

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.

Please report **suspected or confirmed cases of COVID-19** 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.



	<b>Establishment/Department:</b> <b>Georgeham CofE Primary School</b>	<b>Establishment Risk Assessment</b>	<b>RA100</b>
	<b>Address:</b> <b>Putsborough Road, Georgeham, Devon, EX331JT</b> <b>Assessor(s):</b> Julian Thomas		
<b>Person(s)/Group at Risk</b> <b>Staff, Pupils, Visitors and Contractors</b>	<b>Date assessment completed:</b> 1 <sup>st</sup> draft 15.05.20  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><b>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance: Coronavirus (COVID-19): implementing protective measures in education and childcare settings (15 May 2020)</b></p> <p><b>This risk assessment is generic and each school is responsible for reviewing and amending to ensure it is applicable to their setting. This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance: <a href="https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a></b></p> <p><b>General guidance on completing risk assessments is available at arrangements note HS47.</b></p>			
<p><b>Updates:</b> 19.05.20... 29.05.20... 31.05.20... 8.6.20... 19.6.20</p> <p><b>Changes:</b> following parent survey, further expansion from 4 bubbles to 6 – more bubbles, more zones, changed timings</p>			

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>
<b>Movement of persons around the school</b>	
<b>Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.</b>	<p>Class 4 ... 8.40am – 2.40pm, year 6  Class 3 ... 8.50am – 2.50pm, Key Workers,  Class 2 ... 9.00am – 3.00pm, Year 1 mostly  Class 1 .... 9.10am- 3.10pm, Reception and Wrap Around  2 x St.Stones.... 9.20am - 3.20pm (Mon+Tue team A, Wed+Fri team B.)</p> <p>Siblings not together anymore.  This leads to siblings being dropped off at different times – will be discussed by staff to work out when to expect and when to send the siblings to the front playground.</p> <p>Single adult, dropping the child off in the front playground, collected by waiting teacher.  Door propped open – no touching needed.  Julian, on duty and outside, to support and direct... safeguarding and closing door after everyone.</p> <p>Bubbles need to be on time, as well as parents needing reminding too. Anyone late will need to phone the office so that Jo can liaise about how to enter the school safely, and separately.  10 minute changeovers on the playground means that everyone needs to be punctual – and quick.</p> <p>Pick up – children taken to the School House garden (away from the path) at finishing time.</p> <p>Entrance &amp; egress. Class 3 bubble's outside zone uses the front playground.  Following staff own Risk Assessments – deliveries and visitors will need to be met (by Class 3 staff) and shown pathways through the front playground appropriate for when the children are outside.</p>
<b>Parents gathering at school gate not social distancing</b>	<p>One way system ...</p> <ul style="list-style-type: none"> <li>• Front gate is the entrance</li> <li>• School House (white gate) is the Exit ... signs will be put up and playground markings too</li> <li>• Signs and one-way markings on the playground</li> <li>• Signs asking parents to phone the office rather than come to the door.</li> </ul> <p>Need to be aware of increased traffic whilst it's hot / increased tourism... and make sure that children</p>

	<p>don't run out into the road, especially when parents are opposite the white, on the other side of the road by the white, exit gate.</p> <p>Class 3 have (outside play zone / area) have to clear the area as they share it with parents &amp; other bubbles at the end of the day. Equipment needs to be placed so that other groups &amp; children don't play with it.</p>
<p><b>Overcrowding</b> in classrooms and corridors.</p>	<p><i>Keep to small groups - no more than 15 pupils per small group and one teacher and a teaching assistant. Desks to be spaced as far apart as possible.</i></p> <p><u>DfE Guidance, June 1<sup>st</sup>, updated 16<sup>th</sup> June</u>: aim to practise social distancing in line with the measures the government is asking everyone to adopt in public and in workplaces, including keeping pupils 2 metres apart from each other where possible.</p> <p><i>Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other class groups.</i></p> <p><i>Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments.</i></p> <p>Now that we have many more children coming in to school, siblings will be split into age appropriate bubbles as best as possible.</p> <p>DfE's guidance states that they recognize that children aren't able to adhere to social distancing, and so they've limited groups / bubbles to a maximum number of 15. We will be talking to the children about keeping apart where possible.</p> <p>The only cross over area is by the PE shed, where Class 2 walk to get to the loo, and Class 4 go to te playground. Both groups need to be told about this, but it is recognized that you can pass by in corridors – this one is outside. Chairs and furniture positioned to stop children and adults from mixing between bubbles.</p>
<p><b>Increased numbers during breaks</b> compromising social distancing.</p>	<p>Free-flowing play times as and when planned and / or needed. * Note the playground equipment. Still waiting for small jobs to be picked up but these can be on School-Closed days now.</p> <p>Class 4's area ... MUGA, Gazebo and volleyball area. Class 3's area ... (access round the side) front playground and side garden. Class 2's area ... Can use the outside space to Class 2, as well as the bottom of the field space. Class 1's area ... Can use the artificial grass space, and identified area of the field. St.St's area.... Can use the field space above them, and the Forest village area</p>

