our site to allow the safe return of pupils and staff to our school. This is a live document and is continuously reviewed alongside the latest Covid-19 government guidance. It is read alongside existing risk assessments and health and safety arrangements for our school.

The control measures listed in the model risk assessment are prompts and have been adapted by adding (or removing) and outlining in detail the control measures as appropriate to our school, as defined by DCC.

We have referred to HS47 (Risk Assessment Arrangements) and / or telephoned the Devon Health & Safety Service on 01392 382027 as necessary to complete this document.

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



	<b>Establishment/Department:</b> Great Torrington School	<b>Establishment Risk Assessment</b>	<b>RA100 v2.3</b>
	<b>Address:</b> Calvesford Road Great Torrington Devon EX38 7DJ		
<b>Person(s)/Group at Risk</b> Staff, Pupils, Visitors and Contractors	<b>Date assessment completed:</b> 12 <sup>th</sup> January  This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.		
<p><b>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance for Full Opening (See link below)</b></p> <p>It is a <b>legal requirement</b> that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term, and <u>must</u> consult with their staff regarding the risks and control measures being implemented.</p> <p><b>This risk assessment is based on the DCC generic / model document and has been reviewed and amending to ensure it is applicable to our setting. This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance:</b>  <a href="#">Guidance for Full Opening</a></p> <p><b>General guidance on completing risk assessments is available at arrangements note HS47.</b></p> <p><b>When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</b></p>	<b>Assessor(s):</b>  Andy Bloodworth Jon Buss Mark Carter Nicky Davey Relevant Subject Leads		

Significant Hazard Section	Control measures in place <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i>	GTS comments regarding mitigations put in place
<b>Social distancing and reducing risk of transmission</b>		
Definition of close contact	<p><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</i></p> <ul style="list-style-type: none"> <li>• <b>direct close contacts</b> – 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)</li> <li>• <b>proximity contacts</b> – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• <b>travelling in a small vehicle</b> – like a car, with an infected person</li> </ul> <p><i>Focusing on obtaining mitigations that reduce close contact, will reduce staff and pupil absences when there are cases within the school.</i></p>	<p><i>All existing mitigations in place, contact monitored as required in-line with track and trace within school</i></p> <p><i>Asymptomatic testing now in place, reference elsewhere in document, to aid identification of C-19 cases</i></p> <p><i>Serial testing for known contacts also available / in place</i></p>
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	<p><i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. 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 <a href="#">Staying safe outside of your home: face coverings</a> and <a href="#">Guidance for Full Opening</a>. Pupils must be instructed to wash their hands, on arrival.</i></p>	<p><i>Staggered start / finish times unfeasible, advised by DCC.</i></p> <p><i>One-way systems in place</i></p> <p><i>PPE Bins stations at entrance / exit</i></p> <p><i>Regular communication with parents</i></p> <p><i>Hand sanitiser stations installed at all entrances / exits, toilets and key places</i></p> <p><i>Hand hygiene advice – verbal and signage</i></p> <p><i>Pupil / Parent Covid-19 Handbook (PPH) written and provided to all.</i></p> <p><i>Regular video (PPV) with expectations and protocols defined</i></p>
Parents gathering at school gate not social distancing	<p><i>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</i></p>	<p><i>Information regarding single parent drop off, no gathering and single / booked appointments have been distributed</i></p>
Overcrowding in classrooms and corridors.	<p><i>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school</i></p>	<p><i>Timetable re-written, significantly reducing single lessons, maintaining class bubbles in KS3 and year bubbles in KS4 (for current phase), practical lessons and carousels removed</i></p>

	<i>using timetabling and appropriate selection of classroom or other learning environments. Stagger assembly groups</i>	<i>Classrooms made forward facing where possible Times of school day amended to allow easier movement at break / lunch One-way system / staggered change overs being utilised using time flex from times of day change</i>
Groups mixing during breaks and lunchtime compromising social distancing.	<i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes &amp; in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i>	<i>Modifications made to dining hall allowing two serving stations Two external food provisions (one new) plus vending machine relocated Amended timings to break/lunch Food provision on a rota to main year group separation Grab-and-Go provision only, no seating. Pupils now able to eat in all areas of school Year groups specific external areas Year badges provided to pupils for easy identification Additional staff on duty Drinks fountains disabled to reduce risk of infection, bottle fillers left on</i>
Wraparound provision: Groups mixing during extra-curricular provision	<i>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Schools can consult the guidance produced for <a href="#">providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children</a>, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued <a href="#">guidance for parents and carers</a>, which schools may want to circulate.</i>	<i>Year 10 and 11 PE and Revision clubs running, using school protocols and current risk assessments  KS3 not currently running  NTP will likely be running in school from January, TBC</i>
Spread of virus due to increased numbers of people within the building.	<i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i>	<i>Advice given to parents and staff accordingly</i>

