

BISHOPS TAWTON PRIMARY SCHOOL

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 the school priority alert mailbox (educate.schoolspriorityalerts-mailbox@devon.gov.uk) to ensure the DCC Education team also know promptly.

If you would like support for confirmed cases of COVID-19 call the DfE Coronavirus helpline on 0800 046 8687, they will work with you to assess the risk and advice what actions to take. Please do report confirmed cases to Devon County Council using this [smart survey link](#). You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting (you should also email the school priority alert mailbox - educate.schoolspriorityalerts-mailbox@devon.gov.uk), 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>BISHOPS TAWTON PRIMARY SCHOOL SCHOOL LANE, BISHOPS TAWTON, EX32 0AE</p> <p>Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors</p>	<p>Date assessment reviewed: 15.7.20, 3.09.20 2.11.20 20.11.20 14.12.20 4.1.21 11.11.21 22.1.21 3.3.21</p> <p>This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.</p> 
<p>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:</p> <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 <p>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.</p> <p>This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance and must consult with their staff regarding the risks and control measures being implemented.</p> <p>General guidance on completing risk assessments is available at arrangements note HS47.</p> <p>When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</p> <p>When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</p>	<p>Assessor(s): Melanie Smallwood</p>
Version Control: RA 100 Version 2.1	
Update – 15/7/20, page 6. Premises related matters - Management of waste	
Update – 25/08/20, page 12,13,14. School Transport	
Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&T Music Dance and Drama – link to new guidance and guidance for performing arts)	

Update – 25/8/20, page 8. Managing supply teachers, visitors, contractors and other temporary visiting staff		
Update – 25/8/20, 28/08/20, 02/09/20 page 10-11. Dealing with suspected and confirmed case/ cases and outbreak, link to access to testing kits, use of face coverings in education – link to new guidance, link to action cards and updated guidance of 31/820		
Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus.		
Update – 02/09/20, page 4. Social distancing and reducing risk of transmission, Wraparound provision		
Update – 02/09/20, page 6. Premises related matters - Hiring of premises		
Update – 15/09/20, page 16. Educational Visits - updated link.		
Update – 29/10/20, page 5 – 6. Premises related matters, ventilation to reduce to spread and thermal comfort – Updated following HSE spot checks.		
Update – 29/10/20, page 15. Curriculum considerations, update on Music Dance and Drama		
Update – 14/12/2020, page 11 - Dealing with suspected and confirmed case/ cases and outbreak		
Update – 04/01/2021 – page 2 – new links to DfE school’s website for up to date guidance and consultation with staff		
Update – 04/01/2021 page 3 – definition of close contact		
Update – 04/01/2021 page 9 - Staff measures to reduce contact and transmission Covid-19.		
Update – 11.1.21 changes to reflect lockdown 2		
Update – 22.1.21 Lateral flow testing		
Update – 08/03/2021 first page PHE information		
Update – 08/03/2021 page 2 – return to school March 8 th guidance		
Update – 08/03/2021 page 4 – definition of close contact		
Update – 08/03/2021 page 5 - Guidance for EYFS		
Update – 08/03/2021 page 5 - Wraparound provision		
Update – 08/03/2021 page 12 - Accessing testing arrangements are clear for all staff		
Update – 08/03/2021 page 13 - Assessment of all staff, including high risk staff		
Update – 08/03/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak		
Update – 08/03/2021 page 15 - Lateral Flow testing (Primary staff home testing)		
Update – 08/03/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable		
Update – 08/03/2021 page 21 - Educational visits		
Significant Hazard Section	<p>Control measures in place</p> <p><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></p>	Optional: School’s comments re. mitigations put in place

