


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

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

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

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

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

	Establishment/Department: St Joseph's Catholic Primary	Establishment Risk Assessment	RA100 V2	
	Address: Coombeshead Road, Newton Abbot. TQ12 1PT			
Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors	Date assessment completed: 14/7/2020 Review: 5/11/2020 Review: 26/11/2020 Review: 04/01/2021 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.	Assessor(s): Kelly Dunne			
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 CAST guidance document Phased Opening of Schools 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.				

Significant Hazard Section	Control measures in place <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i>	Optional: School's comments re. mitigations put in place
Social distancing and reducing risk of transmission		
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	<p>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance Staying safe outside of your home: face coverings and Guidance for Full Opening. Pupils must be instructed to wash their hands, on arrival.</p> <p>Reference Section 20 & 30 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • Refer to 'School Bubble Plan' for staggered drop off and collection timetable. • RA for parents to state that only one parent to attend. • Posters, Parent RA and the 'Planning for the Full Opening of Schools' doc. to detail guidance for removing face coverings. • Check handwashing signs in all toilets.
Parents gathering at school gate not social distancing	<p>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact.</p> <p>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).</p> <p>Reference Section 20 & 30 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • Refer to 'School Bubble Plan' for staggered drop off and collection timetable. • Drop off and pick up protocols to be on display on both school gates. • RA for parents to state that protocol for drop off and pick up. • Social distancing markings on the playground and car park.
Overcrowding in classrooms and corridors.	<p>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.</p>	<ul style="list-style-type: none"> • Refer to 'School Bubble Plan' and Play and PE spaces timetable. • Those children who may require additional support/ or with lower levels of engagement will be seated near the front of the classroom. • Children will line up when entering and

	<p>Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments.</p> <p>Reference Section 29 in School Opening Action Plan</p>	<p>leaving the classroom for break times children will line up in such a way that they do not need to pass other children who are seated.</p> <ul style="list-style-type: none"> • Acts of Worship to be class based. • Ensure clear access to outside space in each classroom. (Removed furniture can be stored in the hall.) • Clear routes established to the library, hall, playground and the field.
Risk of transmission within EYFS settings	<p>Updated Guidance for EYFS (2 July 2020) to be followed. https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</p>	
Groups mixing during breaks and lunchtime compromising social distancing.	<p>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes & in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</p> <p>Reference Section 30 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • Refer to 'School Bubble Plan' and Play and PE spaces timetable. • KS2 Lunches delivered to the classroom. KS1 lunches in the hall.
Groups mixing during extra-curricular provision	<p>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.</p> <p>Holiday club guidance suggests delivering sessions outside where possible.</p> <p>As with physical activity during the school day, contact sports should not take place and recommendations set out in Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak should also be taken into consideration.</p> <p>Reference Section 30 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • Only BASC will run from 5th November. It will require a mixing of children across the school bubbles. A separate risk assessment will be in place. • For the interim, the Before and After School Club will operate in the school hall. • All other after school clubs. E.g. gardening club will cease from 5th November. This is because they are not for the specific purpose of childcare for working parents.

Spread of virus due to increased numbers of people within the building.	<p>Inform parents that if their child needs to be accompanied to school only one parent should attend.</p> <p>Reference Section 20 & 29 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • RA for parents to state that only one parent to attend. • The school will restrict all visits to those that are absolutely necessary. • Clear protocols for parents and visitors to the school building displayed at the front entrance.
Staff	<p>Staff should maintain Public health guidance of 2m wherever possible.</p> <p>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.</p> <p>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>	<ul style="list-style-type: none"> • A Trust individual risk assessment is in place for CEV members of staff. The principles of the risk assessment will be communicated to all appropriate staff. • Guidance for this category will be followed. This staff member will not work within two metres of children and staff up until the point that her maternity leave is taken. This will be communicated to all staff. • Staff members who work 1:1 with pupils will have risk assessments are in place. • Advise ESM of any staff member who is unavailable for work because of Covid-19. • Updated Trust Coronavirus Policy to be circulated to all staff .
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</p>	<ul style="list-style-type: none"> • RA22 to be reviewed and circulated to all staff. • Clear routes established to the library,

