

## Covid-19 Guidance for Full Opening March 2021

RA100 V2.4

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.

*If you would like support for confirmed cases of COVID-19 call the DfE Coronavirus helpline on 0800 046 8687, they will work with you to assess the risk and advice what actions to take. Please do report confirmed cases to Devon County Council using this [smart survey link](#). You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting (you should also email the school priority alert mailbox - [educate.schoolspriorityalerts-mailbox@devon.gov.uk](mailto:educate.schoolspriorityalerts-mailbox@devon.gov.uk)), someone in your setting has been admitted to hospital or you are getting significant media interest). Special schools, boarding schools, or special post 16 providers should call the PHE SW Health Protection Team straight away.*



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|   | <b>Establishment/Department:</b><br><b>St. Mary's Catholic Primary School Poole</b> | <b>Establishment Risk Assessment</b>  | <b>RA100 V2.4</b> |
|  | <b>Address:</b> Devon Road<br>Poole<br>BH15 3QQ                                     |   |                   |
| <p><b>Person(s)/Group at Risk</b><br/> <b>Staff, Pupils, Visitors and Contractors</b></p> <p><b>Return to school risk assessment – based on the principles and guidance contained within DfE Guidance. The following guidance to reflect the changes announced by the Prime Minister on the wider reopening of schools and colleges from Monday 8 March:</b></p> <ul style="list-style-type: none"> <li><a href="#">early years and childcare providers</a></li> <li><a href="#">actions for schools during the coronavirus outbreak</a></li> <li><a href="#">special schools, special post-16 providers and alternative provision</a></li> </ul> <p>It is a <b>legal requirement</b> 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. <b>This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting and the latest government guidance and <u>must consult with their staff regarding the risks and control measures being implemented.</u></b></p> <p><b>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.</b></p> |   | <p>Date assessment completed:<br/>         16/7/20<br/>         Updated 27/08/20<br/>         Updated 18/09/20<br/>         Updated 25/09/20<br/>         Updated 05/10/20<br/>         Updated 04/11/20<br/>         Updated 24/11/20<br/>         Updated 31/12/20<br/>         Updated 11/01/21<br/>         Updated 21/01/21<br/>         Updated 03/03/21</p> <p>This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.</p> <p>Assessor(s):</p> <p>Helen Armstrong - Headteacher</p> |                   |

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| <b>Version Control: RA 100 Version 2.1</b>  |  |
| <b>Update – 15/7/20, page 6. Premises related matters - Management of waste</b>   |  |
| <b>Update – 25/08/20, page 12,13,14. School Transport</b>   |  |
| <b>Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&amp;T Music Dance and Drama – link to new guidance and guidance for performing arts)</b>   |  |
| <b>Update – 25/8/20, page 8. Managing supply teachers, visitors, contractors and other temporary visiting staff</b>   |  |
| <b>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</b> |  |
| <b>Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus.</b>   |  |
| <b>Update – 02/09/20, page 4. Social distancing and reducing risk of transmission, Wraparound provision</b>   |  |
| <b>Update – 02/09/20, page 6. Premises related matters - Hiring of premises</b>   |  |
| <b>Update – 15/09/20, page 16. Educational Visits - updated link.</b>   |  |
| <b>Update – 29/10/20, page 5 – 6. Premises related matters, ventilation to reduce to spread and thermal comfort – Updated following HSE spot checks.</b>  |  |
| <b>Update – 29/10/20, page 15. Curriculum considerations, update on Music Dance and Drama</b>   |  |
| <b>Update – 14/12/2020, page 11 - Dealing with suspected and confirmed case/ cases and outbreak</b>   |  |
| <b>Update – 04/01/2021 – page 2 – new links to DfE school’s website for up to date guidance and consultation with staff</b>   |  |
| <b>Update – 04/01/2021 page 3 – definition of close contact</b>   |  |
| <b>Update – 04/01/2021 page 9 - Staff measures to reduce contact and transmission Covid-19.</b>   |  |
| <b>Update – 08/03/2021 page 14 – Lateral Flow Testing (Secondary Schools)</b>   |  |
| <b>Update – 14/01/2021 page 14 - Lateral Flow Testing (primary staff home testing)</b>  |  |
| <b>Update – 08/03/2021 first page PHE information</b>   |  |
| <b>Update – 08/03/2021 page 2 – return to school March 8<sup>th</sup> guidance</b>  |  |
| <b>Update – 08/03/2021 page 4 – definition of close contact</b>   |  |