Staff	<i>Staff should maintain Public health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.</i>	<i>PPE provided to all staff Offices layouts reviewed and modified Screens provided Cleaning provisions provided and contract amended</i>
<b>Premises related matters</b>		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<i>Review whole school risk assessment (RA22 or equivalent), to ensure control measures remain suitable and in place. Update risk assessments to include any changes that have been necessary (e.g. handwashing, one-way systems, allocation of specific classrooms) and this must include curriculum risk assessments where necessary. Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</i>	<i>One-way systems implemented Hand sanitiser stations in place Toilet refurbs / capacity increase Signage / advice / posters / TVs Fire Evac processes / procedures updated Rooms re-organised (forward facing) where possible Canteen re-organised with two serveries, additional external food provision</i>
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<i>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</i>	<i>PPE in place Processes amended for 1<sup>st</sup> aid process with coordinator Medical procedures updated to protect staff</i>
Fire Procedures	<i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i>	<i>Updated evacuation procedures in place, and changes made to muster points Door stops bought, advice to staff to close upon fire alarm One-way systems do not apply in the event of a fire</i>
Water hygiene – management of legionella	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance <a href="#">Managing School Premises during the Covid-19 outbreak</a>.</i>	<i>Regular water movement / checks in place Legionnaire testing taken place with additional treatment</i>
Using and monitoring new practices to reduce risk of Covid-19 transmission	<i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face</i>	<i>Training during briefings, inset days and virtual assemblies. Regular PPV taking place, meetings via Teams</i>

	<i>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.</i>	<i>PPH written and distributed Regular updates sent via Parentmail, Email and video links (social media / website) Daily information sent out to all staff, shared with pupil lesson 1. Weekly (virtual) staff briefings every monday</i>
<i>Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)</i>	<i>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</i>	<i>All statutory tests / inspections / servicing up to date and correct</i>
<i>Staff rooms and offices to comply with social distancing and safe working practice</i>	<i>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</i>	<i>Screens installed in any offices where desks could not be distanced</i>
<i>Ventilation to reduce spread</i>	<p><i>Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</i></p> <ul style="list-style-type: none"> <li><i>• opening high level windows in preference to low level to reduce draughts</i></li> <li><i>• increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</i></li> <li><i>• providing flexibility to allow additional, suitable indoor clothing. For more information see <a href="#">School uniform</a></i></li> <li><i>• rearranging furniture where possible to avoid direct drafts</i></li> <li><i>• 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)</i></li> <li><i>• Opening internal doors can also assist with creating a throughput of air</i></li> <li><i>• 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.</i></li> <li><i>• Ventilation to chemical stores should remain operational.</i></li> </ul>	<p><i>Advising staff accordingly regarding windows / doors</i></p> <p><i>Purchased door stops</i></p> <p><i>Confirmed Air-Con is OK to use</i></p> <p><i>Most classrooms have a thermometer</i></p> <p><i>Teachers allowing pupils to wear coats if / when required</i></p>

	<i>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: <a href="#">Guidance on temperature in the workplace</a></i>	
Management of waste	<i>Ensure bins for tissues are emptied throughout the day. Follow <a href="#">Guidance on disposal of PPE waste</a> (such as used fluid resistant masks) and <a href="#">Government guidance on disposal of waste</a>, 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.</i>	<i>Purchased extra bins. Extra cleaning in place. Advice given to staff / pupils accordingly Bins being emptied regularly</i>
Management of incoming goods	<i>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.</i>	<i>Site staff have process well defined, keeping deliveries clear</i>
School owned outdoor play equipment	<i>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 <a href="#">Managing Outdoor Playgrounds</a> 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.</i>	<i>N/A - No outdoor play equipment</i>
Hiring out premises	<i>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 <a href="#">working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities</a>.</i>	<i>Lettings are currently cancelled by providers, GTS able to allow lettings provided cleaning protocols / risk assessments are followed</i>