	<p>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 impact on arrangements such as safe fire evacuation routes (see below).</p> <p>Reference Section 29 & 30 in School Opening Action Plan</p>	<p>hall, playground and the field.</p> <ul style="list-style-type: none"> Review Fire evacuation plans and complete drill in the first week of term.
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. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</p> <p>Reference Section 4 & 28 in School Opening Action Plan</p>	<ul style="list-style-type: none"> RA22 to be reviewed and circulated to all staff. PPE within first aid supplies. Clear communication of first aid arrangements.
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. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</p> <p>Reference Section in School Opening Action Plan</p>	<ul style="list-style-type: none"> Fire risk assessment to be reviewed.
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> <p>Reference Section 46 & 47 in School Opening Action Plan</p>	
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, location of designated room for suspected cases. Explaining to children about the use of face coverings – to</p>	<ul style="list-style-type: none"> School Bubble Plan, this RA, routes to key areas and Planning for the Full Opening of Schools to be shared with all staff.

	<p>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.</p> <p>Reference Section 3, 18, 19, 27, 29 & 33 in School Opening Action Plan</p>	
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<p>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.</p> <p>Reference Section 46 & 47 in School Opening Action Plan</p>	
Staff rooms and offices to comply with social distancing and safe working practice	<p>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.</p> <p>Reference 30 & 31 School Opening Action Plan</p>	<ul style="list-style-type: none"> • Signs reminding staff about social distancing. • Signs at small table, larger table and kitchen area. • Signs to encourage bring own drinks.
Ventilation to reduce spread	<p>Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <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. • rearranging furniture where possible to avoid direct drafts • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) 	<ul style="list-style-type: none"> • Caretaker to open windows and prop internal doors open each morning. • Aircon is not to be used in SOR. • Open doors/ windows where safe to do so. In colder weather, windows should be opened to provide constant background ventilation and opened more fully during breaks and when the room is unused. Internal doors should remain open to assist with creating a throughput of air. Re-arrange furniture where possible to avoid direct drafts.

	<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 Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be done once the fire risk assessment has been reviewed and amended. Schools must ensure that systems are in place to close doors in the event of a fire alarm, during breaks if they cannot be monitored or at the end of the day. There is also the security risk of leaving external doors open and therefore there must be procedures in place to mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored. Ventilation to chemical stores should remain operational. <p>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</p>	
Management of waste	<p>Ensure bins for tissues are emptied throughout the day. Follow Guidance on disposal of PPE waste (such as used fluid resistant masks) 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> <p>Reference Section 29, 31 & 32 in School Opening Action Plan</p>	<ul style="list-style-type: none"> Cleaning checklists to be in each bubbleroom, staffroom and school office
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 – one person controls the process etc.</p>	<ul style="list-style-type: none"> Through the main office.
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 way 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.</p>	<ul style="list-style-type: none"> Each bubble to have their own play equipment and playground space. Trim trail is not to be used. Children to wash hands before and after playtimes.

	Consult guidance on Managing Outdoor Playgrounds for equipment also used by the community. When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.	
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. 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 someone becomes ill with suspected COVID-19 at the setting. Follow guidance on Cleaning and decontamination of non-health care settings.</p> <p>Reference Section 29, 31, 32 & 48 in School Opening Action Plan</p>	<ul style="list-style-type: none"> As far as possible resources should be confined to the bubble. Where resources are centrally shared they should be cleaned before and after a bubble's use.
Shared resources and equipment increasing spread	<p>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.</p> <p>Reference Section 29, 31, & 32 in School Opening Action Plan</p>	<ul style="list-style-type: none"> The photocopier should be wiped prior and after use. Care should be taken to ensure that the wipe is not too wet. Social distancing will be maintained in any queues.

