



Return to School Risk Assessment-September 2020. St Stephens Community Academy

 	Establishment/Department: St Stephens Community Academy Address: Roydon Road, Launceston PL158HL	Establishment Risk Assessment	RA100 V4
Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors Return to school risk assessment – based on the principles and guidance contained within DfE Guidance. The following guidance to reflect the changes announced by the Prime Minister on the wider reopening of schools and colleges from Monday 8 March: <ul style="list-style-type: none"> early years and childcare providers actions for schools during the coronavirus outbreak special schools, special post-16 providers and alternative provision 		Date assessment completed:16.07.2020 Review: 05.09.2020 Review: 03.11.2020 Review :23.11.2020 Review: 10.01.2021 Review 03.03.2021 This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.	
Return to school risk assessment – based on the principles and guidance contained within DfE Guidance: Covid-19 Implementing protective measures in education and childcare settings (15 May 2020) and updated following the publication of Guidance for Full Opening (2 July 2020) and Managing School Premises during the Covid-19 outbreak (7 July) As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting. This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance: Guidance for Full Opening General guidance on completing risk assessments is available at arrangements note HS47. Updates: When conducting the risk assessment it is important that the school adopts a considered collaborative approach in line with DfE Guidance.		Assessor(s): Maura Furber Checked with Assistant Heads, Union Representative, Teacher Gove Confirmed with CEO, Chair of Goves, Safeguarding Manager.	
Update – 08/03/2021 first page PHE information Update – 08/03/2021 page 2 – return to school March 8th guidance			

<p>Update – 08/03/2021 page 4 – definition of close contact</p> <p>Update – 08/03/2021 page 5 - Guidance for EYFS</p> <p>Update – 08/03/2021 page 5 - Wraparound provision</p> <p>Update – 08/03/2021 page 12 - Accessing testing arrangements are clear for all staff</p> <p>Update – 08/03/2021 page 13 - Assessment of all staff, including high risk staff</p> <p>Update – 08/03/2021 page 13 - face covering</p> <p>Update – 08/03/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak</p> <p>Update – 08/03/2021 page 14 - Lateral Flow testing (Secondary Schools)</p> <p>Update – 08/03/2021 page 15 - Lateral Flow testing (Primary staff home testing</p> <p>Update – 08/03/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable</p> <p>Update – 08/03/2021 page 21 - Educational visits</p>	

Significant Hazard Section	Control measures in place	Optional: School's comments re. mitigations put 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	
Social distancing and reducing risk of transmission		
<p>Entrance and exit to school site causing large groups of people inside school grounds compromising social distancing.</p> <p>Definition of close contact</p>	<p>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport (ARB unit) where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance Staying safe outside of your home: face coverings and Guidance for Full Opening. Children under the age of 3 or those who may find it difficult to manage them correctly should not use face coverings. It is important to use face coverings properly and wash your hands before putting them on and taking them off. Pupils must be instructed to wash their hands, on arrival.</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being 	<p>Start and end times now as 'normal' to minimize the waiting time for families to be on site especially in the cold, dark months. One way system in operation</p> <p>03.03.2021: With finer weather the hope is we will be able to utilise the exit leading from the school field to the front of the school to minimise the amount of people leaving from one area.</p>

	<p>coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none"> proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual travelling in a small vehicle, like a car, with an infected person <p>Focusing on obtaining mitigations they reduce close contact, will reduce staff and pupil absences when there are cases within the school.</p> <ul style="list-style-type: none"> When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of 'close contact'. The following definition of 'close contact': <i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</i> <p>The current definition of close contact in a school setting is shown below.</p> <ul style="list-style-type: none"> face-to-face contact including being coughed on or having a face-to-face conversation within one metre (this will include times when you have been wearing a face covering or face mask) been within one metre for one minute or longer without face-to-face contact been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) travelled in the same vehicle or a plane (this includes school transport) Focusing on obtaining mitigations to reduce close contact, will reduce staff and pupil absences when there are cases within the school. Note that the use of face masks and other forms of PPE does not exclude somebody from being considered a close contact (unless they are providing direct care with patients or residents in a health and care setting, NHS Test and Trace: how it works - GOV.UK (www.gov.uk)) 	
Parents gathering at school gate not social distancing	Plan parents' drop-off and pick-up protocols that minimize 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. Only one parent to pick up/drop off per family.	Have created a one-way system around outside of school. Posters directing and reminding parents of social distancing. Head teacher on