	Staffing... the same staff that the bubble always has.
<p><b>Increased numbers during lunchtime</b> compromising social distancing.</p>	<p>Reminders of hand washing – and staff supervision of this please.</p> <p>St.St. <b>11.55am</b> lunch will be picked up as usual by one of the St.St staff.  <b>12.00...</b> Followed by Class 2 and Class 3, both watching and being notified by Stepping Stones staff.  <b>12.05</b> Class 4 - keeping an eye on the hall and prior pick ups.  <b>12.10</b> Class 1 – who would have had notification from Stepping Stones and Class 2 Class 1's bubble. can come down and have lunch on one side of the school hall.  Arriving as a bubble, but also leaving as a bubble</p> <p>Empty plates need to be dropped off in the hall so that Class 1's bubble isn't impacted on. Keri to place a table by the main hall door.</p> <p>Staffing... the same staff that the bubble always has.  Tables to be cleaned after use and left out for the next day.... ASC (after school club) will have to stay in their bubble &amp; room, than use the hall.</p> <p>Lunchtime break, like playtime, will be in their zoned areas.</p>
<p><b>Spread of virus</b> due to increased numbers of people within the building.</p>	<p>Handwashing with soap reminders, and there will be hand sanitizer on most doorways.  Limited numbers of people coming on to school site.</p> <p><b>Bubbles may be compromised if there is an illness or symptoms show.</b></p> <p>Anyone showing symptoms will be isolated in the School House.  We will contact PHE, send the child / adult home and request a test to be organized.</p> <p>If anyone lives with someone showing symptoms, they should stay at home, book a test and isolate themselves until a result comes through. <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/">https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/</a></p> <p><b>We will make everyone in the bubble aware that someone was sent home with symptoms, The bubble will be closed down (everyone to stay at home) until a negative result comes back. A positive test will mean the whole bubble will have to self-isolate for 14 days.</b></p> <p><b>Previous versions of this RA incorporated information regarding old guidance about under 5 year olds.</b></p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>- Inform parents that if their child needs to be accompanied to school only one parent should</li> </ul>

	<p>attend</p> <p>- If a child is sent home with symptoms, (suspected case) we need to close the bubble down.)</p> <p>NHS website regarding when to self isolate... <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/">https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/</a></p>
<b>Inadequate social distancing measures</b> leading to spread of the virus.	<p><i>Always keep bubbles together where possible – in same small groups of maximum 15 pupils and not mixed on subsequent days.</i></p> <p><i>Each bubble should retain the same teacher / TA. No mixing of groups e.g. for sports.</i></p>
<b>Deliveries</b>	<p>Jo and Keri will communicate with known deliveries about access to the school site and the appropriate times to do so.</p> <p>Class 3 staff will be monitoring the class bubble at all time on the front playground.</p> <p>They will help direct deliveries or visitors to the office or to knock for Keri at the side door... at times, using the entrance as the exit as it is quieter during the day.</p>
<b>Premises related matters</b>	
<b>Changes to building use</b> being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<p><i>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)</i></p> <p><i>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).</i></p> <p>All covered above.</p> <p>RA22 will have to include information regarding floor markings – those painted and those taped throughout the school.</p>
<b>First Aid procedures</b> – Reduced numbers of first aiders and Paediatric first aider.	<p><b><i>Review First Aid risk assessment (RA09 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.</i></b></p> <p>Travel 1<sup>st</sup> aid kit in each room (travel kits need to be audited for stock prior to this)</p>
<b>Fire Procedures</b>	<p><i>Review the fire risk assessment [RA08] 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. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i></p>