<b>Cleaning and reducing contamination</b>		
Contaminated surfaces spreading virus.	<p><i>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.</i></p> <p><i>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: <a href="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</a></i></p> <p><i>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.</i></p> <p><i>Follow government <a href="#">guidance for working in education and childcare</a> if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on <a href="#">Cleaning and decontamination of non-health care settings</a>.</i></p>	<p><i>All classrooms maintaining bubbles where possible</i></p> <p><i>Ready to learn kit updated and shared</i></p> <p><i>Additional cleaning equipment provided to rooms and office spaces</i></p> <p><i>Additional cleaning equipment given to PE</i></p> <p><i>Practical lessons suspended</i></p>
Shared resources and equipment increasing spread	<p><i>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.</i></p>	<p><i>Have anti-bac wipes / cleaning spray in place and posters for photocopiers and finger print scanners</i></p> <p><i>Advising staff not to share stationary</i></p> <p><i>Library operating a click and collect service</i></p> <p><i>Enhanced cleaning in place</i></p> <p><i>Enhanced ready to learn kit list provided to parents</i></p> <p><i>Pupils anti bac entering classrooms and canteen, also upon entry / exit to school</i></p>

Cleaning staff and hygiene contractor's capacity - providing additional requirements	<i>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See <a href="#">Safe working in education and childcare</a> for guidance on PPE and guidance on <a href="#">cleaning non-health care settings</a>. Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.</i>	Amended cleaning regime in place with Glen Cleaning, rota system ensuring regular cleans though out the day  Cleaning supplies purchased and kits placed in all classroom and work areas  Hand Sanitisers placed in key areas, and externally
Sufficient handwashing facilities for staff and pupils	<i>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.</i>	All toilets refurbished Sanitisation stations installed in key areas, and dispensers in all rooms Standalone units purchased for external areas All soap in school is anti-bacterial
Additional time for staff and pupils to carry out handwashing	<i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.</i>	Extended break / lunch following elimination of morning registration Regular advice given to all staff via PPH an PPV.  Covid behaviour policy written to reflect updated expectations
Handwashing practice with children	<i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at <a href="#">e Bug</a>. Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</i>	Advice given where necessary
Good respiratory hygiene	<i>Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.</i>	Posters / bins throughout school Hand towels provided in addition to dryers
Sufficient supplies of soap and cleaning products	<i>Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.</i>	Mark Carter has supply setup and has ordered large stock
Toilets being overcrowded	<i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</i>	Five toilet blocks, all refurbished and fully functional. Enhanced cleaning and daily checks. Allowing access to toilets during lessons. Cleaning enhanced, toilets now cleaned three times a day

## Staff related issues

Staff measures to reduce contact and transmission of Covid-19, including the new variant. It is also noted that the new variant may present an increased risk amongst children, also there is an increased risk of asymptomatic cases.

*When assessing the return to full opening in September 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>

**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).*

*PHE have identified issues that have arisen via Incident Management Teams schools and some adjustments are being made by schools as a result. They may be difficult to implement due to disruption to learning or operational issues. But schools are also identifying 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
- 
- no car sharing between staff to school
- keeping to the 2m distancing (for teachers especially) if at all possible

*SLT considering options for some staff to work from home when, and if, appropriate*

*Amended office layouts for staff office, or screens installed where necessary*

*Face shields provided to staff, masks available if required. Additional PPE in medical room / isolation room*

*Floor markings in place where appropriate in corridors and classrooms*

*Extended break / lunch to enable staggered movement*

*Amended practices for pastoral provisions (MR1, H-C, P-C, ASDs etc.)*

*LSAs limited to specific year bubbles, where possible*

*Schools currently running with reduced population due to country wide 'lock down'*

- Four class size bubbles
- All meetings on-line
- Consistent staffing, for week long rotas with same bubble
- All pupils remain in same class, and designated lunch time area
- Staff advised not to lift share
- Rooms laid out accordingly, advice given