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| Update – 08/03/2021 page 5 - Guidance for EYFS  |  |
| Update – 08/03/2021 page 5 - Wraparound provision   |  |
| Update – 08/03/2021 page 12 - Accessing testing arrangements are clear for all staff        |  |
| Update – 08/03/2021 page 13 - Assessment of all staff, including high risk staff            |  |
| Update – 08/03/2021 page 13 - face covering   |  |
| Update – 08/03/2021 page 14 - Dealing with suspected and confirmed case/ cases and outbreak |  |
| Update – 08/03/2021 page 14 - Lateral Flow testing (Secondary Schools)                      |  |
| Update – 08/03/2021 page 15 - Lateral Flow testing (Primary staff home testing              |  |
| Update – 08/03/2021 page 16 - Vulnerable groups who are clinically, extremely vulnerable    |  |
| Update – 08/03/2021 page 21 - Educational visits  |  |

| Significant Hazard Section                          | Control measures in place<br><br><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 |   |   |
| Definition of close contact                         | <p>When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of 'close contact'. The following definition of 'close contact':</p> <p><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</i><br/>The current definition of close contact in a school setting is shown below.</p> <ul style="list-style-type: none"> <li>○ face-to-face contact including being coughed on or having a face-to-face conversation within one metre (this will include times when you have been wearing a face covering or face mask)</li> <li>○ been within one metre for one minute or longer without face-to-face contact</li> </ul> | <p>Definition shared with staff at staff meeting 11/01/21<br/>In the notes on 15/01/21</p> <p>Updated definition shared with all staff via staff notes 05/03/21</p> |

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|   | <ul style="list-style-type: none"> <li>○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>○ travelled in the same vehicle or a plane (this includes school transport)</li> </ul> <p>Focusing on obtaining mitigations to reduce close contact, will reduce staff and pupil absences when there are cases within the school. Note that the use of face masks and other forms of PPE does not exclude somebody from being considered a close contact (unless they are providing direct care with patients or residents in a health and care setting, <a href="https://www.gov.uk/nhs-test-and-trace">NHS Test and Trace: how it works - GOV.UK (www.gov.uk)</a>)</p>  |   |
| Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing. | <p><i>Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. If possible, only one parent to attend. Use alternative drop off locations where possible. Schools should also have a process for safely removing and disposing of / storing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them, following the recommendations in the government guidance <a href="#">Staying safe outside of your home: face coverings</a> and <a href="#">Guidance for Full Opening</a>. Pupils must be instructed to wash their hands, on arrival.</i></p> <ul style="list-style-type: none"> <li>• <i>Stagger drop-off and collection times for the 3 lots of year group bubbles of children.</i></li> <li>• <i>Arrange for member of SLT to meet the bus children at walk them down Pound lane in Bubble groups</i></li> <li>• <i>10 mins between each drop off and collection.</i></li> <li>• <i>Use different gates for some groups to drop off and collect to spread out the parents arriving at school.</i></li> <li>• <i>Signs on the entrance</i></li> <li>• <i>Guidance on social distancing and hygiene explained to parents and reinforced with suitable local instructional signage. Request that parents respect social distancing for the safety of themselves, pupils and staff. One parent per child</i></li> <li>• <i>Reduce the number of people coming into school.</i></li> <li>• <i>Visitors arranged by pre-appointment only, reinforced with signage. Employees tasked with receiving visitors should be trained in the control requirements – appropriate distancing, hand-</i></li> </ul> | <ul style="list-style-type: none"> <li>• Staff at gates to ensure the children enter at the correct times from correct gate 8.35am, 8.45am, 8.55am</li> <li>• Bus resumes 08/03/21ST to walk up Pound Lane to meet the bus</li> <li>• Use bottom gate, normal entrance gate and side gate</li> <li>• 2m social distance lines placed in front of all gates so parents understand how far back they need to stand – parents informed 05/03/21</li> <li>• Gates will have signs with times and year group on</li> <li>• New signs for the teachers to hold up indicating which Year group to enter the</li> </ul> |