	<p>Fire Evacuation:</p> <ul style="list-style-type: none"> <li>- all bubbles can go to usual evacuation point, but spread wider across the field. Older children furthest away from the buildings (alongside the trim trail), youngest groups the closest.</li> <li>- Class 3, if outside, will use the steps and gate to access the field at the back of school. If inside, will do as they normally do and come through the playground to the field.</li> </ul>
<b>Water hygiene</b> – 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 <a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</a> (and NPS guidance: Water Hygiene Management during Covid-19 Lockdown) )</i></p>
<b>Using and monitoring new practices</b> to reduce risk of Covid-19 transmission	<p><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. Daily morning and end of the day briefings. Headteachers must monitor arrangements throughout the day and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</i></p> <p><b>To do:</b></p> <ul style="list-style-type: none"> <li>- Ongoing conversations and communicate any changes to the Risk Assessment as a result</li> <li>-</li> </ul>
<b>Management of premises</b> related risks e.g. asbestos, delayed statutory testing (LOLER)	<p><i>Communication arrangements to ensure that requirements and controls are understood by responsible persons. 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.</i></p>
<b>Staff rooms and offices</b> to comply with social distancing and safe working practice	<p><i>Numbers of people reduced at one time on a rota to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</i></p> <p>Kettles purchased for each room to have its own 'staffroom'.</p> <p>Staff break and supervision... each bubble to have two people to provide each other's breaks.</p>
<b>Ventilation</b> to reduce spread	<p><i>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding).</i></p> <p><i>Where mechanical ventilation is present, re-circulatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air these should be switched off. Ventilation to chemical stores should remain operational</i></p> <p>Only kitchen extractor fans – and these need to be on at all times.</p>

	<p>Hand dryers are fine for school toilets. <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/5-steps-to-working-safely</a></p> <p>There's much and varied conjecture about fans, now that it's getting hot. We'd not like to use Air conditioning that just recirculates air in the room (Stepping Stones) but Class 1's is ok as it is brought in from outside. Same with fans – as long as they are positioned by low-populated doorways and blowing air into the room. See HSE's guidance: <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></p>
<p><b>Management of waste</b></p>	<p><i>Ensure bins for tissues are emptied throughout the day.</i></p> <p>For Face coverings ...  <i>Follow guidance on disposal of waste (such as used fluid resistant masks)</i>  <a href="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#how-should-ppe-and-face-coverings-be-disposed-of">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#how-should-ppe-and-face-coverings-be-disposed-of</a></p> <p>Guidance states that we should purchase pedal opening bins for each room.</p> <p>We've reminded cleaning staff to take the rubbish bags, rather than empty and reuse into another. To double bag as and when they can.</p>
<p><b>Lessons or activities</b> to take place outdoors in line with social distancing.</p>	<p><i>Decide which lessons or classroom activities can take place outdoors and refresh risk assessment for outdoor space</i></p> <p>Full use for each bubble of the following areas...</p> <p>Class 4's area ... MUGA, Gazebo and volleyball area.  Class 3's area ... Front playground  Class 2's area ... Can use the outside space to Class 2, as well as the bottom of the field space.  Class 1's area ... Can use the artificial grass space and also spill out on through the gate to a zoned area.  St.St's area.... Can use the field space above them, and the Forest village area (NB: No use of the MUGA for bikes and trikes)</p> <p>Our curricular focus is going to be on <b>PSHE</b> (Personal, Social and Health Education) and <b>well-being</b> as a priority.</p>



<p><b>Specifically regarding new playground installation.</b></p>	<p>Pentagon have finished with the Trim Trail and it is available to use for Class 2's bubble alone.</p> <p>The Crags Climber still needs to have its safety surfacing laid down, and so it's out of use.</p> <p>The installation team for this will only need one day.</p> <p>Welfare – breaks, within the play area, Toilet only if they walk around to the front of the School House, accessing by the School House front door or the main school door.</p> <p>We currently have cones around the stacks of rubber mulch as one has toppled and WE CANNOT have children close to these.</p>
<p><b>Cleaning and reducing contamination</b></p>	
<p><b>Contaminated surfaces</b> spreading virus.</p>	<p><i>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. Regular cleaning. Remove items such as play dough, sand and soft furnishings and toys from early years setting to reduce contact surfaces.</i></p> <p><i>Follow government cleaning guidance if a someone becomes ill with suspected COVID-19 at the setting</i>  <a href="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">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</a></p> <p>Classrooms have been stripped back – less cleaning areas.  Rugs, soft furnishings, cuddly toys etc., are removed.  Toys and small manipulatives be removed and restricted in use.  Those that are used in the day, need to be cleaned in Milton at the end of every day.  Regular cleaning of contact points too.  Purchased disinfectant sprayers and clothes (to be re-cleaned in the sink)</p> <p>To maintain the integrity of the bubbles, staff within them will need to undertake the frequent cleaning tasks. Daily deeper cleans will also take place after children have left, each day.</p>
<p><b>Using play equipment</b> – multiple-use</p>	<p><i>Appropriately cleaned between groups of children and only one group / class of 15 maximum at a time</i></p> <p>Specific equipment can be selected for the whole week, and taken to the classroom indoor and outdoor locations for the bubble's sole use. These will need to be cleaned at the end of the week before being returned to the playground / PE shed (or kept for another week).</p> <ul style="list-style-type: none"> <li>- Toys and manipulatives need to be cleaned in Milton at the end of every day...</li> <li>- Milton has been purchased</li> </ul>