Cleaning staff and hygiene contractor's capacity - providing additional requirements	<p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See Safe working in education and childcare for guidance on PPE and guidance on cleaning non-health care settings. Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term.</p> <p>Reference Section 31, 32 & 46 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • Appropriate cleaning materials to be sourced by the Administrator. • Cleaning checklists to be in each bubbleroom, staffroom and school office. • Anti bacterial sprays and blue paper to be the main cleaning product for school staff.
Sufficient handwashing facilities for staff and pupils	<p>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.</p> <p>Reference Section 29 & 32 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • All rooms in the school have a visible cleaning station. • When should I wash my hands? Poster displayed in key areas.
Additional time for staff and pupils to carry out handwashing	<p>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.</p> <p>Reference Section 29 & 32 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • When should I wash my hands? Poster displayed in key areas and taught and reinforced by all school adults.
Handwashing practice with children	<p>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.</p> <p>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.</p> <p>Reference Section 29 & 32 in School Opening Action Plan</p>	

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. Reference Section 31, 32 in School Opening Action Plan	
Toilets being overcrowded	Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. Reference Section 20 in School Opening Action Plan	<ul style="list-style-type: none"> • Toilet for SOR and SVDP allocated.
Staff related issues		
Staff measures to reduce contact and transmission	<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 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.</p> <p>When considering the return of non-teaching staff school leaders</p>	

	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).	
Managing supply teachers, visitors, contractors and other temporary visiting staff.	Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.	<ul style="list-style-type: none"> • Visitor / supply teacher protocol is in place.
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>Reference Section 1, 2 & 3 in School Opening Action Plan</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' found in the Plymouth</p>	

	<p>CAST Corona Virus Policy and Procedure v5.</p> <p>Further advice is available from HR if required.</p> <p>Reference Section 1, 2, 12, 13, 14, 15, & 16 in School Opening Action Plan</p>	
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> <p>Reference Section 18, 19, 21, 22, 27 & 29 in School Opening Action Plan</p>	Continual update and review as required.
Accessing testing arrangements are clear for all staff	<p>Guidance about testing, including the NHS 'Test and Trace' service, is available via this link https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</p> <p>Reference Section 33 in School Opening Action Plan</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>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.</p> <p>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.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>Reference Section 33 & 34 in School Opening Action Plan</p>	
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or	<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</p>	<ul style="list-style-type: none"> The Plymouth CAST Coronavirus Policy and risk assessment will continue to be completed as appropriate.

other risk factors	<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 – found in the Plymouth CAST Corona Virus Policy and Procedure v3.</p> <p>Reference Section 1 & 2 in School Opening Action Plan</p>	
Staff use of PPE	<p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe Guidance on the appropriate selection and use of PPE from DCC can be found here: http://devon.cc/ppe</p> <p>Reference Section 29 & 34 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • Face masks and aprons to be available for first aid. • From Monday 28th September, Trust policy will be that all adults in our primary schools should wear a face covering whilst outside the classroom in communal areas/corridors • From 4th November, clear plastic visors or clear facemasks to be worn by all staff delivering lessons unless staff inform the Headteacher that they do not wish to. • Gloves used as normal practice.
Use of Face Coverings Lack of understanding	<p>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. Additional precautionary measures should also be taken where local restrictions apply.</p> <p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-</p>	<ul style="list-style-type: none"> • Training in place and updated through staff meetings.