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|  | <p>washing and sanitiser etc</p> <ul style="list-style-type: none"> <li>From Monday 28th September, Trust policy will be that all staff in our primary schools/First school/nursery school should wear a face covering whilst outside the classroom in communal areas/corridors etc in the same way that they would in a shop or on public transport.</li> <li>From 04/11/20 All staff to wear clear visors or face masks in the classroom during lessons</li> <li>Communicate clearly about the disposal of face coverings on arrival in school through the notes, following the recommendations in the government guidance <a href="#">Staying safe outside of your home: face coverings</a> and <a href="#">Guidance for Full Opening</a>.</li> </ul> | <p>gate</p> <ul style="list-style-type: none"> <li>Fewer people with reduced numbers</li> <li>Parents reminded about SD and keeping Pound Lane clear and preferably only one parent to attend collection or drop-off<br/>Reminder sent :05.03.21</li> <li>Letter sent asking parents to wear masks when waiting for their child</li> <li>Reminder sent 05.03.21</li> <li>Staff who have not got access to a clear plastic visor will be provided with one</li> <li>Disposable masks and clear visors will be held centrally by the school so that they can be provided to any members of staff who forgets to bring one.</li> <li>Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully –<br/>Reminder in the school notes 05.03.21</li> </ul> |
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| <p>Parents gathering at school gate not social distancing</p> | <p><i>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).</i></p> <ul style="list-style-type: none"> <li><i>Planned parents' drop-off and pick-up protocols that seek to minimise adult to adult contact.</i></li> <li><i>Parents informed 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)</i></li> <li><i>Guidance on social distancing and hygiene explained to parents and reinforced with suitable local instructional signage. Request that parents respect social distancing for the safety of themselves, pupils and staff.</i></li> <li><i>Signs on entrances</i></li> </ul>   | <ul style="list-style-type: none"> <li><i>Letter sent to parents advising them to socially distance and to wear a mask when dropping and collecting, also requesting that only one parent attends drop off and pick up during Lockdown 05.03.21</i></li> <li><i>Letters to parents and signs</i></li> <li><i>Letter sent 31/12/20</i></li> <li><i>FAQ document prepared and shared with parents</i></li> <li><i>Risk Assessment RA 100V2.4 to be placed on website</i></li> <li><i>Staff taking children to and from the gate will wear face coverings both inside and outside the building</i></li> </ul> |
| <p>Overcrowding in classrooms and corridors.</p>              | <p><i>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. Stagger assembly groups</i></p> <ul style="list-style-type: none"> <li><i>Year Group Bubbles</i></li> <li><i>All tables and chairs must be cleaned regularly throughout the day</i></li> <li><i>Desks face the front and spaced as far apart as possible and arranged so that face to face seating is avoided</i></li> <li><i>All Key stage 1 Bubbles to have access to outside space and their age appropriate equipment and resources</i></li> <li><i>Timetables in place around school to reduce movement</i></li> <li><i>All rooms to be well ventilated</i></li> </ul> | <p>Year Group Bubbles:</p> <ul style="list-style-type: none"> <li><i>to reduce the number of staggered starts</i></li> <li><i>because they need to share toilets</i></li> <li><i>Walkie Talkies in each classroom if support required</i></li> <li><i>FA available in all bubbles and if not a request will be made via walkie talkie</i></li> <li><i>to support the recovery curriculum</i></li> <li><i>to enable RWI to be taught most effectively</i></li> <li><i>to provide support to in the afternoon as only 2 staff</i></li> </ul>   |