	<p>Big playground equipment will have weekend turn-arounds. Forest Village area will have 2 day turn-arounds for the 2 Stepping Stones bubbles.</p>
<p><b>Shared resources and equipment</b> increasing spread</p>	<p><i>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to reduce social distancing. Enhanced cleaning regimes.</i></p> <ul style="list-style-type: none"> <li>• Children to have their own assigned daily resources in a named school tray.</li> <li>• Children should keep their water bottles in the classrooms and not take them home.</li> <li>• Work should not be passed back and for – paperwork issued one way, but not the other. This may mean that work cannot be marked and fed-back until the next day.</li> <li>• Effective communication beforehand about heavily used resources, such as the photocopier. Hand sanitizer and sprays next to the photocopier.</li> </ul>
<p><b>Cleaning staff and hygiene contractor's capacity</b> - providing additional requirements</p>	<p><i>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See <a href="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">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</a> and <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a>.</i></p> <p><i>Cleaning Staff can do their daily work, in certain areas, before each bubble go home (providing an earlier start) and can continue for each room.</i></p>
<p><b>Sufficient handwashing facilities</b> for staff and pupils</p>	<p><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.</i></p> <p>All rooms have sinks. Need to ensure there is pump soap in each room. Each member of staff has an individual hand sanitizer bottle (for their cars originally) but most doorways will have a large pump action one for additional use.</p> <p>All pupils, staff and visitors will be required to use hand sanitizer upon entry. Handwashing when they get to their room too.</p>
<p><b>Additional time for staff and pupils to carry out handwashing</b></p>	<p><i>Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day</i></p>
<p><b>Handwashing practice</b> with children</p>	<p><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: <a href="https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus">https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus</a></i></p>

<b>Sufficient supplies</b> of soap and cleaning products	<i>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.</i>
<b>Toilets being overcrowded</b>	<p><i>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. Where possible different toilets should be used by each different group.</i></p> <p><b>St.St.</b> can use their own toilet.  <b>Class 1</b> can use their own too.  <b>Class 2</b>, to use the girls loo at the end of the corridor.  <b>Class 3</b>, to use the disabled toilet.  <b>Class 4</b> will use the children's boys' toilets.  <b>Staff</b> will use the staff and visitor toilet.  Limiting numbers of staff... out-of-bubble staff should use the School House loo.</p>
<b>Staff related issues</b>	
<b>Inadequate training</b> for Heads on completion of RA for covid-19 return leading to anxiety and lack of the reassurance needed for staff	<i>Guidance, risk assessment and checklist provided to schools, Schools DfE Helpline and resources, access to support via LA</i>
<b>Insufficient staff capacity</b> to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	<p><i>If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Carefully planning the year groups for whom provision is offered (using the Dfe priority list) based on staff availability. Follow government guidance on creating and staffing your temporary teaching groups: <a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#creating-and-staffing-your-temporary-teaching-groups">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#creating-and-staffing-your-temporary-teaching-groups</a></i></p> <p>We will be trying to find a solution for all groups to return, but we have to factor in the availability of staff, as well as incorporate PPA provision and some semblance to maintaining contact with those learning at home, as well as consider staff contracts.</p> <p>Current plan is for six bubbles with six teams of staff (each day working 5 bubbles since Stepping Stones are alternated days) and due to staffing contracts and requested timings of families, we are closing Thursdays to assist with remote learning, PPA and deep cleaning.</p> <p>If a staff member is ill, we have limited ability to man the bubble and each will be taken with an individual decision.</p> <p>Also, if a staff member lives with someone with symptoms – they will need to self-isolate and wait for a test result <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/">https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/</a></p>