		duty outside daily to help minimize contact. See above.
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. All groups to access classrooms via own external door or alternative outside entrances-all parents/carers will be informed of correct times and procedures.	Regular updates via email/text to inform parents/ carers of any changes and direction to school website and risk assessments. New GOV guidelines with new enforced lockdown (05.11.2020) New guidance 07.01.2021
Risk of transmission within EYFS settings	Updated Guidance for EYFS (2 July 2020) to be followed. https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures removes keeping children in small consistent groups within settings, but still minimizing mixing where possible taking into consideration increased risk factor to staff. Pre- School will remain separate to the main school. New guidance that ALL pre-school pupils should be offered provision from January 2021 even when in National lockdown. <ul style="list-style-type: none"> Updated Guidance for EYFS (February 2021 early years and childcare providers) 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. 	Pre-school staff to wear masks if in close contact with parents at drop off/pick up time, due to the nature of the job role.
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. Own box of outside play equipment. Staggered lunchtimes & in set groups with handwashing – tables kept apart. Alternatively, lunches delivered to classrooms (ARB). Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.	Children having packed lunches are supervised in their own classrooms or outside if, weather is fine. In lockdown –each bubble has a timed slot in the hall. Hot meals still provided.
Groups mixing during extra-curricular provision. Wraparound provision.	Carefully consider how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Holiday club guidance suggests delivering sessions outside where possible As with physical activity during the	Only ‘bubbles’ of children who work with each other attend after school clubs. No crossing of groups. Offer of clubs rotated half-termly

	<p>school day, contact sports should not take place and recommendations set out in Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak should also be taken into consideration. After school, clubs have been risk assessed with Sports experts and using robust assessments and guidance. Breakfast club –all risk assessments to be followed.</p> <ul style="list-style-type: none"> 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, 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, which schools may want to circulate. 	to ensure all can receive a good diet of opportunities.
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	Regular reminders.
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 does not 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.	<p>Staff should wear a mask if in a situation where have to speak with parents. These meetings must be socially distanced and outside if possible.</p> <p>Staff to wear masks when moving between classrooms and into central areas. If staff feel more comfortable to wear a mask/visor in class this is</p>

Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<p>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.</p> <p>Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will influence arrangements such as safe fire evacuation routes (see below).</p> <p>Continue to follow termly drills to ensure all staff and pupils are confident</p>	<p>Fire drill taken place –no issues –all safe and risks controlled.</p> <p>School lockdown drill taken place. No issues all risks controlled.</p>
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<p>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff.</p> <p>Communication of first aid arrangements during daily briefings. PPE within first aid supplies. Walkie-talkies provided during lunchtimes to ensure a first aider can be accessed at all times. Update training in line with county expectations.</p>	<p>Refresher training courses booked. Adequate staff members qualified. First Aid Lead monitors and stocks equipment weekly.</p> <p>Training has been undertaken.</p>
Fire Procedures	<p>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.</p> <p>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.</p> <p>Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met. Clear plan for staff shared.</p>	Routine fire checks in place.
Water hygiene – management of legionella	<p>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.</p>	Routine checks in place.
Using and monitoring new practices to reduce risk of Covid-19 transmission	<p>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 and location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social</p>	All risk assessments and updates shared.

	distancing. Head teachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.	
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	Communication arrangements to ensure that responsible persons (e.g. signing in processes for contractors) understand requirements and controls. 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.	Visitors have to follow school protocol and fill in details on a track and trace information sheet before entering school building. Contractors on site after school hours and weekends from 09.03.2021. All risks and arrangements shared with lead from Central Premises team.
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 particularly with staff in different ‘bubbles’ across the school. Limit time to less than 15 minutes. 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. Office window to remain locked with top window open for ventilation ,when staff working in the reception office the side door to be locked to ensure social distancing can be adhered to	Discussed in weekly staff briefings.
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: <ul style="list-style-type: none"> • 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. 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 	St Stephens does what is reasonably practicable in relation to ventilation. However, they need to balance thermal comfort and the level of ventilation. During colder days, it is acceptable to have the windows closed at times, we advise opening the windows prior to school starting, before and after every lesson, during break and lunch times and leaving them open at the end of the day for a time. This is to allow a number of air changes throughout the day while maintaining an appropriate