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|   | <ul style="list-style-type: none"> <li>Coronavirus (COVID-19) implementing protective measures guidance will be followed</li> </ul>  | <ul style="list-style-type: none"> <li>to enable breaktimes to take place</li> <li>to support the sharing of resources</li> </ul>   |
| Risk of transmission within EYFS settings                                 | <p>Updated Guidance for EYFS (February 2021 <a href="#">early years and childcare providers</a>) to be followed. removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</p> <ul style="list-style-type: none"> <li>Updated Guidance for EYFS (February 2021)) to be followed. removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</li> <li>EYFS will operate as a bubble</li> </ul>   | <p>EYFS to be a bubble:</p> <ul style="list-style-type: none"> <li>Use of the large double room</li> <li>Shared resources which will be on a rota to be cleaned and shared regularly</li> <li>All resources used wiped down at the end of a session</li> <li>shared outdoor area cleaned and wiped down after use</li> <li>Revisit routines to regularly clean hands 08.03.21</li> <li>Staff to regularly clean surfaces, light switches, chairs</li> <li>Spread the children around not altogether in a group – zoned as appropriate</li> <li>support for PFA</li> </ul> |
| Groups mixing during breaks and lunchtime compromising social distancing. | <p>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes &amp; in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</p> <ul style="list-style-type: none"> <li>Each bubble will have staggered break times and lunchtimes</li> <li>Use different zones in the playground</li> <li>The key stage will go into the playground at different times to offer more space</li> <li>Any equipment used will be hard surfaces and easily cleaned, only used by that 'Bubble'</li> <li>Support will be offered to Bubbles as to what they can play on the playground</li> <li>The rest of the playground and the Astro divided into zones</li> <li>Staff supervision throughout – actively encouraging positive interaction</li> </ul> | <ul style="list-style-type: none"> <li>Timetables for breaks</li> <li>Zoned playground</li> <li>Regular clean equipment</li> <li>Shared ideas for playtimes</li> <li>Teaching staff and TAs will take breaks at different times to enable appropriate breaks</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Staggered lunchtimes &amp; in bubbles with handwashing – tables kept apart and lunches delivered to classrooms.</li> <li>• 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.</li> <li>• Cleaning of tables, chairs, switches before and after lunch</li> <li>• Packed Lunch will be eaten in the classroom bubbles – hall cannot be used as BASC using it. This will be reviewed regularly.</li> <li>• Staff in communal areas will wear a face covering and sit at least 2m apart</li> </ul> | <ul style="list-style-type: none"> <li>• 3 rooms available for staff at breaks and lunchtimes</li> <li>• Regular handwashing on arrival at school, before and after breaks</li> <li>• Fruit for children in Key Stage 1 will be carefully prepared and shared amongst the children to ensure they do not touch more than one piece</li> <li>• Tables cleaned before and after lunch has been eaten</li> <li>• PGS food provider – <ul style="list-style-type: none"> <li>✚ food supplier to provide a variety of cold lunches on a 2 week rota (see menu)</li> <li>✚ food standards applied</li> <li>✚ Food will arrive in food boxes for each year bubble</li> <li>✚ Lunch staff will support the bubble by serving the food, encouraging them to eat it and making sure hygiene is at its greatest</li> <li>✚ Lunch staff will then wash tables and any cutlery and crockery used</li> </ul> </li> </ul> |
| Wraparound provision: Groups mixing during extra-curricular provision | 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 <a href="#">providers who run community activities, holiday clubs, after-</a>   | <ul style="list-style-type: none"> <li>• Before school/after school will take place in the hall</li> <li>• Fixed times of entry</li> <li>• Children met at the gate</li> </ul>   |

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|  | <p><a href="#"><u>school clubs, tuition and other out-of-school provision for children</u></a>, as much of this will be useful in planning extra-curricular provision. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE have issued <a href="#"><u>guidance for parents and carers</u></a>, which schools may want to circulate.</p> <ul style="list-style-type: none"> <li>• Year group tables within BASC - keeping children within their year groups or bubbles where possible.</li> <li>• If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. Holiday club guidance suggests delivering sessions outside where possible As with physical activity during the school day, contact sports should not take place and recommendations set out in <a href="#"><u>Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</u></a> should also be taken into consideration.</li> </ul> | <ul style="list-style-type: none"> <li>• Tables of activities for each Bubble</li> <li>• Children to socially distance when lining up and play in bubbles outside</li> <li>• Bubbles - year group bubbles</li> <li>• When working in Breakfast Club and after school club staff will need to wear a face covering when not interacting with the children and when collecting the children and taking them out to parents.</li> <li>• When working with the children in the hall and preparing food the staff will wear a face covering at all times.</li> <li>• Finish in time for staff to thoroughly clean equipment</li> <li>• Breakfast will consist of fruit, yogurts, cereal, toast</li> <li>• After school food will be toast, sandwich, fruit, yogurts</li> <li>• All food taken to the table by the adult who will be socially distancing and wearing a visor</li> <li>• Also see separate Risk Assessment for BASC</li> </ul> |
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| Spread of virus due to increased numbers of people within the building.                            | <p><i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i></p> <ul style="list-style-type: none"> <li>• <i>Staff should maintain Public health guidance of 2m wherever possible.</i></li> <li>• <i>Inform parents that if their child needs to be accompanied to school only one parent should attend</i></li> <li>• <i>Appropriate signage around school</i></li> <li>• <i>Appropriate cleaning measures</i></li> <li>• <i>SCITT and BCP students made aware of own responsibilities and school protocols</i></li> <li>• <i>Individual RA for SCITT and enhanced induction to cover COVID restrictions.</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Send letters and add signage – reminder letter 05.03.21</i></li> <li>• <i>Parents informed that they are welcome to speak to the teacher after school but this would be arranged by a telephone call – 05.03.21</i></li> <li>• <i>Only essential visitors allowed in school. All visitors must be booked in advance and they must be checked with the HT first</i></li> <li>• <i>Updated RA shared and explained to the SCITT student</i></li> </ul> |
| Staff  | <p><i>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. <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682102/schools_coronavirus_COVID-19_operational_guidance.pdf">Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</a></i></p> <ul style="list-style-type: none"> <li>• <i>Staff should maintain Public Health guidance of 2m</i></li> <li>• <i>The priority is always to try to maintain 2m social distancing</i></li> <li>• <i>Staff must have regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils</i></li> <li>• <i>Staff encouraged to wear masks in situations where social distancing with adults cannot be maintained.</i></li> <li>• <i>Staff in primary schools to wear face coverings when in classroom where it does not negatively impact on teaching/learning</i></li> <li>• <i>Face visors or shields should not be worn as an alternative to face coverings</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Reminders of 2m social distancing</i></li> <li>• <i>Staff notes 05.03.21</i></li> <li>• <i>Regular reminders to hand washing and cleaning</i></li> </ul>   |
| Premises related matters   |   |  |
| Changes to building use 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) and this must include curriculum risk assessments where necessary.</i></p>  | <ul style="list-style-type: none"> <li>• <i>This document shared with all staff in advance of Opening – 05.03.21</i></li> <li>• <i>Placed on website</i></li> </ul>  |

