Covid-19 Guidance for Full Opening September 2020	RA100 V2.3

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.

Draft Covid-19 Return to school risk assessment Version 2

	Establishment/Department: Newton Poppleford Primary School	Establishment Risk Assessment	RA100 V2
	Address: School Lane, Newton Poppleford. EX10 0EL		

Person(s)/Group at Risk **Staff, Pupils, Visitors and Contractors** **Return to school risk assessment – based on the principles and guidance contained within DfE Guidance, latest: Guidance for Full Opening: Link:** **www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools** It is a **legal requirement** that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed)**,** to consider the additional risks and control measures to enable a return to full capacity in the autumn term. **This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance and must consult with their staff regarding the risks and control measures being implemented.**	Date assessment completed: 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.

Significant Hazard Section	Control measures in place *Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document*	Optional: School's comments re. mitigations put in place
Social distancing and reducing risk of transmission		
Definition of close contact Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	**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':** ***Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):*** • ***direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)*** *KS2 children to be left at main school gates by parents to go into main school and follow one way system.* *Pre-school, Reception, Year 1 and 2 children to arrive with maximum one parent, parent and child to SD and follow one-way system and child to leave parent outside classroom.* *Parents to continue following one-way system after dropping off children. Staggered start times to be established, to allow separation between groups and to ensure no overcrowding.* *Regularly review and test function of procedures and make any identified necessary changes* *Process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicated 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.*	

Parents gathering at school gate not social distancing	*Parent drop off and collection staggered to reducing any potential congestion, one-way system created to ensure no need for anyone to pass one another* *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.)*	
Overcrowding in classrooms and corridors.	*Children are to be grouped into consistent groups with contact between groups avoided and group size to be limited to 12 during periods of lockdown (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible (except in Y1 and below where it is accepted this isn't possible) and arranged so that face to face seating is avoided.* *Routines created and practiced for leaving the classroom (for break, lunch and exercise) and for returning to classroom after.* *Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this.* *Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments.*	
Risk of transmission within EYFS settings	*Updated Guidance for EYFS (2 July 2020) to be followed.https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.*	
Groups mixing during breaks and lunchtime compromising social distancing.	*Staggered break times and ensure appropriate supervision is in place. Use different playground and field locations where possible Staggered lunchtimes & in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms if necessary. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.*	
Groups mixing during extra-curricular provision	*Extra-curricular activities if offered will be in single age groups.* *Twilight and breakfast clubs to be set up to allow no mixing between different year groups, staffing will also be managed to reflect the 'class bubbles' and following relevant guidelines*	

Spread of virus due to increased numbers of people within the building.	*Inform parents that if their child needs to be accompanied to school only one parent should attend* *Parents only coming into building to use staircase as part of one-way system – deep cleaning of this area when all parents have left at beginning and end of day. All movement following one-way systems in place*	
Staff	*Staff should maintain Public health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.*	
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	*Reviewed Whole school risk assessment (RA22) and updated as necessary, to ensure control measures remain suitable and in place.* *One-way systems and layout being used to ensure ease of access to outdoor space, no equipment shared between groups, unless through cleaning process carried out beforehand.* *Fire evacuation procedures reviewed, all staff trained in new procedures, fortnightly fire drills to take place initially.*	
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	*Reviewed First Aid risk assessment (RA22). First aid and PFA trained staff available at all times. Communication of first aid arrangements during daily bulletin board and weekly staff briefings.* *PPE within first aid supplies*	
Fire Procedures	*Reviewed fire risk assessment taking into consideration changes made to the layout, and the impact this may have on fire evacuation and escape routes. Testing and monitoring regimes continue for fire detection, alarm systems and fire extinguishers and 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.* *Constant review of fire evacuation routes and assembly points to ensure that social distancing guidelines are being met after weekly fire drills. Markings at assembly points to assist SD.*	