	<p>long as they are within a single room and supplemented by an outdoor air supply)</p> <ul style="list-style-type: none"> • Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used <p>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.</p> <ul style="list-style-type: none"> • 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 	temperature that allows the pupils to learn comfortably.
Management of waste	<p>Ensure bins for tissues are emptied throughout the day.</p> <p>Follow Guidance on disposal of PPE waste (such as used fluid resistant masks)</p> <p>Lidded pedal bins purchased for all classrooms and toilet facilities. and Government guidance on disposal of waste, 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</p>	
Management of incoming goods	<p>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point (main reception) – one person controls the process (Office team)</p>	
School owned outdoor play equipment	<p>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out maximum numbers to enable SD, encouraging parents to clean children's hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables,</p>	<p>Bubbles of children to have access to sports equipment. All equipment cleaned and stored safely between uses. Sports coaches to bring own cleaned equipment for single use in bubbles.</p>

	<p>refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on Managing Outdoor Playgrounds for equipment also used by the community.</p> <p>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p> <p>Each class to have their own resource box for wet playtimes and outdoor play.</p>	
Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	<p>Classroom based resources such as sports; art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Follow government guidance for working in education and childcare if a person becomes ill with suspected COVID-19 at the setting. Follow guidance on Cleaning and decontamination of non-health care settings.</p>	
Shared resources and equipment increasing spread	<p>Prevent the sharing of stationery and other equipment where possible</p> <p>Suitable procedures in place for managing access to items of 'heavy use' such as photocopiers to maintain social distancing. Enhanced cleaning regimes.</p>	
Cleaning staff and hygiene contractor's capacity - providing additional requirements	<p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning</p>	

	materials are available. See Safe working in education and childcare for guidance on PPE and guidance on cleaning non-health care settings . Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.	
Sufficient handwashing facilities for staff and pupils	Each 'bubble' has handwashing facilities with soap and warm water Where a sink is not nearby; provide supervised access to hand sanitizer in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough hand wash and sanitizer stations are available based on what you have learned from usage to date.	
Additional time for staff and pupils to carry out handwashing	Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.	
Handwashing practice with children	Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug . Posters placed in each class, toilets and staff room. Consider risks around ingestion of sanitiser and where this is a risk substitute for skin, friendly sanitiser wipes for young children / those with complex needs.	
Good respiratory hygiene	Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases, this should be considered within the pupil's individual risk assessment.	
Sufficient supplies of soap and cleaning products	Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.	
Toilets being overcrowded	Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups do not 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. Staff toilets – occupied and vacant sign placed on doors.	

Staff related issues		
<p>Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic.</p>	<p>When assessing the return to full opening 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</p> <p>Where this cannot be met, then the school must record why and what other control measures they will adopt.</p> <p>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 meters from other adults and should avoid close face to face contact and minimise time spent within 1 meter of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles). All staff have returned to the work place at the time of this risk assessment.</p> <p>Focusing on control measures that reduce close contact, will reduce the number of staff and pupils required to self-isolate when there are cases within the school.</p> <p>Public Health England have identified issues that have arisen in Incident Management Teams 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:</p> <ul style="list-style-type: none"> ▪ Reducing bubble sizes, 	<p>Staff alerted to CV19 protocol if pupils or staff display symptoms- posters in staff room, individual copies sent.</p> <p>Guidance by Public Health England and NHS shared and discussed.</p>

	<ul style="list-style-type: none"> ▪ 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 <p>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.</p>	
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, 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. All visitors must fill in visitor slip stating contact details if need to track and trace.	All visitors must fill in visitor slip stating contact details if need to track and trace.
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<p>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance:</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</p> <p>Currently all staff available – contingency plans if key staffing (1-1) unavailable.</p>	<p>Currently all teaching staff available – contingency plans if key staffing (1-1) unavailable</p> <p>03.03.2021: All staff available to work normal contracted hours.</p>

Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	<p>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.</p> <p>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</p> <p>Further advice is available from HR if required.</p> <p>Weekly zoom/ in person updates. Regular 1-1 discussions for well-being and staff WhatsApp group for daily communication if needed and positive on-going support.</p>	Weekly zoom/ in person updates. Regular 1-1 discussions for well-being and staff WhatsApp group for daily communication if needed and positive on-going support.
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<p>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.</p> <ul style="list-style-type: none"> • 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 primary schools - Primary Schools Document Sharing Platform - Google Drive 	
Accessing testing arrangements are clear for all staff	<i>Guidance about testing, including the NHS 'Test and Trace' service, is available via this link https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</i>	9 x CV19 tests still available on site for emergencies
Conditions for use of fluid resistant facemask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p><i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</i></p> <p><i>If contact with the child or young person is necessary, then the supervising adult should wear gloves, an apron and a facemask. 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</i></p> <p><i>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i></p>	Isolation zone available in school with full PPE.