Social distancing and reducing risk of transmission		
Definition of close contact	<p>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':</p> <p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</p> <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) <p>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))</p>	<p>14.12.20 3.3.21</p>
<p>Entrance and exit to school site causing large groups of people inside school grounds compromising social distancing.</p>	<p>Only one parent to attend. Use alternative drop off locations (top/front/EY gate)</p> <p>Parents made aware that social distancing applies to them when dropping children at school gate – social distance on lane or Mount Pleasant. Pick up arrangements mirror this, use of lines on playground and back entrance for children to wait for parents (zoned playground areas for this, line up by class entrance etc...)</p> <p>*Monitor drop off and pick up moving forward to ensure enough room for adults to distance in the lane - if necessary stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible.</p> <p>following the recommendations in the government guidance Staying safe outside of your home: face coverings and Guidance for Full Opening.</p> <p>Pupils are instructed to wash their hands/apply sanitizer, on arrival</p>	<p>MS</p> <p><i>One way system implemented on school lane from 21.9.20</i></p> <p><i>Year three (without siblings)moved to use back entrance for drop off and pick up from 21.9.20</i></p>

Parents gathering at school gate not social distancing	<p>Parent drop-off and pick-up protocols minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely.-) *No pre-arranged appointments during lockdown – parents only to enter the site for after school pick up or to collect a sick child.</p> <p>*In addition during lockdown periods masks should be worn for drop off and pick up times.</p> <p>Masks to be worn when entering for appointment</p>	<p><i>See protocol document</i></p> <p><i>Masks for parents at drop off and pick up time 5.11.20</i></p>
Overcrowding in classrooms and corridors.	<p>Children are 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. Class based assembly groups or provide TEAMS assemblies</p> <p>Keep to groups - Groups arranged as classes: mixed year group in 3/4/5</p> <p>Desks (if used) to be spaced as far apart as possible.</p> <p>Dedicated classroom and zoned outside area for each group</p> <p>Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups.</p> <p>Reduce movement around the school using zoned areas (top, middle, bottom, pre-school) and timetabled recreation and lunch times</p>	<p><i>Lockdown zones:</i></p> <p><i>Codden/Taw: Pre-school, Rec and Y1</i></p> <p><i>Tarka/Barum: Y2</i></p> <p><i>Saunton/Exmoor: Ys 3,4,5,6</i></p> <p><i>KS 2 use hall for lunch</i></p> <p><i>Increased cleaning regime in hall and hall toilets</i></p>
Risk of transmission within EYFS settings	<p><i>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.</i></p>	3.3.21
Groups mixing during breaks and lunchtime compromising social distancing.	<p>Staggered break times and ensure appropriate supervision is in place. Use different playground locations (EY, bottom, top, field) 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>Action SB/MS</p> <p>Only breaks in specified zone during lockdown</p>
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><i>No extra curricular provision planned for autumn term</i></p>
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>	
Wraparound provision: Groups mixing during extra-curricular provision	<p><i>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective</i></p>	<p><i>LS action breakfast and cabin club organised</i></p> <p><i>Parents wear mask and enter from</i></p>

	<p>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.</p>	<p>back entrance to collect children, they remain on top playground, staff bring child to them (from 14.9.20)</p> <p><i>Cabin club restricted to 4.15 due to uptake and staffing, review for summer term</i></p>
Staff	<p>Staff should maintain Public health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.</p> <p><i>Note:</i> <i>If you have had any close contact with anyone other than members of your household. We are interested in in the 48 hours before you developed symptoms and the time since you developed symptoms.</i> <i>Close contact means:</i></p> <ul style="list-style-type: none"> <i>• having face-to-face contact with someone less than 1 metre away (this will include times where you have worn a face covering or a face mask)</i> <i>• spending more than 15 minutes within 2 metres of someone</i> <i>• travelling in a car or other small vehicle with someone (even on a short journey) or close to them on a plane</i> 	<p><i>Use of staff room to be limited to food/drink prep only, meals and drinks to be taken in zoned areas - we know this is not ideal but it is important to reduce risk</i></p> <p><i>Staff allocated to one zone, no mixing between</i></p> <p>Track and trace questions 20.11.20</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 impact on arrangements such as safe fire evacuation routes (see below).</p>	<p><i>SB – 2m lines at top of school</i></p>