Water hygiene – management of legionella	*Reviewed the water hygiene management plan. All agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening.*	
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 changes to fire evacuation routes, use of PPE, location of designated room for suspected cases.* *Weekly briefings, use of daily update bulletin board in entrance area. Headteachers and school leaders will monitor arrangements throughout the day and make remedial actions where needed, then update RA. Clear communication channels for opportunities for all employees to raise concerns / make suggestions – email, Google classroom staff site and in person.*	
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. Currently all necessary inspections are up to date*	
Staff rooms and offices to comply with social distancing and safe working practice	*Numbers of people reduced at one time on a rota to allow social distancing – chairs placed apart. Avoiding unnecessary gatherings. Reduction of the use of communal / shared facilities such as tea and coffee facilities and staff encouraged to bring their own food and utensils. Enhanced cleaning regimes as per below.*	
Ventilation to reduce spread	*AA to open all windows before school, all doors propped open to avoid the need to touch door handles where safe to do so. Breathable building systems in all areas to be permanently on*	
Management of waste	*Ensure bins for tissues are emptied throughout the day.* *Follow Guidance on disposal of PPE waste (such as used fluid resistant masks)*	
Management of incoming goods	*Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.*	
School owned outdoor play equipment	*Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, cleaning regimes where 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. When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.	
Hiring out premises	The school will 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_.	
Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs. In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: _https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings_ Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link. Follow government _guidance for working in education and childcare_ if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on _Cleaning and decontamination of non-health care settings_.	

Shared resources and equipment increasing spread	*All children to be provided with own equipment (either through provision by parents or school) with no sharing of stationery and other equipment where possible. Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to reduce social distancing. Enhanced cleaning regimes.*	
Cleaning staff and hygiene contractor's capacity - providing additional requirements	*Discuss with cleaning staff the additional cleaning requirements. 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.*	
Sufficient handwashing facilities for staff and pupils	*All children and adults to wash hands on entry to site, with regular hand washing throughout the day, constant reminders to children of necessary routine and learning* *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 we have learned from usage to date.*	
Additional time for staff and pupils to carry out handwashing	*Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.*	
Handwashing practice with children	*Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug.* *Consider risks around ingestion of sanitiser.*	
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	*Sufficient supplies already in place. Maintain contact 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. Designated toilets for each group. Systems in place for regular cleaning throughout the day.	
Staff related issues		
Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic.	*When assessing the return to full opening in September the following section of the DfE guidance must be followed:* https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks **Where this cannot be met, then the school must record why and what other control measures they will adopt.** *All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).* **Focusing on control measures that reduce close contact, will reduce the number of staff and pupils required to self-isolate when there are cases within the school.** *PHE have identified issues that have arisen in IMTs in schools and some adjustments are being made by schools as a result. There may be difficult to implement due to disruption to learning or operational issues. But schools are also identifying that actually having positive cases and seeing the impact on numbers being sent home to self-isolate (staff and pupils) will also affect learning and operational issues.* *Mitigating measures that will reduce the number of close contacts between individuals and therefore numbers required to self-isolate as the result of a positive case in the school:* ▪ *Reducing bubble sizes,*	

	- *reducing face to face meetings (move to video calling if appropriate),* - *reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc.* - *reducing or eliminating the movement around the school of pupils and teaching staff,* - *reducing or eliminating the movement across bubbles of pupils and teaching staff,* - *no car sharing between staff to school* - *keeping to the 2m distancing (for teachers especially) if at all possible* *Other measures that will reduce the spread of the virus in the school – face coverings, thorough regular cleaning regimes throughout the day (of hands and of hard surfaces/ high use touch points), catch it bin it kill it messages.*	
Managing supply teachers, visitors, contractors and other temporary visiting staff.	*Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.*	
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/ESoXeZkAQylLup PG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy* *Further advice is available from HR if required.*	
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	*Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.*	
Accessing testing arrangements are clear for all staff	*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/*	
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	*If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.* *If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn* *Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.* *https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe*	
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	*Staff deemed to be clinically extremely vulnerable and clinically vulnerable can return to school in the Autumn term subject to school leaders confirmation that the school is 'covid-secure', i.e. that every reasonable step has been taken to ensure the safety of children, staff, premises and community and that the full measures as provided in the DfE guidance have been applied.* *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/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5gBbtOSEkw?e=040Qiy*	
Staff use of PPE	*All staff to have access to PPE if they request this, PPE obtained. All staff to have training on PPE using guidelines, and this to be reviewed on a regular basis, with reminders.* *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*	
Use of PPE Lack of understanding	*Adequate training / briefing on use and safe disposal* *Follow guidance on putting on and taking off standard PPE* *https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures* *and above guidance on use in education settings.*	
Lateral Flow testing (Primary staff home testing)	**Guidance on the coronavirus (COVID-19) LFT testing programme for primary staff home.** **It is also important to remember that the LFT for staff are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.** **Key points** **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 staff in preparing and operating home testing LFT.** **https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54**	