	https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe	
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<p>Staff deemed to be clinically extremely vulnerable and clinically vulnerable can return to school in the Autumn term subject to school leaders confirmation that the school is 'covid-secure', i.e. that every reasonable step has been taken to ensure the safety of children, staff, premises and community and that the full measures as provided in the DfE guidance have been applied.</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>https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</p> <p>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) p37</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</p>	

	<p>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>https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</p>	
Staff use of PPE	<p><i>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</i></p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe Guidance on the appropriate selection and use of PPE from DCC can be found here: http://devon.cc/ppe</p>	
<p>Use of face coverings</p> <p>Lack of understanding</p>	<p>Adequate training / briefing on use and safe disposal</p> <p>Follow guidance on putting on and taking off standard PPE</p> <p>https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p> <ul style="list-style-type: none"> • Guidance on the use of face coverings for pupils in year 7 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 <p>https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p>	
Dealing with suspected and confirmed case/ cases and outbreak.	<p>Dealing with suspected and confirmed case/ cases and outbreak.</p> <p>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</p>	<p>Pupil/ staff concerned to be moved to Isolation Zone in school and procedures followed.</p>

	<p>in absenteeism 4) The Possible case has DEFINITE link to a confirmed case 5) ALL confirmed cases.</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person • travelled in the same vehicle or a plane (this includes school transport) <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc</p> <p>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 home test kits to improve the chances that the individual will get tested. See the DfE guidance on test kits for schools.</p> <p>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162 or email swhpt@phe.gov.uk. If the matter is not urgent you can also email ask.swhpt@phe.gov.uk. For ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority</p> <ul style="list-style-type: none"> • Pupil/ staff concerned to be moved to Isolation Zone in school and procedures followed. • Dealing with suspected and confirmed case/ cases and outbreak. <p>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</p>	<p>Ring DfE helpline on 08000468687 and select option 1.</p>
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	also email the school priority alert mailbox - 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.	
<p>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.</p>	<p>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</p> <p><i>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.</i></p> <p>Key points</p> <ul style="list-style-type: none"> • 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. • <p>Resources for testing: youtube video Google Drive</p>	
Pupil related issues		

Vulnerable groups who are clinically, extremely vulnerable.	<p>Shielding advice for all adults and children will pause on 1 August meaning that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons should be followed, and those under the care of a specialist encouraged discussing 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.</p> <p><u>Clinically extremely vulnerable (CEV) adults and children.</u></p> <ul style="list-style-type: none"> • 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). The definition has been expanded to include a new group of adults who have been identified through the COVID-19 population risk assessment 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, which has now been extended until 31 March. Anyone newly identified as part of this group will be notified. 	<p>Request doctors/hospital notes for those deemed vulnerable not returning to school or those who chose to self-isolate following guidance as situation changes. There is separate guidance on recording attendance at addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year.</p>
Children with EHCP and pupils who attend dual settings	<p>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. Follow review schedule established in school on-going practice.</p>	<p>EHCP reviews a regular on-going process with parents/carers and teams around the child.</p>
Pupils unable to follow guidance	<p>Some pupils will need additional support to follow these measures. Ensure that the same teacher(s) and other staff are assigned to each group /individual.</p>	
Pupils equipment	<p>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.</p>	<p>Lunch boxes and bags can now come into school.</p>

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 facemask) is available at this location. (Isolation Zone)	
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.	Children to wear clothing appropriate for daily activities into school e.g. wear sports kit if have PE that day to avoid additional changing.
Transport		
Dedicated school transport, including statutory provision	<p>Consider school transport arrangements and where possible encourage parents, 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. Consultation with ARB teacher and transport coordinator.</p> <p>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.</p> <p>Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning.</p> <p>Ensure organised queuing/boarding and distancing within vehicles if possible.</p>	Social distancing has significantly reduced available transport capacity. This guidance sets out a new framework for supporting transport to and from schools during the autumn term. Further guidance is set out in the transport to school and other places of education: autumn term 2020.
Face coverings & PPE	<p>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:</p> <p>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</p>	