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|  | <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> <ul style="list-style-type: none"> <li>• Whole school risk assessment - RA100v2.4 updated in line with policy and procedures for COVID 19. All control measures remain suitable and in place.</li> <li>• Individual Risk assessments updated</li> <li>• Outdoor space accessed via door leading out of the room.</li> <li>• Each child has own stationery equipment in a wallet</li> <li>• Resources in a room are those necessary for teaching the year groups have hard surfaces and can be washed with soap and water.</li> <li>• Soft furnishings removed from all rooms</li> <li>• Tables and door handles dis-infected through the day by classroom staff</li> <li>• Tables, door handles, backs of chairs and other surfaces cleaned thoroughly by cleaning company (Churchills) each evening</li> <li>• Fire evacuation to take place with new bubbles</li> </ul> | <ul style="list-style-type: none"> <li>• Update RA's for individual's – all updated by 05.03.21</li> <li>• Stationary wallets in place</li> <li>• Regular cleaning of door handles, tables, chairs and surfaces.</li> <li>• Regular check ins with cleaning company</li> <li>• Plan a fire drill – to take place in week beginning 08.03.21</li> </ul> |
| 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> <ul style="list-style-type: none"> <li>• The reception Bubble will have a number of trained PFA</li> <li>• Each 'Bubble' will have at least one FA trained person</li> <li>• The office staff will be back up FA staff</li> <li>• Each Bubble will have its own FA Book for recording incidents</li> <li>• A copy of will be sent to parents</li> <li>• The usual FA policy and procedures will apply</li> <li>• PPE available if necessary – Face masks, gloves, aprons, anti-bac gel, cleaning spray and cloths</li> <li>• Isolation room prepared</li> </ul> <p>Flowchart - PHE SW HPT: Guidance for Childcare and Educational Settings in the management of COVID-19 - Version 3.0 Date 05.06.2020 – Shared with all staff 12/06/2020. Shared again in September and in January and in March</p>  | <ul style="list-style-type: none"> <li>• Each bubble will have own FA book</li> <li>• Isolation room – FA room</li> <li>• Action - Share Flowchart with staff again in March</li> </ul>  |
| Fire Procedures  | <p>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. 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.</p>  | <ul style="list-style-type: none"> <li>• H and S review in the Inset days to include Fire Procedures</li> <li>• Testing to continue when caretaker working in the holidays</li> </ul>  |

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|  | <p><i>Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i></p> <ul style="list-style-type: none"> <li><i>Fire risk assessment reviewed all staff briefed in fire evacuation and escape routes.</i></li> <li><i>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></li> <li><i>Fire evacuation routes and assembly points are in place to ensure guidelines are being met.</i></li> <li><i>Children will experience a walk through in the first few days so they are clear on procedures</i></li> <li><i>Fire wardens established and trained week beginning 04/09/2020</i></li> </ul>   | <ul style="list-style-type: none"> <li><i>Fire Alarms checks by company – 11/01/21</i></li> <li><i>Fire Drill week beginning 08.03.21</i></li> <li><i>Fire wardens in place</i></li> </ul>  |
| 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 <a href="#">Managing School Premises during the Covid-19 outbreak</a>.</i></p> <ul style="list-style-type: none"> <li><i>Our caretaker has had a rigid water hygiene testing in place throughout the lockdown</i></li> <li><i>He will continue to ensure rigid regimes for flushing across the school</i></li> <li><i>He has records to support this</i></li> <li><i>Review the water hygiene management plan as appropriate</i></li> </ul>   | <ul style="list-style-type: none"> <li><i>Caretaker to continue with safety checks</i></li> <li><i>Regular visits from the company to carry out checks</i></li> </ul>   |
| Using and monitoring new practices 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. Explaining to children about the use of face coverings – to support children with adhering to social distancing. Headteachers and school leaders must monitor arrangements and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.</i></p> <ul style="list-style-type: none"> <li><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.</i></li> <li><i>Explaining to children about the use of face coverings – to support children with adhering to social distancing.</i></li> <li><i>Headteachers and school leaders must monitor arrangements and make remedial actions where needed.</i></li> </ul> | <ul style="list-style-type: none"> <li><i>All risk assessments and action plans shared when updated</i></li> <li><i>Regular discussions in meetings and with individuals.</i></li> <li><i>Staff notes provide updates for all weekly</i></li> </ul> |