	<p>protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p> <p>Reference Section 29 & 34 in School Opening Action Plan</p>	
<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p>Dealing with suspected and confirmed case/ cases and outbreak. ALWAYS contact the local Health Protection Team if one of the following:</p> <ol style="list-style-type: none"> 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>If a child or staff member in your education setting becomes symptomatic, you should advise them to access testing through the normal channels.</p> <p>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.</p> <p>For ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority by emailing educate.schoolspriorityalerts-mailbox@devon.gov.uk.</p> <p>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the Schools Emergency Plan to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</p> <p>Educational settings Action cards</p>	<p>Follow the school's protocol for isolation of children and staff.</p> <p>Isolation period as government guidelines. To follow the Covid-19: Guidance for Households with possible Coronavirus infection guidance (which states that the ill person should remain in isolation for at least ten days and the rest of the household in isolation for fourteen days and should arrange to have a test to see if they have coronavirus.)</p> <p>Inform ESM of any symptomatic pupil or staff member and outcome of test. If test positive take swift action and contact the local Health Protection Team. Copy ESM into all contact with HPT. Update ESM at least daily. Do not close the school before discussing it with your ESM first.</p> <p>Do not share names or details of people with Covid 19 unless essential to protect others.</p> <p>Do not request evidence of negative test results or other medical evidence before re-admitting children.</p> <p>Close contact means: Face to face contacts for any length of time within 1m; face to face conversation; coughed on; skin to skin contact. Proximity contacts - extended contact within 2m for more than 15 minutes. Travelling in a small car.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they</p>

	<p>PHE SW HPT: Flowchart for childcare and Educational settings V 4</p> <p>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the Actions for Schools Guidance Section 5</p> <p>Reference Section 33 in School Opening Action Plan</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <p>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)</p> <p>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> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc</p>	<p>develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace. SH to contact the dedicated advice service by calling the DfE Helpline on 08000 468 687.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people.</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 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.</p> <p>Reference Section 5, 20 & 29 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • A Trust individual risk assessment is in place for CEV staff. The principles of the risk assessment will be communicated to all staff. • Both staff members work 1:1 with pupils and risk assessments are in place.
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</p>	<ul style="list-style-type: none"> • Risk Assessment for all children with 1:1 and consult with parents. • The risk assessment for each child

	<p>delivery of a broad and balanced curriculum for the child</p> <p>Reference Section 6, 8, 29, 39 & 41 in School Opening Action Plan</p>	<p>should include:</p> <ul style="list-style-type: none"> • staff washing hands before and after working with pupils. • Appropriate space set up for any intervention with appropriate distancing. • If intervention happens outside of the classroom the staff member should not enter the classroom but stand at the entrance to collect the child/ children. After any intervention the desk area should be cleaned. • All RA/ My Plans to be shared with all appropriate adults. • Checklist for TAs when working with pupils to be issued by EW for September.
Pupils unable to follow guidance	<p>Some pupils will need additional support to follow these measures. Insert measures here or attach additional document.</p> <p>Reference Section 26 & 29 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • Details to be added to the pupils' EHCP RA or My Plan.
Pupils equipment	<p>Pupils to limit the amount of equipment they bring into school each day, to essentials</p> <p>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>	<ul style="list-style-type: none"> • RA for parents to state children should only bring lunch and water bottles. There will be no fountains operating. • Children should have individual equipment in their tray. • Trays are at tables for Y5&6 but in the normal tray stations for other classes.
Member of a class becoming unwell with COVID-19	<p>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.</p> <p>Reference Section 33 & 34 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • If they need to go to the bathroom while waiting to be collected, they should use the disabled bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. • Take out to the parent, maintaining 2 m distance from adults. • Isolation period as government guidelines. To follow the Covid-19: Guidance for Households with possible

		<p>Coronavirus infection guidance (which states that the ill person should remain in isolation for at least ten days and the rest of the household in isolation for fourteen days and should arrange to have a test to see if they have coronavirus.)</p> <ul style="list-style-type: none"> • SH to contact the dedicated advice service by calling the DfE Helpline on 08000 468 687. • Ask parents to inform school immediately of tests results so that appropriate action can be taken. • Inform ESM of any symptomatic pupil or staff member. • Inform ESM of the outcome of test. • If test positive take swift action and contact the local Health Protection Team. • Copy ESM into all contact with HPT. Update ESM at least daily. Do not close the school before discussing it with your ESM first. • Do not share names or details of people with Covid 19 unless essential to protect others. • Do not request evidence of negative test results or other medical evidence before re-admitting children.
School Uniform	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.	
Transport		
Travel to school and provision of safe school transport:	Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.	