Children with Special Educational Needs:	<p>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;</p> <ul style="list-style-type: none"> • 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. <p>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</p>	
Dedicated school transport, including statutory provision	<p>Consider how pupils are grouped together on transport and where possible this should reflect the bubbles that are adopted within school. Ensure organised queuing/boarding and distancing within vehicles if possible. Consider the use of face coverings for children over the age of 11, where appropriate. For example, if they are likely to come into very close contact with people outside of their group or whom they do not normally meet. Consider the use of hand sanitiser upon boarding and/or disembarking. Waiting for the DfE who will shortly publish new guidance to local authorities on providing dedicated school transport.</p>	https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings
Wider public transport	<p>It is the law that you must wear a face covering when travelling in England on public transport. Some people do not have to wear a face covering including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</p>	
School Transport arrangements support changes to school times	<p>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</p>	
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. Formative Learning Assessment- identifying priorities from September. Remote Learning Policy and clear expectations shared with stakeholders January 2021	
Suspension of some subjects for some pupils in exceptional circumstances.	Schools should be able to show that this is in the best 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 on offer with a focus on key skills in English and Maths as part of the Recovery Curriculum Plan.
Music, dance and drama activities	<p>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities. As a result, schools must refer to the detailed Guidance for Music, Dance and Drama as well as Guidance for the 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.</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 handling equipment</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 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.</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"> - peripatetic music staff, 	Further information on the music education hubs, including contact details for local hubs, can be found at music education hub, published by the Arts Council England

	<ul style="list-style-type: none"> - cleaning and handling of equipment, - singing and playing brass and woodwind instruments - Avoiding sharing of musical instruments - Handling scripts 	
Physical activity in schools	<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. (Arena, Plymouth Argyle and Launceston Cricket Club) 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 Guide to doing practical science work during Covid-19, Guide to doing practical work in D&T, food and art, Carrying out practical science work in non-lab environments and for primaries Practical activities in a bubble. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</p>	
Educational visits	<p>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the Covid-19 DfE travel guidance for educational settings For additional information check with guidance on Cornwall CC website.</p>	

	<p>The DfE advises against all educational visits at this time. This advice will be kept under review. Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</p> <p>For additional information check with EVOLVE guidance on website.</p>	
Groups of children mixing resulting in risk of more widespread transmission	<p>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time). Large gatherings such as assemblies and with more than one group should be avoided</p>	<p>Continue to provide extracurricular provision-cater for specific groups so 'bubbles' do not mix. Clubs on offer change half-termly so different year groups can access.</p>
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)	
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 Only use kitchen external door for access.	
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. All visitors to sign in and leave a contact number for Track and Trace if necessary.	

Suppliers understanding and complying with new arrangements	Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours	
Communications to parents and staff	Regular communications via texts, fortnightly newsletters, letters, emails and weekly phone calls for EHCP pupils and those deemed vulnerable by Parent Support worker/ DSL if necessary.	
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	Continue to communicate clearly and consistently the expectations around school attendance to families (and any other professionals who work with the family where appropriate).
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. Clearly explained in letters and HT on site to remind them alongside signage and markers on drop off/pick up points.	Regular updates/changes to routines so best fit changing expectations and once identified aspects that need improved.
Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<p>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Head teacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</p> <p>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</p> <p>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.</p> <p>Alongside statutory requirements 'take account' of situation rather than only 'hold to account'.</p>	Continuing to hold meetings via online platforms. Meetings with Chair and Academy Improvement Officer to support school offer.

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
Premises related matters	Monitor and review entry/exit from school premises due to narrow passageways.	Ongoing. Monitor from first week back. Trial additional exit point in Spring#2 –weather dependent.	HT. Class teachers
Pupil related issues	Ensure clarification of removing and disposing/storage of reusable face covering. Staff now asked to wear face coverings between bubbles and in communal areas.	As above.	HT
Staff related issues	Monitor and review staffing capacity during staggered lunchtimes.	As above	HT
Cleaning and reducing contamination	Regular audit of soap, towels, sanitizer, cleaning spray.	Weekly	Site manager
Staff related issues	New lockdown Avoiding unnecessary gatherings particularly with staff in different ‘bubbles’ across the school. Limit time to less than 15 minutes.	Ongoing. Monitor from first week back	HT. Class teachers
Staff /pupil related.	All pupils and staff back 08.03.2021.	Monitor and adapt any strategies that do not work.	HT. Class teachers

Signed: Headteacher/Head of Department:
04.01.2021. Updated 03.03.2021

Maura Furber

Date 16/07/2020

Reviewed 05.09.2020. Reviewed 03.11.2020 **Updated**

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.