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|   | <ul style="list-style-type: none"> <li>• Ensure there are opportunities for all employees to raise concerns / make suggestions.</li> <li>• If a pupil becomes unwell in the setting with a new continuous cough, a high temperature or loss of taste or smell, arrangements should be made immediately for them to be sent home. They will be moved to the isolation room to await collection. Parents and carers to be advised to follow the national stay at home guidance.</li> <li>• Additional cleaning will need to be implemented. School should have a procedure for this along with notification of anyone who has been in contact with them advised to monitor for symptoms.</li> <li>• Briefings as appropriate.</li> <li>• Provide opportunities for all employees to raise concerns / make suggestions.</li> </ul>  |  |
| 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> <ul style="list-style-type: none"> <li>• Continue with the usual communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors).</li> <li>• All equipment that is being used has had statutory tests as appropriate.</li> </ul>  | All staff updated on asbestos awareness on the inset day 3/9/20  |
| Staff rooms and offices to comply with social distancing and safe working practice    | <p>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</p> <ul style="list-style-type: none"> <li>• Three identified staffrooms in place</li> <li>• No more than 3 people using the staff room at one time</li> <li>• No more than 2 people in servery at one time</li> <li>• No more than 2 people in the main office at one time</li> <li>• Strict 2m social distancing in place – if sitting then staff will be asked to clean own chair before and after use</li> <li>• No gatherings of people</li> <li>• Enhanced cleaning regimes as per below.</li> <li>• Staff should wear face coverings except when eating</li> <li>• Staff encouraged to wear masks in situations where social distancing with adults cannot be maintained.</li> <li>• Staff in primary schools to wear face coverings when in classroom where it does not negatively impact on teaching/learning</li> <li>• Face visors or shields should not be worn as an alternative to face coverings</li> </ul> | <ul style="list-style-type: none"> <li>• Servery and the staffroom and the nest</li> <li>• Staff regularly reminded to socially distance in staffroom, servery, nest</li> <li>• Cleaning facilities available</li> <li>• Reminder to staff to clean spaces used</li> <li>• Reminder for staff to remain 2m apart sent on 17/9/20 and on the notes 18/9/20 and 06/11/20 and 08/01/21 and 08.03.21</li> <li>• Email sent to staff 25/09/20</li> <li>• Emails 04/11/20</li> <li>• Email to staff 31/12/20</li> <li>• Staff notes and updated RA100 v2.4 sent to staff 05/03/21</li> </ul> |

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| Ventilation to reduce spread | <p><i>Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</i></p> <ul style="list-style-type: none"> <li><i>opening high level windows in preference to low level to reduce draughts</i></li> <li><i>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</i></li> <li><i>providing flexibility to allow additional, suitable indoor clothing. For more information see <a href="#">School uniform</a></i></li> <li><i>rearranging furniture where possible to avoid direct drafts</i></li> <li><i>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</i></li> <li><i>Opening internal doors can also assist with creating a throughput of air</i></li> <li><i>natural ventilation – if necessary external opening doors may also be used Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be done once the fire risk assessment has been reviewed and amended. Schools must ensure that systems are in place to close doors in the event of a fire alarm, during breaks if they cannot be monitored or at the end of the day. There is also the security risk of leaving external doors open and therefore there must be procedures in place to mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored.</i></li> <li><i>Ventilation to chemical stores should remain operational.</i></li> </ul> <p><i>It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more information on suitable workplace temperatures see HSE: <a href="#">Guidance on temperature in the workplace</a></i></p> <p><i>At St Mary's Poole:</i></p> <ul style="list-style-type: none"> <li><i>opening high level windows in preference to low level to reduce draughts</i></li> <li><i>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</i></li> <li><i>providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</i></li> </ul> | <ul style="list-style-type: none"> <li><i>Send reminder about ventilation and no use of air con units</i></li> <li><i>Hand dryers switched off at source</i></li> <li><i>Email: 04/11/20</i></li> <li><i>Notes 06/11/20</i></li> <li><i>Notes 20/11/20</i></li> <li><i>Notes 08/01/21</i></li> <li><i>Notes 05/03/21</i></li> <li><i>15/01/21 - Agreed that we would try 20 mins open and 10 mins closed during the cold months of January and February to be reviewed in warmer weather.</i></li> <li>.</li> </ul> |



