

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.



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|  | Establishment/Department: | Establishment Risk Assessment | RA100 V2.1 |
| | Address: Haddon Rd, Shute, Axminster EX13 7QR | | |
| <p>Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors</p> <p>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance, latest: Guidance for Full Opening: Schools dated 7 August 2020</p> <p>As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term.</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: Guidance for Full Opening</p> <p>General guidance on completing risk assessments is available at arrangements note HS47. When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.</p> | | <p>Date assessment completed:</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>Assessor(s): Patrick Germscheid-Head of School Steve Mellor- Executive Head Stef Hastie- Business Manager Other Heads in Devon Moors Senior Leadership Team Staff at Shute</p> <p>Executive Head and Business Manager will be attending Shute each week to discuss issues and RA will be reviewed weekly</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 | | | |

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| 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 | |

| Significant Hazard Section | Control measures in place <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i> | Optional: School's comments re. mitigations put in place |
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| Social distancing and reducing risk of transmission | | |
| Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing. | <p><i>At Shute we are encouraging only one parent to attend.</i></p> <p><i>Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance Staying safe outside of your home: face coverings and Guidance for Full Opening. At Shute if this occurs we will follow the guidance given.</i></p> <p><i>There will be a staggered drop-off and collection time. Information will be provided to parents via parentmail and to staff via email. (See clear timetable of drop-off and collection times for all key groups)</i></p> <p><i>Year 5/6- Drop off between 8.40-8.45am- Child to go straight up the drive and into the classroom where the teacher/teaching assistant will be waiting.</i></p> <p><i>Pick up: 3.25pm-Teacher to take the children out the main entrance where the parent will be waiting on the top playground.</i></p> <p><i>Year 3/4- Drop off between 8.40-8.45am- Child will go to the bottom playground and he/she can walk around and go straight into their classroom.</i></p> <p><i>Pick up: 3.25pm- Year 3/4 parent to wait on the bottom playground for</i></p> | |

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| | <p><i>their child to be brought to them via the class teacher.</i></p> <p>Any messages can be passed on to Mr Germscheid who will be at the bottom drive by the school gates or to Mrs Haysom who will be on the bottom playground.</p> <p>Year 1/2- Drop off between 8.55-9.00am- Child/parent will go to the bottom playground and wait until the teacher/teaching assistant comes out to collect the children and brings them into the school.</p> <p>Pick up: 3.15pm- Year 1/2 parent to wait on the bottom playground for the children to be brought to them via the class teacher.</p> <p>Pre-school/Reception- Drop off between 8.55-9.00am- Child/parent to go straight up the drive and wait on the top playground until the teacher/teaching assistants open the side gate for all the children to go into the classroom.</p> <p>Pick up: Either 3.00pm or 3.15pm for Pre-school parent and 3.15pm for Reception. Class teacher to open side gate and children are handed over to their parent.</p> | |
| <p>Parents gathering at school gate not social distancing</p> | <p>Plan parents' drop-off and pick-up protocols that minimise adult to adult contact. Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</p> <p>Children must only be brought on to the school site by 1 adult. Parent must try and arrive on site during their drop off slot and arrive on time for pick up.</p> <p>Parent encouraged to use social distancing (2 metres apart) at all times on school property.</p> | |
| <p>Overcrowding in classrooms and corridors.</p> | <p>Children are to be grouped into consistent groups with contact between groups avoided (see Curriculum section below). Desks should be forward facing and spaced as far apart as possible and arranged so that face to face seating is avoided. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other groups. Removal of some furniture may be required to enable this. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Assemblies to not take place or combined class activities.</p> <p>The classes will be separate throughout the day and will not mix with each other. Movement will be reduced around the school by following morning break time and lunch time schedule.</p> | |