	<i>Other measures that will reduce the spread of the virus in the school – face coverings, thorough regular cleaning regimes throughout the day (of hands and of hard surfaces/ high use touch points), catch it bin it kill it messages.</i>	Face coverings in use for public areas, air purifiers installed in all class rooms in use
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, 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.</i>	<i>Pre-arranged appointments only, single parent attendance required. Utilising internal teachers for cover, where possible. Trying to minimise reliance on cover Training / clubs suspended Visitor logs all being kept to ensure track and trace. Signing in completed by staff, not visitors, to reduce risk of contamination Contractors signing in, and advised of any protocol changes applicable Safeguarding lanyards (traffic light system) maintained, with used lanyards kept separately for 72 hours Encourage visitors to use / scan NHS Track and Trace system in reception</i>
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<i>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></i>	<i>Use of LSAs, Cover Supervisors and SLT cover is well established. Restructuring of the curriculum, as a result of Covid, as presented the opportunity to use underload staff for cover  Significant staff shortages will be managed on an ad-hoc basis as necessary, dynamic risk assessment will be carried out</i>
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<i>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice. Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' - <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLlupPG5VVG6yQB2iEFDD4pqkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLlupPG5VVG6yQB2iEFDD4pqkko5qBbtOSEkw?e=040Qiy</a> Further advice is available from HR if required.</i>	<i>Have subscription to Mindfulness course for anxious staff  Regular contact (weekly) with all staff via Teams / briefings when required.  All members of staff have had an individual risk assessment. Where risks / issues have been identified measures have been put in place. This has been</i>

		<p><i>regularly reviewed throughout the Covid period, and will continue to be so.</i></p> <p><i>Time given during inset days for information sharing and awareness of new protocols and processes.</i></p> <p><i>Regular videos shared by headteacher</i></p>
<p>Staff understanding of new changes – safe practice at work &amp; in classroom. Teaching in a safe environment</p>	<p><i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i></p>	<p><i>Information shared with staff via regular emails, videos and training sessions.</i></p> <p><i>Daily information powerpoint shared with all staff</i></p> <p><i>Staff Covid handbook prepared and distributed accordingly</i></p>
<p>Accessing testing arrangements are clear for all staff</p>	<p><i>Guidance about testing, including the NHS ‘Test and Trace’ service, is available via this link <a href="https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/">https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</a></i></p>	<p><i>Advising staff about local testing stations.</i></p> <p><i>Testing kits have arrived and are held by our First Aid Coordinator</i></p>
<p>Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.</p>	<p><i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</i></p> <p><i>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i></p> <p><i><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></i></p>	<p><i>Have an isolation room prepared in the HoL office near maths exit, if larger space needed revert to boardroom</i></p> <p><i>Have PPE, including masks, shields, gloves and aprons in place. Dedicated toilets and separate exit identified</i></p> <p><i>SOPs in place in isolation room. PPE bin in place</i></p> <p><i>All staff have been offered their own fluid resistant face shield. Face masks are available if required</i></p> <p><i>First aid and medical protocols updated</i></p>
<p>Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors</p>	<p><i>Staff deemed to be clinically extremely vulnerable and clinically vulnerable can return to school in the Autumn term subject to school leaders confirmation that the school is ‘covid-secure’, i.e. that every reasonable step has been taken to ensure the safety of</i></p>	<p><i>Risk Assessments have been offered to every staff member, where they have identified issues / concerns meetings</i></p>

	<p>children, staff, premises and community and that the full measures as provided in the DfE guidance have been applied.</p> <p>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid and record this assessment -</p> <p><a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLupPG5VVG6yQB2iEFDD4pqkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyLupPG5VVG6yQB2iEFDD4pqkko5qBbtOSEkw?e=040Qiy</a></p>	<p>have taken place with the Head Teacher and 1<sup>st</sup> Aid Co-Ordinator.</p> <p>Additional update meetings have taken place where necessary</p> <p>No member of staff is currently identified as Clinically Extremely Vulnerable</p>
Staff use of PPE	<p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> Guidance on the appropriate selection and use of PPE from DCC can be found here: <a href="http://devon.cc/ppe">http://devon.cc/ppe</a></p>	<p>No pupils routinely require intimate care from staff.</p> <p>If ad-hoc intimate care is required, the staff involved have received training and PPE accordingly.</p>
Use of PPE Lack of understanding	<p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings.</p>	<p>Training videos and brochures have been provided to all staff.</p> <p>Posters have been put up around school</p> <p>Handbooks have been provided with further advice and guidance</p>
Dealing with suspected and confirmed case/ cases and outbreak.	<p>Dealing with suspected and confirmed case/ cases and outbreak. ALWAYS contact the local Health Protection Team if one of the following: 1) The symptomatic person has been admitted to Hospital 2) The Possible case REFUSES testing 3) There are a cluster of possible cases/unexpected increase in absenteeism 4) The Possible case has DEFINITE link to a confirmed case 5) ALL confirmed cases.</p> <p>If a child or staff member in your education setting becomes symptomatic, you should advise them to access testing 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 home test kits to improve the chances that the individual will get tested. See the <a href="#">DfE guidance on test kits for schools</a>.</p>	<p>Isolation room in place, with associated toilet, exit, SOPs and PPE in place</p> <p>Centralised point of contact (1<sup>st</sup> Aid Co-ordinator)</p> <p>Attendance Officer is logging absences (cases or isolation as appropriate)</p> <p>Central log of actual, and suspected, cases being held by 1<sup>st</sup> aid coordinator</p>