Dedicated school transport, including statutory provision	Consider how pupils are grouped together on transport and where possible this should reflect the bubbles that are adopted within school. Ensure organised queuing/boarding and distancing within vehicles if possible. Consider the use of face coverings for children over the age of 11, where appropriate. For example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet. Consider the use of hand sanitiser upon boarding and/or disembarking. Waiting for the DfE who will shortly publish new guidance to local authorities on providing dedicated school transport.	
Wider public transport	It is the law that you must wear a face covering when travelling in England on public transport. Some people don't have to wear a face covering including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.	
School Transport arrangements support changes to school times	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	
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.	First Half of Autumn Plan in place.
Suspension of some subjects for some pupils in exceptional circumstances.	Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.	This should be discussed with KD.
Music, dance and drama activities	Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities. As a result, schools must refer to the detailed Guidance for Music, Dance and Drama as well as Guidance for the Performing Arts and should take particular care to observe social distancing which may limit numbers taking part in	

	<p>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, - 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.</p> <p>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.</p> <p>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 	<ul style="list-style-type: none"> • Refer to 'School Bubble Plan' and Play and PE spaces timetable. • As far as possible resources should be confined to the bubble. • Where resources are centrally shared they should be cleaned before and after a bubble's use. • All PE/ playtime should be outside where possible. • Children to come to school in PE kit on PE days.

	<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 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>	<ul style="list-style-type: none"> • Practical science, art and D&T lessons
Educational visits	<p>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the Covid-19 DfE travel guidance for educational settings For additional information check with EVOLVE guidance on website.</p>	<ul style="list-style-type: none"> • Domestic and overseas overnight educational visits must not take place • In the Autumn Term non-overnight domestic educational visits can resume • Any visits will require enhanced risk assessment taking into account all of the coronavirus risks and control measures outlined in this document, government guidance
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>	<ul style="list-style-type: none"> • Refer to 'School Bubble Plan' and Play and PE spaces timetable. • All AoW to be class based.

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	<ul style="list-style-type: none"> • KS1 will eat in the hall. • KS2 will eat in their classroom.
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<p>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.</p> <p>Reference Section 20 & 46 in School Opening Action Plan</p>	<ul style="list-style-type: none"> • RA for parents to state clear guidance on how and when not to access the school building. • Clear protocols for parents and visitors to the school building displayed at the front entrance. (Maintain a 2m distance; only one adult with a child; no parents to enter the building beyond reception; parents encouraged to ring school rather than approach reception; visitors coming to reception maintain 2m distance; use hand sanitiser provided; be aware glass window at reception will remain closed.) <p><u>Visitors</u></p> <ul style="list-style-type: none"> • Only in school by prior arrangement. • Wash hands/ sanitise on entry. • Scan the NHS QR Code. • Guidance about expectations in school to be given, including face coverings. • Minimise movement around school if possible. • Wash hands between classes • Personal hygiene reminders to staff, children and parents.
Suppliers understanding and complying with new arrangements	<p>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</p> <p>Reference Section 46 in School Opening Action Plan</p>	

Communications to parents and staff	Regular communications Reference Section 18, 19 & 20 in School Opening Action Plan	
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.	<ul style="list-style-type: none"> • Survey about lockdown experience to all parents so that adults are pre-warned about concerns. • RA to parents to give clear guidance on attendance.
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 Reference Section 20 in School Opening Action Plan	RA to detail drop off and pick up times and process.
Oversight of the governing body and the Plymouth CAST Board of Directors		
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.	Send RA and associated documents to Governors.

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
	Please see School's comments re. mitigations put in place.	Immediate unless date given.	K Dunne

The outcome of this assessment should be shared with the relevant staff.

A copy of the completed assessment to be kept on file and copied to the ESM and Premises and Procurement Manager