First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during weekly briefings. PPE within first aid supplies	LS
Fire Procedures	Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.	SB
Water hygiene – management of legionella	Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak .	SB
Using and monitoring new practices to reduce risk of Covid-19 transmission	Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.	All staff 3.9.20
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.	SB
Staff rooms and offices to comply with social distancing and safe working practice	Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes. *Staff not to work or sit and eat in staff room due to potential isolation requests: all staff enter these areas therefore could cross for more that specified time (the room is not big enough to apply a safe distance) Sanitize on entry and wash hands regularly when entering/leaving staff room	Staff to be mindful, staggered break and lunch, use of outdoor space, use of zone for breaks/lunch-office staff timings 20.11.20 Use of staff room for working and eating to be avoided – Think!
Ventilation to reduce spread – see update below		Maintaining ventilation and a good temperature during winter months

<p>Ventilation to reduce spread</p> <p>Keeping occupied spaces well ventilated</p> <p>Once the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained</p>	<p><i>Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</i></p> <ul style="list-style-type: none"> <i>opening high level windows in preference to low level to reduce draughts</i> <i>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</i> <i>providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</i> <i>rearranging furniture where possible to avoid direct drafts</i> <i>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</i> <i>Opening internal doors can also assist with creating a throughput of air</i> <i>natural ventilation – if necessary external opening doors may also be used Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be done once the fire risk assessment has been reviewed and amended. Schools must ensure that systems are in place to close doors in the event of a fire alarm, during breaks if they cannot be monitored or at the end of the day. There is also the security risk of leaving external doors open and therefore there must be procedures in place to mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored.</i> <i>Ventilation to chemical stores should remain operational.</i> <p><i>It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more information on suitable workplace temperatures see HSE: Guidance on temperature in the workplace</i></p>	<p>20.11.20</p>
<p>Management of waste</p>	<p>Ensure bins for tissues are emptied throughout the day. Follow Guidance on disposal of PPE waste (such as used fluid resistant masks)</p>	<p><i>Purchase lidded bins And cleaning caddies for each area</i></p>
<p>Management of incoming goods</p>	<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>	<p>SL <i>*Masks to be worn by all visitors to site</i></p>
<p>School owned outdoor play equipment</p>	<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</p>	<p><i>Monitor initial intake and open the play equipment if deemed safe to do so</i></p>

	<p>and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on Managing Outdoor Playgrounds 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>	
Hiring out premises	<p><i>Schools should ensure they are considering carefully how to hire out to external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. Such arrangements can only operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.</i></p>	None
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 groups 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>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. Further guidance on cleaning non health care settings is to be published by Public Health England by the end of the summer term.</p> <p><i>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.</i></p>	<p><i>The vast majority of resources will be kept to the same group for use. Any books taken home will be stored for 48 hours before reuse. All laptops cleaned immediately after use</i></p>
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><i>Stationary remains in zone Cleaning wipes by photocopier and other shared staff resource</i></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 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</p>	<p><i>Bowdens SL</i></p>

	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	Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.	<i>All rooms/zones have designated sinks and toilet facilities for each group</i>
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.	<i>As above</i>
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 . 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. *In colder months if a child arrives at school wearing gloves they should enter the classroom, place gloves in their book bag along and wash hands once their belongings are stored safely – adult support with this for younger children	<i>Additional clothing in colder months (hats, gloves, coats to be stored safely)</i>
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.	<i>Planned activities to address and re teach this along with hand washing</i>
Sufficient supplies of soap and cleaning products	Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.	
Toilets being overcrowded	Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.	<i>As above each bubble/zone has designated toilet</i>
Staff related issues		
Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who	<i>When assessing the return to full opening in September the following section of the DfE guidance must be followed:</i> https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks Where this cannot be met, then the school must record why and what	See protocols and procedures document