Dealing with suspected and confirmed case/ cases and outbreak.	**Dealing with suspected and confirmed case/ cases and outbreak.** *ALWAYS contact the local Health Protection Team if one of the following: 1) The symptomatic person has been admitted to Hospital 2) The Possible case REFUSES testing 3) There are a cluster of possible cases/unexpected increase in absenteeism 4) The Possible case has DEFINITE link to a confirmed case 5) ALL confirmed cases.*	
	If a child or staff member in your education setting becomes symptomatic, you should advise them to access testing through the normal channels. However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided home test kits to improve the chances that the individual will get tested. See the 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 or email swhpt@phe.gov.uk. If the matter is not urgent you can also email ask.swhpt@phe.gov.uk.	
	*For **ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS** inform the local authority by emailing educate.schoolspriorityalerts-mailbox@devon.gov.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 Emergency Plan** to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:*	
	Educational settings Action cards	
	PHE SW HPT: Flowchart for childcare and Educational settings V 4	
	Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the Actions for Schools Guidance Section 5	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	*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.	
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*	
Pupils unable to follow guidance	*Some pupils will need additional support to follow these measures.* *Risk assessments completed where applicable* *Appendix to behaviour policy adopted and all children made aware of this and shared with parents*	
Pupils equipment	*Pupils to limit the amount of equipment they bring into school each day, to essentials as communicated* *For individual and very frequently used equipment, such as pencils and pens, staff and pupils have their own items that are not shared.*	
Member of a class becoming unwell with COVID-19	*If a child is awaiting collection, they will be moved to The Nest 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. Ensure suitable PPE (including fluid resistant face mask) is available at this location. When a child has symptoms, parents will be asked to take siblings at same time as all will need testing.*	
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		
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.	
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. Currently the objective is to continue with the full curriculum in September*	
Suspension of some subjects for some pupils in exceptional circumstances.	*Currently theplan is not to do this*	
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.* *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 Drama as well as Guidance for the Performing Arts*	
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.*	
Physical activity in schools	*Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports have been prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:*	

	• *[guidance on the phased return of sport and recreation](#)* and guidance from *[Sport England](#)* for grassroot sport • *advice from organisations such as the [Association for Physical Education](#) and the [Youth Sport Trust](#)* *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.* *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.*	
Educational visits	*All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the [Covid-19 DfE travel guidance for educational settings](#) For additional information check with EVOLVE guidance on website.*	
Groups of children mixing resulting in risk of more widespread transmission	*Children will be in class bubbles or EY bubble and groups do not mix to enable track and trace and self-isolation where necessary. All actions have been taken to limit interaction, no sharing of rooms and social spaces between groups. It is accepted that the youngest children cannot socially distance from each other or staff.* *Large gatherings such as assemblies will be avoided*	
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	School kitchen will 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*	
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. Signs publish a site telephone number in case of immediate access required.		
Suppliers understanding and complying with new arrangements	*Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours*		
Communications to parents and staff	*Regular communications*		
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.*		
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*		
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.*		

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

Signed: Headteacher: *Stuart Vaughan*   **........**   **Date 19th August 2020....................**

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.