	This may mean closing a bubble down or moving staff around, if possible.
<b>Anxiety levels of staff</b> and community causing breakdown in staffing ratios, compromising group sizes.	<i>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>
<b>Staff understanding of new changes</b> – safe practice at work & in classroom. Teaching in a safe environment	<i>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</i>
<b>Accessing testing arrangements</b> are clear for all staff	Access to testing is already available to all essential workers <a href="https://www.gov.uk/apply-coronavirus-test">https://www.gov.uk/apply-coronavirus-test</a>  Note, that at the moment, this is for people who are showing symptoms.
<b>Conditions for use</b> of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<i>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</i> <a href="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">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</a>  DCC is providing emergency PPE packs to all schools. We now have masks and face shields, stored in the cupboard by the photocopier and also extr provisions in the School House office. Staff training – child / adult will be escorted to the School House office, <u>via the playground</u> (need the key for entry) PPE will be required as it would be difficult to remain 2m apart.
<b>Assessment of all staff</b> , including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<i>A risk assessment should be undertaken for clinically vulnerable staff, and where possible for all staff especially those who may be anxious, using the 'DCC Covid -19 vulnerable groups risk assessment' document <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/EeSzC8IWQJdGmL4VP4qrdcQB7zjf7qMSSdDt6Nobjf_kYw?e=AyIGOQ">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/EeSzC8IWQJdGmL4VP4qrdcQB7zjf7qMSSdDt6Nobjf_kYw?e=AyIGOQ</a> along with DCC 'Managers Guide to Supporting BAME colleagues'</i> <i>Guidance on shielding and protecting extremely vulnerable persons <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a> and clinically vulnerable people <a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</a> should also be followed when considering staffing arrangements.</i>

<b>Staff use of PPE</b>	<i>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance <a href="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">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</a></i>
<b>Use of PPE Lack of understanding</b>	<i>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings.</i>
<b>Dealing with suspected and confirmed cases / cases</b>	<i>Follow government guidance on what happens if someone becomes ill and what happens if there is a confirmed case of coronavirus in a setting <a href="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#when-open">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#when-open</a> Ensure accurate records of staff and pupils are maintained to enable public health contact tracking and test regimes.</i>
<b>Pupil related issues</b>	
<b>Vulnerable groups</b> who are clinically, extremely vulnerable.	<i>Parents should follow medical advice if their child is in this category: <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/covid-19-guidance-on-protecting-people-most-likely-to-get-unwell-from-coronavirus-shielding-young-peoples-version</a> or if someone within their household is in this category <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></i>
<b>Children with EHCP</b>	<i>Complete risk assessment before attendance  Specific EHCP and Health Plans need to be risk assessed.</i>
<b>Pupils unable to follow guidance</b>	<i>Ensure that the same teacher(s) and other staff are assigned to each group. Some children will need additional support to follow these measures.</i>
<b>Specific issues for EY stage children</b> understanding social distancing	<i>Further EYFS stage guidance to be issued <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures">https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures</a></i>
<b>Member of a class becoming unwell with COVID-19</b>	<i>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure</i>

	<p><i>suitable PPE (including fluid resistant face mask) is available at this location.</i></p> <p>School House office to be used. Please use the playground to access this room (need the key) and NOT the school hall. PPE will need to be worn (unless you are further than 2m away) but as the Head's office is smaller, PPE will need to be worn inside. Door and window can be left open.</p>
<b>Transport</b>	
<b>Travel to school</b> 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 consider needs to be given to taxi and escort services.</i></p> <p>Most children walk or cycle from home, or the car park up the road.</p>
School <b>Transport arrangements</b> support changes to school times	<p><i>Liaising with the School Transport Team before change are made. Follow government guidance <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</a></i></p>
<b>Provision of food</b>	
<b>Kitchen facilities</b> comply with latest Covid19 guidance to reduce risk of infection/contamination	<p><i>Follow usual food safety and hygiene procedures and Government guidance for catering establishments <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a> . Ensure Health &amp; Safety policies are followed</i></p>
Food that is able to be prepared on premises is compliant with Covid - 19 <b>health and hygiene guidance</b>	<p><i>As above</i></p>
<b>Catering staff are operating in a safe environment</b>	<p><i>Catering staff to follow government guidance <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a></i></p>
<b>Communications with parents and others</b>	
Parents, contractors and other staff entering or working in the building – <b>school complying with external requirements for staff safety</b>	<p><i>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.</i> <i>Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site.</i> <i>Publish a site telephone number in case of immediate access required.</i></p> <p>Posters outside, stapled to the wooden gate informing parents not to come up to the front door.</p>