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| | <p>Staff and children to be aware of the one way system for children who are using the toilets. This one way system the staff are familiar with and they will need to show the children who haven't been in school since the end of March and new children how the one way system works. Visual tape markings and signage will continue to be present.</p> | |
| Risk of transmission within EYFS settings | <p>Updated Guidance for EYFS (2 July 2020) to be followed. https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</p> <p>Regular routines to continue for Pre-school/Reception children for September which staff are familiar with. The children in this class will not mix with any other classes.</p> | |
| Groups mixing during breaks and lunchtime compromising social distancing. | <p>Staggered break times with KS1 and KS2 and ensure appropriate supervision is in place (see schedule). Different playground locations will be used (see schedule).</p> <p>Staggered lunchtimes with KS1 and KS2 in place with appropriate supervision (see schedule). All classes will not mix and will be kept apart. KS2 classes (Y3/4 and Y5/6 to eat lunches in own classroom) Pre-school/Reception and Year 1/2 to eat lunches in hall but they will follow social distancing guidelines (2 metres apart) or further if possible. Cleaning of tables between uses to take place. Different playground locations will be used (see schedule).</p> <p>All classes to continue to use separate toilets during break-time and lunch-time.</p> <p>All children to wash hands before having their lunch and after lunch-time play.</p> | |
| Wraparound provision: Groups mixing during extra-curricular provision | <p>Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Carefully consider with external providers how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should</p> | |

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| | <p>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>Any extra-curricular provision (after school clubs) the children will have to stay in their class bubble.</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 (see above). Children will be limited to where they will be allowed to go (not allowed in other classrooms, toilets other than their own or upstairs unless have a specific music lesson). All adults who are not staff should arrange beforehand to visit and to enter the building via an arranged appointment. Signage will continue to be on the bottom gate with the school number to call should anyone want to enter the school site during school hours.</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> | |
| 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>All changes that previously have been in place will continue such as continued handwashing routines, one-way system in place, all classrooms being used. All fire evacuation routes, outdoor access and equipment arrangements will continue as before.</p> | |
| First Aid procedures – Reduced numbers of first aiders and Paediatric first aider. | <p>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</p> | |

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| | <i>Each group to have own first aid bag and supplies as needed kept with group throughout the day and brought outside with adults when children are out.</i> | |
| Fire Procedures | <p><i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes.</i></p> <p><i>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.</i></p> <p><i>Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i></p> <p><i>Badger class (Year 5/6) to exit out through front entrance and down steps to line up in the middle of the bottom playground and social distancing to take place from other classes.</i></p> <p><i>Hedgehog class (Year 3/4) to exit out of their class and go along the side of the building, turn right down the steps past amphitheatre and line up in the middle of the bottom playground and social distancing to take place from other classes.</i></p> <p><i>Fox class (Year 1/2) to exit out of their class via corridor, under canopy and left along building, down the steps to the bottom playground and line up nearest the steps and social distancing to take place from other classes.</i></p> <p><i>Squirrel class (Pre-school/Reception) to exit out of their classroom, go right through the side gate, down along the driveway (near the cars) and right on to the bottom playground and line up nearest the driveway and social distancing to take place from other classes.</i></p> | |
| Water hygiene – management of legionella | <p><i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak.</i></p> <p><i>All routines have been maintained throughout and weekly/monthly regimes are carried out by a caretaker.</i></p> | |
| Using and monitoring new practices to reduce risk of Covid-19 transmission | <i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases and explaining to children about the use of face coverings by adults if there is a suspected case. Headteachers and school leaders must monitor arrangements and</i> | |

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| | <p>make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions via morning briefings, verbal communication, emails, etc.</p> <p>Staff to attend INSET on Thursday, 3rd September and those not present Head of School to discuss with them at a later date the above points.</p> <p>Daily morning briefing each day at 8.25am to discuss any issues relating to reducing the risk of Covid-19 transmission/health and safety issues.</p> | |
| Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER) | <p>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</p> <p>Business manager- Stef Hastie responsible for premises management and administrator- Ange Haysom responsible for signing in processes with contractors.</p> | |
| Staff rooms and offices to comply with social distancing and safe working practice | <p>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Encourage staff to use own mug/utensils. Clean up after themselves. Only 3 staff members allowed in either the office or staff room at any one time social distancing. Avoid staff working face to face. Facing away from others or sideways is better.</p> <p>No children will be permitted to go upstairs where the office, staffroom and photocopier room are due to SD requirements unless they have a music lesson with a peripatetic teacher.</p> | |
| Ventilation to reduce spread | <p>All classroom to have open windows and prop doors open (where safe to do so (bearing in mind fire safety, security and safeguarding)).</p> | |
| Management of waste | <p>Ensure bins for tissues are emptied throughout the day.</p> <p>Follow Guidance on disposal of PPE waste (such as used fluid resistant masks) and Government guidance on disposal of waste, including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins.</p> | |
| Management of incoming goods | <p>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</p> | |