<p>present as - asymptomatic.</p>	<p>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, however, the school has a zoned timetable of staff which greatly limits the movement between groups across the week.</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).</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><i>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:</i></p> <ul style="list-style-type: none"> ▪ Reducing bubble sizes, ▪ reducing face to face meetings (move to video calling if appropriate), ▪ reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc. ▪ reducing or eliminating the movement around the school of pupils and teaching staff, ▪ reducing or eliminating the movement across bubbles of pupils and teaching staff, ▪ no car sharing between staff to school ▪ keeping to the 2m distancing (for teachers especially) if at all possible <p><i>Other measures that will reduce the spread of the virus in the school – face coverings, thorough regular cleaning regimes throughout the day (of hands and of hard surfaces/ high use touch points), catch it bin it kill it messages.</i></p>	<p>4.1.21</p>
<p>Managing supply teachers, visitors, contractors and other temporary visiting staff.</p>	<p>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.</p>	<p><i>Supply cover will be met in house by support staff within the zone</i></p>

Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks	
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice. Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy Further advice is available from HR if required.	<i>Maintain school based provision of supervision along with coaching pairs.</i>
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	<i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i>	3.9.20 11.1.21
Accessing testing arrangements are clear for all staff	Guidance on the new asymptomatic testing programmes taking place in schools are on a shared document platform hosted by DfE, including FAQ, webinars and step-by-step 'how to' guides. For primary schools - Primary Schools Document Sharing Platform - Google Drive.	3.3.21
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<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. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i> 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	Stored in staff changing toilet

Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<p><i>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</i></p> <p><i>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid and record this assessment - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</i></p>	3.3.21
<p>Staff use of PPE</p> <p>*Face masks</p>	<p>Bishops Tawton Primary School children will not need to wear a mask in school.</p> <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 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</i></p> <p>Visitors will be requested to wear a mask as appropriate</p> <p>Parents are to wear a mask for drop off and pick up times during lockdown</p>	<p>7.9.20</p> <p>7.9.20 5.11.20</p>
<p>Use of PPE</p> <p>Lack of understanding</p>	<p><i>Adequate training / briefing on use and safe disposal</i></p> <p><i>Follow guidance on putting on and taking off standard PPE</i></p> <p><i>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.</i></p>	<p><i>No face masks to be worn by children but staff are encouraged to use them in communal areas</i></p> <p>3.3.21</p>
Dealing with suspected and confirmed case/ cases and outbreak.	<p>Dealing with suspected and confirmed case/ cases and outbreak.</p> <p><i>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</i></p>	3.3.21

may need to close your setting (you should 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.

Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):

- The current definition of a close contact in a school setting is shown below.
- face-to-face contact including being coughed on or having a face-to-face conversation within one metre
- been within one metre for one minute or longer without face-to-face contact
- been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)
- travelled in the same vehicle or a plane (this includes school transport)

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc>

If a child or staff member in your education setting becomes symptomatic, you should advise them to access a **PCR** test through the normal channels. However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided **PCR** home test kits to improve the chances that the individual will get tested. See the [DfE guidance on test kits for schools](#).

If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162

For **ALL CONFIRMED CASE IN SCHOOL ALWAYS** inform the local authority by completing the smart survey form: [COVID 19 - Education Provision/School Notification of Positive COVID 19 Test Results or who have been advised to isolate \(smartsurvey.co.uk\)](#)

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**

	<p>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>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>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 • 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 Primary Phase - Google Drive</p>	3.3.21
Pupil related issues		
<p>Vulnerable groups who are clinically, extremely vulnerable.</p>	<p>Clinically extremely vulnerable (CEV) adults and children. <i>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.</i></p> <p>The Department of Health and Social Care has added a third category to the</p>	3.3.21