	<p><i>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162 or email <a href="mailto:swhpt@phe.gov.uk">swhpt@phe.gov.uk</a>. If the matter is not urgent you can also email <a href="mailto:ask.swhpt@phe.gov.uk">ask.swhpt@phe.gov.uk</a>.</i></p> <p><i>For ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority by emailing <a href="mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk">educate.schoolspriorityalerts-mailbox@devon.gov.uk</a>.</i></p> <p><i>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: <a href="https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/">https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/</a>. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the Schools Emergency Plan to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</i></p> <p><i><a href="#">Educational settings Action cards</a></i></p> <p><i><a href="#">PHE SW HPT: Flowchart for childcare and Educational settings V 4</a></i></p> <p><i>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the <a href="#">Actions for Schools Guidance Section 5</a></i></p> <p><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</i></p> <ul style="list-style-type: none"> <li><i>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</i></li> <li><i>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</i></li> <li><i>• travelling in a small vehicle, like a car, with an infected person</i></li> </ul> <p><i><a href="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</a></i></p>	<p><i>Head Teacher notified immediately if any concern with member of school community</i></p> <p><i>1<sup>st</sup> Aid Coordinator will complete this task</i></p> <p><i>School have adopted a phased approach from closure to full opening, including a remote learning plan</i></p>
Lateral Flow testing in Secondary Schools	<p><i>DfE have created a <a href="#">schools and colleges document sharing platform</a> for asymptomatic testing. This area contains additional information to support schools and college staff in preparing and operating LFT.</i></p>	<p><i>Testing facility setup in the old boardroom following current advice / guidance</i></p>

<b>Pupil related issues</b>		
Vulnerable groups who are clinically, extremely vulnerable.	<i>Shielding advice for all adults and children will pause on 1 August meaning that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. <a href="#">Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons</a> should be followed, and those under the care of a specialist encouraged to discuss their return to school. Any additional temporary recommendations received from local health agencies due to localised higher rates of transmission should be implemented as required.</i>	No current pupils / staff are currently shielding or on the clinically vulnerable list
Children with EHCP and pupils who attend dual settings	<i>A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child</i>	<i>Risk assessments for EHCP pupils have been by our INCO and are held in our centralised Risk Assessment folder.</i>
Pupils unable to follow guidance	<i>Some pupils will need additional support to follow these measures. <a href="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</a></i>	<i>Pupils meet with pastoral team initially to discuss measures accordingly. Covid behaviour policy has been written to reflect demands of Covid measures</i>
Pupils equipment	<i>Pupils to limit the amount of equipment they bring into school each day, to essentials For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i>	<i>Updated RTL equipment list sent to families  Additional equipment purchased for sale / distribution to pupils as required</i>
Member of a class becoming unwell with COVID-19	<i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</i>	<i>Boardroom has been identified for this provision if large number of cases, HoL office near maths for general use. If cases expand, the location will be moved to the Board Room.  Air Purifier is in place, as is appropriate PPE and specified exit and toilets and cleaning protocol should the room be used  SOPs are in place</i>



<p>Loading for vehicles above nine passenger seats</p>	<p><i>face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.</i></p> <p><i>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.</i></p>	<p><i>Pupils are all directed to hand sanitise at arrival, and departure, from school</i></p>
<p>Good practice &amp; personal care</p>	<p><i>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.</i></p>	
<p>Carriage of passengers with symptoms</p>	<p><i>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;</i></p> <ul style="list-style-type: none"> <li><i>• they develop symptoms themselves (in which case, they should arrange a test) or</i></li> <li><i>• the symptomatic person subsequently tests positive (see below) or</i></li> <li><i>• if they have been requested to do so by NHS Test and Trace.</i></li> </ul>	