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| | <i>Any supplies/deliveries that arrive at Shute, the delivery person should phone the school using the number at the bottom of the gate and if the delivery is small all supplies can be left at the bottom to be collected by Head of School/School manager. If delivery is large then supplies/goods can be dropped off outside the school entrance door with Head of School/School manager bringing supplies into the school.</i> | |
| School owned outdoor play equipment | <i>If play equipment area is safe(currently out of use until County finish snagging jobs) then only one class at a time will be allowed to use the play equipment area during each break time and lunchtime session. When used by the school, it must be appropriately cleaned (wiped down) between groups of children and only used by one group at a time. The outdoor play equipment should not be used before and after school by children who are with their parents. Children to wash hands when they return to the classroom.</i> | |
| Hiring out premises | <i>Schools should ensure they are considering carefully how to hire out to external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. Such arrangements can only operate within their wider protective measures and should also have regard to any other relevant government guidance. For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.</i> | |
| Cleaning and reducing contamination | | |
| Contaminated surfaces spreading virus. | <i>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. 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. Each classroom will have an antibac spray that should be used to spray down areas/equipment after usage.</i> | |
| Shared resources and equipment increasing spread | <i>Prevent the sharing of stationery and other equipment where possible between bubbles. Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social</i> | |

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| | <i>distancing(only two allowed in photocopier room using social distancing and photocopier wiped with sanitiser wipes after using). Enhanced cleaning regimes by staff using equipment that is shared using sanitiser wipes after using. Adults should only use their own pens, pencils, etc. Do not borrow things from other rooms. Children depending on age to have own stationery items that they only use or a group set that get cleaned daily.</i> | |
| Cleaning staff and hygiene contractor's capacity - providing additional requirements | <i>Discuss with cleaning contractors or staff the additional cleaning requirements. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available (Devon Norse). See Safe working in education and childcare for guidance on PPE and guidance on cleaning non-health care settings. Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or those used by different groups. Additional guidance on cleaning of non-health care settings is to be published by Public Health England by the end of the summer term. Cleaner will come in every day and carry out set hours. Staff in each group to clean items that the children have used during the day as they will be aware of what needs cleaning/sanitising.</i> | |
| Sufficient handwashing facilities for staff and pupils | <i>Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Sinks available in each classroom except Badgers who will be able to use the disabled toilet or use hand sanitiser in the classroom. Each classroom will have a hand sanitiser which is available. . Soap and wipes available in staff toilets. Staff to use hand sanitiser when using staffroom or office which is available in both. Cleaning wipes in photocopier room when you have used it.</i> | |
| Additional time for staff and pupils to carry out handwashing | <i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture. Children to wash hands at appropriate times such as after break, before lunch, after lunch time play, etc. Children to wash hands when they first arrive and at appropriate times.</i> | |
| Handwashing practice with children | <i>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at 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. Re-teach children how to wash their hands properly Adults to supervise and to be aware of slippery areas.</i> | |

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| Good respiratory hygiene | Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment. | |
| Sufficient supplies of soap and cleaning products | Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products. | |
| Toilets being overcrowded | Different toilets blocks will be used by each different class group. Visits to toilets on a one in, one out basis or as appropriate. Pre-school children/Reception- Use Squirrel toilets Year 1/2- Use girls toilet block Year 5/6- Use disabled toilet block Year 3/4- Use boys toilet block Follow same routine for using at break times and lunchtimes. Toilets to be cleaned daily and children encouraged to clean hands thoroughly after using the toilet. | |
| Staff related issues | | |
| Staff measures to reduce contact and transmission | 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 or younger primary children. These pupils' educational and care support should be provided as normal. | |
| 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 other support staff for pupils with SEND should provide interventions as | |