	<p>Poster outside asking parents to phone the school, even whilst on the playground, to discuss anything with admin / staff member.</p> <p>When Class 3 are outside, staff there will have to liaise with the visitor, possibly knocking for Jo on the side door, for Julian on the School House door, or asking them to phone Jo. Class 3's bubble will have to be monitored whilst assisting the visitor.</p>
<b>Suppliers understanding and complying</b> with new arrangements	<p><i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i></p> <p>Keri has adjusted delivery orders to provide notes about accessing the site.</p>
<b>Communications</b> to parents and staff	<p><i>Regular communications</i></p> <p>Daily check-ins with staff Telephones in the office, Head's office and also Stepping Stones. Comms in classrooms – laptops opened, on and ready so that we can use Google Meet in each room.</p> <p>Julian on the playground each day checking in with parents</p> <ul style="list-style-type: none"> <li>- <i>EVERY communication now, has to include a link (if electronic) or a written request to subscribe to the school's blog. (Blogs are emailed directly to the subscribers, which is better than having to search for the information on the website or find it, or not, on Facebook.)</i></li> </ul>
<b>Parent aggression</b> due to anxiety and stress.	<p><i>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</i></p> <ul style="list-style-type: none"> <li>• Offer this risk assessment alongside other communications and paperwork.</li> <li>• Early Help referrals have been offered for schools to use.</li> <li>• EWO has also offered to provide support for parents / children</li> <li>• EP can also support anxious staff, and provide strategies for parents</li> </ul>

<b>Assessor's Recommendations - Additional Control Measures or Actions</b>	
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Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible	
	Make sure that children don't run out into the road upon collection. Staff to be shared the Risk Assessment and reminded at the end of the day about the white gate area.	22.6.20 advised	All staff	
	Communication: Parents need to be on time (not the usually requested "just a little earlier.")	Monday 1.6.20	All staff	Completed, but needs to be maintained.
	Entrance and exit signs on the gates One way markings sprayed on to the playground Sign for contacting our office.	Monday 1.6.20	Julian Jo	Completed, and mostly ready for Monday's start back.
	Field needs markings, splitting areas.	Monday 1.6.20	Julian	Not done <b>markings</b> – staff to walk and understand the area – mark with cones in the morning, if necessary.
	Wednesday 20 <sup>th</sup> May –staff meeting Friday 22 <sup>nd</sup> May – Governors briefing Monday 1 <sup>st</sup> June – <b>Inset day</b> – staff run through of provision.	20.5; 22.5; 1.6.20	Julian Govs All staff	Most meetings taken place
	Purchase more travel-safe mugs  And kettles – milk, coffee jars etc...?	22.5.20	Jo	Completed
	Purchase ... Pedal bins for 4 rooms. boxes of tissues for each classroom – the large pull-out variety, not pocket-in-a-packet size. Remind cleaning staff to take the rubbish bags,	22.5.20	Jo	Purchased



	rather than empty and reuse into another. To double bag as and when she can.			
	Classrooms need to be quite stripped back. Rugs, soft furnishings, cuddly toys etc., need to be removed. Toys and small manipulatives need to be removed and restricted in use. Those that are used in the day, need to be cleaned in Milton at the end of every day. Regular cleaning of contact points too. Purchase disinfectant sprayers and clothes (to be re-cleaned in the sink)	20.5.20 discussed	Teaching staff	Rooms organised. Milton purchased. Sprayers in rooms.  CPD training on first day
	Toys and manipulatives need to be cleaned in Milton at the end of every day. Purchase Milton	20.5.20 discussed	Teaching staff Jo	Milton purchased. CPD training on first day
	Inquire about additional hours for cleaning staff.	20.5.20	Jo	Cleaning staff have sufficient time at the mo. Will liaise and discuss this in the first week.
	Poster outside, stapled to the wooden gate stating this, and giving our phone number.	Monday 1.6.20	Jo	Jo's got this ready.
	<i>EVERY communication now, has to include a link (if electronic) or a written request to subscribe to the school's blog.</i>	From now	All staff	This is needed to be done on mostly all communication.  <b>Jo is also reorganising permissions so that we can subscribe families to the blog.</b>
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**Signed: Headteacher/Head of Department:** Julian Thomas

**Date:** 19.5.20

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.