Children with Special Educational Needs:	<i>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.</i>	
Wider public transport	<i>It is the law that you <a href="#">must wear a face covering when travelling in England</a> on public transport. Some people <a href="#">don't have to wear a face covering</a> including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</i>	<i>Pupils are aware it's mandatory to wear face coverings on public transport  Public buses from Bideford catchment where capacity is an issue, are now designated pupil buses only</i>
School Transport arrangements support changes to school times	<i>Liaising with the School Transport Team before change are made. Follow government guidance <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</a></i>	<i>Advised by Transport Services that staggered times are not feasible, core school day stayed the same</i>
<b>Curriculum considerations</b>		
Planned return to normal curriculum in all subjects by Summer Term 2021	<i>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i>	<i>Removal of registration period KS3 in class bubbles KS4 in year bubbles Removal of carousels Most lessons now doubles to reduce movement Extended break / lunch Suspension of practical lessons during current phase Departments completed individual risk assessments and made adjustments where necessary Modified E&amp;I / Citizenship time to maintain bubbles Pastoral structure amended to maintain bubbles with suspension of VT</i>
Suspension of some subjects for some pupils in exceptional circumstances.	<i>Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</i>	<i>No subjects have been suspended to maintain a broad and balanced curriculum</i>
Music, dance and drama activities	<i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities. As a result, schools must refer to the</i>	<i>Music have written an individual departmental risk assessment</i>

	<p>detailed <a href="#">Guidance for Music, Dance and Drama</a> as well as <a href="#">Guidance for the Performing Arts and</a> 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.</p> <p>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 <a href="#">handling equipment</a></p> <p>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 <a href="#">performing arts</a> 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 <a href="#">outdoor events</a>.</p> <p>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:</p> <ul style="list-style-type: none"> <li>- peripatetic music staff,</li> <li>- cleaning and handling of equipment,</li> <li>- singing and playing brass and woodwind instruments</li> <li>- Avoiding sharing of musical instruments</li> <li>- Handling scripts</li> </ul>	
Physical activity in schools	<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroot sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul>	PE have written an individual departmental risk assessment

	<p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>	
Practical science, art and D&T lessons	<p>Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the <a href="#">Guide to doing practical science work during Covid-19</a>, <a href="#">Guide to doing practical work in D&amp;T, food and art</a>, <a href="#">Carrying out practical science work in non-lab environments</a> and for primaries <a href="#">Practical activities in a bubble</a>. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</p>	<p>Practical Lessons are currently suspended in Science, food and DT. Art have completed a departmental RA and have amended their practices accordingly</p>
Educational visits	<p>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the information in the guidance at: <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#educational-visits">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#educational-visits</a></p> <p>For additional information check with EVOLVE guidance on website.</p>	<p>Trips / Visits unlikely to go ahead. If required EVC &amp; Headteacher will work closely with provider to ensure all safety measures are in place</p>
Groups of children mixing resulting in risk of more widespread transmission	<p>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time).</p> <p>Large gatherings such as assemblies and with more than one group should be avoided</p>	<p>Timetable amended to keep KS3 within class bubbles</p> <p>KS4 pupils to stay in year bubbles</p> <p>Staff meetings will be virtual, as will assemblies (no physical large meetings)</p>
<b>Provision of food</b>		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	<p>School kitchens must comply with the <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a></p>	<p>Working with Chartwells regarding their process / protection</p>

Catering staff are operating in a safe environment	Catering staff to follow the relevant aspects of government guidance for food premises: <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a>	Amending layout for food (two service stations, separate doors) and additional services (snack shack) being provided. Screens put in place, one way system, amended queuing, social distancing, PPE provided to staff, rota for pupils. Pupils are all directed to hand sanitise on entry to the canteen, and prior to accessing snack shacks. Vender temporarily closed
<b>Communications with parents and others</b>		
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.	Posters up advising this  Communication for pre-arranged meetings only, single attendee  Phone number advertised when school open and reception closed (with pupils on site)
Suppliers understanding and complying with new arrangements	Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours	Amended practices in place with site team, deliveries during quiet times only
Communications to parents and staff	Regular communications	Parentmails, Emails, Social Media and Videos being sent on a regular basis
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.	Advised families of pastoral support available. Amended practices in place with pastoral team. Further advice given using normal school communication processes
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 information shared via PPH

### 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.*

*Covid-19 governor in place, regular (fortnightly) briefings with headteacher and governing body, weekly with designated Covid governor*

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

**Signed: Headteacher/Head of Department:**

..... **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 Health & Safety Co-ordinator.