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| | <p>usual. Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.and maintain as much distance as possible from other staff. Specialists, therapists, clinicians</p> | |
| <p>Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios</p> | <p>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</p> | |
| <p>Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.</p> | <p>Talk to staff about (or where not possible put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. If appropriate, seek GP or occupational health advice. I communicate with all staff about their concerns and anxieties and have tried to be honest and transparent about how a return for staff will work for us at Shute. We will have a meeting with staff before (September 3rd) and staff will be given time for questions.</p> | |
| <p>Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment</p> | <p>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. All new routines will be discussed with all staff fully and explained where necessary. A meeting will be set up for staff to attend (September 3rd) and this risk assessment sent prior to the meeting. A copy of the risk assessment will be kept in the staffroom for reference</p> | |

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| <p>Accessing testing arrangements are clear for all staff</p> | <p>Guidance about testing, including the NHS ‘Test and Trace’ service, is available via this link https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/ Staff have been emailed above link and advised that they and their families can access this service.</p> | |
| <p>Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.</p> | <p>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 metres 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</p> | |
| <p>Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors</p> | <p>Staff deemed to be clinically extremely vulnerable and clinically vulnerable can return to school in the Autumn term subject to school leaders confirmation that the school is ‘covid-secure’, i.e. that every reasonable step has been taken to ensure the safety of children, staff, premises and community and that the full measures as provided in the DfE guidance have been applied.</p> <p>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The ‘Risk assessment for all staff including vulnerable groups’ can be used to aid and record this assessment - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5gBbtOSEkw?e=040Qiy</p> | |
| <p>Staff use of PPE</p> | <p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs (Pre-school/Reception) will continue to receive their care in the same way. Follow guidance</p> | |

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| | <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe Guidance on the appropriate selection and use of PPE from DCC can be found here: http://devon.cc/ppe</p> <p>No further plans needed at present with the children in our care but use of PPA will be addressed depending on children and their individual needs moving forward.</p> | |
| <p>Use of face coverings</p> <p>Lack of understanding</p> | <p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p> | |
| <p>Dealing with suspected and confirmed case/ cases and outbreak.</p> | <p>Dealing with suspected and confirmed case/ cases and outbreak. ALWAYS contact the local Health Protection Team if one of the following: 1) The symptomatic person has been admitted to Hospital 2) The Possible case REFUSES testing 3) There are a cluster of possible cases/unexpected increase in absenteeism 4) The Possible case has DEFINITE link to a confirmed case 5) ALL confirmed cases.</p> <p>If a child or staff member in your education setting becomes symptomatic, you should advise them to access testing through the normal channels. However, in exceptional circumstances when you do not think a child or staff member would be able to access testing by these routes, you should consider using one of the school provided home test kits to improve the chances that the individual will get tested. See the DfE guidance on test kits for schools.</p> <p>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162 or email swhpt@phe.gov.uk. If the matter is not urgent you can also email ask.swhpt@phe.gov.uk.</p> <p>For ALL SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority by emailing educate.schoolspriorityalerts-mailbox@devon.gov.uk.</p> <p>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident</p> | |

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| | <p>Management Team or Outbreak Control Team Meeting. Schools should up-date the Schools Emergency Plan to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</p> <p><u>Educational settings Action cards</u></p> <p><u>PHE SW HPT: Flowchart for childcare and Educational settings V 4</u></p> <p>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the <u>Actions for Schools Guidance Section 5</u></p> | |
| Pupil related issues | | |
| Vulnerable groups who are clinically, extremely vulnerable. | <p>Shielding advice for all adults and children will pause on 1 August meaning that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. <u>Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons</u> should be followed, and those under the care of a specialist encouraged to discuss their return to school. Any additional temporary recommendations received from local health agencies due to localised higher rates of transmission should be implemented as required.</p> | |
| Children with EHCP and pupils who attend dual settings | <p>Currently there are two EHCP children who will be attending in September. When these children do return, clear communication will take place with both of these children and parents regarding specific measures that are in place to help along with their specific action plan/risk assessment.</p> | |
| Pupils unable to follow guidance | <p>Some pupils will need additional support to follow these measures. <u>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</u></p> <p>Speak to children in an honest, transparent way about reasons for following guidance.</p> | |