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|                              | <ul style="list-style-type: none"> <li>• <i>rearranging furniture where possible to avoid direct drafts</i></li> <li>• <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.</i></li> <li>• <i>Opening internal doors can also assist with creating a throughput of air</i></li> <li>• <i>natural ventilation – if necessary external opening doors may also be used (bearing in mind fire safety, security and safeguarding)</i></li> <li>• <i>Ventilation to chemical stores should remain operational.</i></li> </ul>   |   |
| Management of waste          | <p><i>Ensure bins for tissues are emptied throughout the day.</i></p> <p><i>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.</i></p> <ul style="list-style-type: none"> <li>• <i>Bins for tissues are emptied throughout the day</i></li> <li>• <i>Bins in toilets emptied by the cleaner at lunchtime</i></li> <li>• <i>Staff must be reminded about the safe use, storage/disposal of face coverings</i></li> <li>• <i>Follow <a href="#">Guidance on disposal of PPE waste</a> (such as used fluid resistant masks)</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Regularly empty bins</i></li> <li>• <i>Email sent to staff 25/09/20</i></li> <li>• <i>Update version RA100 v2.4 – 05.03.21</i></li> </ul>   |
| Management of incoming goods | <p><i>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.</i></p> <ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>All suppliers will use the intercom system</i></li> <li>• <i>They will speak to the receptionist</i></li> <li>• <i>They will be instructed them to drive in and where to park.</i></li> <li>• <i>They will be advised when it is safe to bring the delivery into school – wearing their PPE</i></li> <li>• <i>The delivery will be safely deposited just inside the building</i></li> <li>• <i>If it needs signing for then staff will do so from behind a screen</i></li> <li>• <i>If it is a larger piece of equipment then staff will</i></li> </ul> |

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|  |   | ensure that it is safe for this to be delivered (when ordering all large equipment we will ask that they phone before delivery)   |
| School owned outdoor play equipment    | <p>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children's hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls, playhouses and huts, crawl through tunnels and tube slides, exercise equipment, gates, benches and picnic tables, refuse areas and bins. Encourage effective sanitation by users, parents etc. Consult guidance on Managing Outdoor Playgrounds for equipment also used by the community.</p> <p>When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</p> | <ul style="list-style-type: none"> <li>The playtrail that has the low ropes can be used in Key Stage one (as advised by Jo Wilson PHE Dorset) in line with strict handwashing before and after break times</li> </ul>   |
| Hiring out premises                    | <p>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 <a href="#">working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities</a>.</p>  | N/A   |
| Cleaning and reducing contamination    |   |   |
| Contaminated surfaces spreading virus. | <p>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</p> <p>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link:</p>   | <ul style="list-style-type: none"> <li>Reminder to staff of expectations for cleaning – tables and equipment 05/03/21</li> <li>Cleaner at lunchtime to do all toilets and door handles and empty bins</li> <li>Deep clean of all areas by Churchills cleaners in the evening</li> </ul> |