	<p>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.</p> <p>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>	
Children with EHCP and pupils who attend dual settings	A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child	SENdco
Pupils unable to follow guidance	Some pupils will need additional support to follow these measures. Insert measures here or attach additional document.	To be monitored and reviewed by key staff
Pupils equipment	<p>Pupils to limit the amount of equipment they bring into school each day, to essentials: book bag, bottle</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>	
Member of a class becoming unwell with COVID-19	If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.	Cabin
School Uniform	<p>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.</p> <p>PE kit to be worn to school on scheduled day</p>	
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.	SL
Dedicated school transport, including statutory provision	<p>transport-to-school-and-other-places-of-education-autumn-term-2020</p> <p>Although there is no requirement for students to sit with the group of students or "bubble" with which they are educated, students should sit in year groups as</p>	SL: 4 children

Carriage of passengers with symptoms	<i>children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school.</i>	
Wider public transport	N/A	
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		
Maintaining a broad balanced curriculum from Summer Term 2021 moving to Autumn term for full curriculum offer	<p>During this period, children will be reminded of all of their hard work during the previous year and we will 'reset' the expectations so that children know that we are expecting of them on their return to school i.e. great learning powers, growth mind-set, Thrive principals. The aims are to give children the creative opportunities to express their thoughts and feelings about the lockdown period and to look forward to the upcoming year at school.</p> <p>We plan to review, refresh, renew, repeat (if needed) re-engage and reshape our planning and thinking on our forward looking journey.</p> <p>Formative assessment will be used to a greater extent so that teachers can tailor the learning for all children.</p> <p>We will return to teaching of all subjects in the Summer term but we will retain a flexible approach that reflects the context of our school and the emerging needs of our children. (See website for curriculum offer)</p> <p>Health and wellbeing is at the heart of what we do and this will not be compromised.</p>	3.3.21
Music, dance and drama activities	<p><i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting and also in drama and dance activities.</i></p> <p><i>This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Schools should also consider Guidance for Music, Dance and</i></p>	

	<p>Drama as well as Guidance for the Performing Arts</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 	20.11.20
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. 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>	*Pupils are to arrive at school in their PE kit on the days that PE is planned.

Practical science, art and D&T lessons	Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the Guide to doing practical science work during Covid-19 , 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.	
Educational visits	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) For additional information check with EVOLVE guidance on website.	TK 3.3.21 20.11.20
Groups of children mixing resulting in risk of more widespread transmission	In order for school to offer as normal a school setting as is feasibly possible, whilst ensuring a broad and balanced curriculum, we will appropriate from September with two 4 groups/zones – 1: Pink: Codden and Taw (pre-school) 2: Green: Tarka and Barum 3: Yellow: Saunton and Exmoor 4: Orange: Lundy The reasons for this are as follows: <ul style="list-style-type: none"> ➤ We will not need to operate a staggered start or finish to the school day but this may be reviewed. ➤ Each group will have their own set of toilets that can be used in the normal way. ➤ Mixing of children from other groups, in corridors and shared spaces, is minimised. ➤ Break times and Lunch times will be staggered (see timetable and staff groups list) Staff in each group will plan cover for each other ➤ The lunch hall will require no more than two additional, enhanced cleans during the day between the group lunch sittings. ➤ We will have enough equipment and resources to operate a broad and balanced curriculum across four groups. <p>Large gatherings such as assemblies and with more than one group/zone will be avoided</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)	JH
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	JH

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.	<i>Email and website</i>
Suppliers understanding and complying with new arrangements	Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours	<i>Admin</i>
Communications to parents and staff	Regular communications	<i>Admin</i>
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.	<i>Pastoral team</i>
Parent aggression due to anxiety and stress.	'Protocol and procedures' document given before the start of school so clear understanding of what to expect on return. Parents will be offered the opportunity to ask further questions over the course of the first week back	
Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.	<i>Clerk</i> <i>FGB action to write to parents 12.1.21</i>

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

Signed: Headteacher/Head of Department: *MJ.Smallwood*

Date *3rd March 2021*

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.