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| Pupils equipment | <p><i>Pupils to limit the amount of equipment they bring into school each day, to essentials</i></p> <p><i>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</i></p> <p><i>Children to bring in hats, sun cream, book bags, lunch boxes but not ruck sacks. PE bags can be left in school.</i></p> | |
| Member of a class becoming unwell with COVID-19 | <p><i>If a child is awaiting collection, they will be moved to the hall where they can be isolated with appropriate adult supervision if required. A window should be opened for ventilation and a mat put down if the child needs to lie down. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Staff to let Head of School/Administrator know so parents can be contacted. Ensure suitable PPE (including fluid resistant face mask) is available at this location. A sign will be put on the door to the hall 'ISOLATION: DO NOT ENTER' This area will then be cleaned and disinfected as required along with any toilet area that the child may use which will not be used by another child until cleaned and disinfected.</i></p> | |
| School Uniform | <p><i>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.</i></p> | |
| Transport | | |
| Travel to school and provision of safe school transport: | <p><i>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.</i></p> <p><i>No school transport used for children to arrive/depart from Shute.</i></p> | |
| Dedicated school transport, including statutory provision | <p><i>transport-to-school-and-other-places-of-education-autumn-term-2020</i></p> <p><i>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 far as possible when travelling – this will be in ascending year groups front to back (youngest students at the front of the vehicle). Schools may even wish to draw up seating arrangements on vehicles.</i></p> <p><i>We have decided not to attend any school trips for the autumn term and therefore will not need school transport to and from events. If this changes then risk assessment will be changed to reflect this.</i></p> | |

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| <p>Face coverings & PPE</p> <p>Loading for vehicles above nine passenger seats</p> <p>Good practice & personal care</p> | <p>Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of each day to assist the students.</p> <p>Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning. Ensure organised queuing/boarding and distancing within vehicles if possible.</p> <p>It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, DCC, supported by PHE, recommend that people aged 11 and over wear a face covering when travelling on dedicated school transport from the start of the autumn term. However, there are some exemptions: https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings</p> <p>Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.</p> <p>Transport Co-ordination Service will work with operators, schools and parents to manage arrangements for organised queueing and boarding. Students should be asked to respect the driver’s personal space and hold back from entering the vehicle until the driver has indicated it is safe to do so, and then do so one by one in an orderly manner. They should hold their bus pass so it is visible to the driver (and produce for closer examination if requested).</p> <p>Seats alongside or immediately to rear of the driver may be out of use and if so, would be clearly marked as “out of use” by the operator.</p> <p>ALL students will be expected to abide by the DCC Code of Conduct. Students, drivers and escorts should clean their hands, before boarding home to school transport and when arriving at school or home. It should not normally be necessary for students to clean their hands during the journey. Coughs/sneezes – students/parents to be given guidance on good management of coughs and sneezes, in line with the “catch it, bin it, kill it” approach – this will be reinforced in schools. Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.</p> | |
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| <p>Carriage of passengers with symptoms</p> <p>Children with Special Educational Needs:</p> | <p>Parents must be advised that students <i>MUST NOT</i> board home to school transport, if they or a member of their household has symptoms of coronavirus. Any child, young person or other learner who starts displaying coronavirus symptoms while at their setting should be sent home immediately. They must not travel on home to school transport. The school should contact the parent or carer who should make arrangements for the child or young person’s journey home. In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported to their home, you must contact the Transport Coordination Service at DCC. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak. Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;</p> <ul style="list-style-type: none"> • they develop symptoms themselves (in which case, they should arrange a test) or • the symptomatic person subsequently tests positive (see below) or • if they have been requested to do so by NHS Test and Trace. <p>When deciding on the package of measures that is appropriate on transport for children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school.</p> | |
| <p>Wider public transport</p> | <p>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.</p> <p>N/A for Shute</p> | |
| <p>School Transport arrangements support changes to school times</p> | <p>Any alternative access arrangements for when students arrive at the school grounds should be communicated via the school to families/students.</p> | |

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| | <p><i>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</i></p> <p><i>N/A for Shute</i></p> | |
| Curriculum considerations | | |
| Planned return to normal curriculum in all subjects by Summer Term 2021 | <p><i>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i></p> <p><i>Assessments to take place after the first week or two of returning to school. Initially the first week or two the teachers will work on getting to know the children and developing expectations, routines and making the children feel safe and secure. We will focus on health, well-being and building relationships. We will assess in reading, writing, phonics, spelling, punctuation and grammar and numeracy to determine catch up teaching needed for individuals, groups and year groups.</i></p> | |
| Suspension of some subjects for some pupils in exceptional circumstances. | <p><i>Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</i></p> <p><i>No plans to drop any subjects at Shute</i></p> | |
| 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. 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</i></p> | |
| Physical activity in schools | <p><i>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</i></p> | |

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| | <p><i>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.</i></p> <p><i>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:</i></p> <ul style="list-style-type: none"> • <i>guidance on the phased return of sport and recreation</i> and <i>guidance from Sport England</i> for grassroot sport • <i>advice from organisations such as the <i>Association for Physical Education</i> and the <i>Youth Sport Trust</i></i> <p><i>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.</i></p> <p><i>All children at Shute will stay in their class bubble during Physical Education and activities</i></p> | |
| <p>Practical science, art and D&T lessons</p> | <p><i>Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the <i>Guide to doing practical science work during Covid-19</i>, <i>Guide to doing practical work in D&T, food and art</i>, <i>Carrying out practical science work in non-lab environments</i> and for primaries <i>Practical activities in a bubble</i>. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</i></p> | |
| <p>Educational visits</p> | <p><i>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the <i>Covid-19 DfE travel guidance for educational settings</i> For additional information check with EVOLVE guidance on website.</i></p> <p><i>Devon Moors Federation schools have decided not to attend any school trips for the autumn term and therefore no risk assessments will be needed until it is decided that Shute will be having educational visits. We are able to go to Shute woods but an appropriate risk assessment will need to be completed. We will need to check with the Church warden and see their risk assessment before we are able to use the church for activities and events.</i></p> | |

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| <p>Groups of children mixing resulting in risk of more widespread transmission</p> | <p>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time). Large gatherings such as assemblies and with more than one group should be avoided</p> <p>At Shute the children will always stay in their class bubble and will not mix with other groups.</p> | |
| <p>Provision of food</p> | | |
| <p>Food prepared on premises is compliant with Covid - 19 health and hygiene guidance</p> | <p>School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19) NA at Shute</p> | |
| <p>Catering staff are operating in a safe environment</p> | <p>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</p> <p>School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19) School dinners won't be prepared on site.</p> | |
| <p>Communications with parents and others</p> | | |
| <p>Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety</p> | <p>Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Site telephone number will be on signage at the bottom of the driveway if immediate access required.</p> | |

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| | Parents will not be entering the school site unless a pre-arranged meeting is set up or to collect an unwell child. | |
| Suppliers understanding and complying with new arrangements | Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours. Deliveries usually arrive before school or after but if not suppliers must contact the school using the number on the bottom of the school gate before they proceed up the driveway. | |
| Communications to parents and staff | Regular communications which take place via Parentmail or email or verbally to continue. | |
| 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. Communication will be vital whether it is written, spoken or visual. As a school we encourage parents to ask questions. | |
| 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 |
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| | Meeting on INSET day to discuss all aspects | | |
| | Parent communication once the plan is agreed | | |
| | Hazard tape markings to be updated | | |
| | Executive Head and Business Manager will be attending Shute each week to discuss issues and RA will be reviewed weekly and sent to Executive Head and Governors if changes occur. | | |
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Signed: Headteacher/Head of Department:
Patrick Germscheid **Date: September 1st, 2020**

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.....**Date**

The outcome of this assessment should be shared with the relevant staff.
A copy of the completed assessment to be kept on file and copied to the Health & Safety Co-ordinator.