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|  | <p><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></p> <p>Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.</p> <p>Follow government <a href="#">guidance for working in education and childcare</a> if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on <a href="#">Cleaning and decontamination of non-health care settings</a>.</p> <ul style="list-style-type: none"> <li>• All unnecessary items in classrooms removed</li> <li>• Regular cleaning – all tables, door handles, light switches, panels and shared equipment will be cleaned regularly by staff in the bubble.</li> <li>• Churchills to do deep clean of toilets areas, sinks, floors, tables and chairs daily</li> <li>• Remove items such as play dough, sand and soft furnishings and toys from early years setting to reduce contact surfaces.</li> <li>• Bins double bagged – School to provide one of the bin bags</li> <li>• Regular meetings with Cleaning company to feedback</li> <li>• 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.</li> <li>• Follow government <a href="#">guidance for working in education and childcare</a> if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on <a href="#">Cleaning and decontamination of non-health care settings</a>. Further guidance on cleaning non health care settings is to be published by Public Health England by the end of the summer term.</li> </ul> |  |
| Shared resources and equipment increasing spread | <p>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.</p> <ul style="list-style-type: none"> <li>• Resources not to be shared between 'Bubbles' unless they have been cleaned and left for the required time</li> <li>• Prevent the sharing of stationery and other equipment where possible</li> <li>• Equipment used by 'bubble' cleaned daily by the adults in the room</li> <li>• Regular hand washing</li> <li>• Procedures in place for managing access to items of 'heavy use' such a photocopier to reduce social distancing</li> <li>• Enhanced cleaning regimes</li> </ul>   | <ul style="list-style-type: none"> <li>• Own stationery</li> <li>• <i>Remind staff one person in the repro room at a time – 05.03.21</i></li> <li>• Sensory room – door always open, only used by one child at a time during one day, cleaned before and after use</li> <li>• Meeting room to be cleaned by the person going into use and to be</li> </ul> |

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|  |  | <p><i>cleaned again before they leave.</i></p> <ul style="list-style-type: none"> <li>• <i>Clean areas used for pastoral reasons</i></li> </ul>  |
| Cleaning staff and hygiene contractor's capacity - providing additional requirements | <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="#">Safe working in education and childcare</a> for guidance on PPE and guidance on <a href="#">COVID-19: cleaning of non-healthcare settings outside the home - GOV.UK (www.gov.uk)</a>. 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.</i></p> <ul style="list-style-type: none"> <li>• <i>Discussed with cleaning contractor the cleaning requirements</i></li> <li>• <i>Regular contact with Churchills to discuss cleaning and the support offered to the school</i></li> <li>• <i>Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available.</i></li> <li>• <i>See <a href="#">Safe working in education and childcare</a> for guidance on PPE and guidance on <a href="#">cleaning non-health care settings</a>.</i></li> <li>• <i>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.</i></li> <li>• <i>Cleaning staff will need to wear face coverings whilst on school grounds.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Regular contact with Churchills</i></li> <li>• <i>Met with new supervisor on 8/9/20</i></li> <li>• <i>Regular contact via email</i></li> <li>• <i>Remind staff of enhanced cleaning of classroom before and after lunch</i></li> <li>• <i>Cleaning team informed of need to wear face coverings from 28/09/2020</i></li> <li>• <i>Email to Churchills 03.03.21 to change times of arrival of cleaners so they arrive 10 mins after each classroom finishes to allow the teacher to leave the room</i></li> </ul> |
| Sufficient handwashing facilities for staff and pupils                               | <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. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.</i></p> <ul style="list-style-type: none"> <li>• <i>Identified handwashing facilities for each bubble</i></li> <li>• <i>All bubbles and rooms have access to hand sanitiser</i></li> <li>• <i>Regular handwashing and toilet breaks planned into the day</i></li> <li>• <i>Extra Hand sanitiser, hand wash, dustbin bags, gloves, aprons ordered</i></li> <li>• <i>All staff have access to the key to access extra cleaning materials</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Updated guidance shared with staff in September inset</i></li> <li>• <i>Caretaker adapted the outside water fountain into an extra hand washing station for Year 5 September 2021</i></li> </ul>   |
| Additional time for staff and pupils to carry out handwashing                        | <p><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.</i></p>   | <ul style="list-style-type: none"> <li>• <i>Educate the children in handwashing and observe them doing it</i></li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Children wash hands on entrance to school. Before and after breaks, before and after lunch. As required in between.</li> <li>• Stagger regular access to handwashing facilities through the day</li> <li>• Children will hand wash on entry to school, before and after going out for a break, as well as after using the toilet or after a cough or sneeze</li> <li>• Waste will be in bin bags in bins</li> <li>• Washing hands posters in all washing areas</li> <li>• Reminders of how to wash our hands properly – videos and posters</li> </ul>  | <ul style="list-style-type: none"> <li>• Reminder January 2021</li> <li>• Parents asked to prepare the children for the return to school by teaching hand washing reminders 26/02/21</li> <li>• Teachers to spend extra time on return to school going over hand washing 08.03.21</li> </ul> |
| Handwashing practice with children                | <p>Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at <a href="#">e Bug</a>.</p> <p>Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.</p> <ul style="list-style-type: none"> <li>• DFE guidance followed for hand cleaning</li> <li>• Use of handwashing songs and videos for younger children.</li> <li>• Adults to supervise to ensure that help is available for children and young people who have trouble cleaning their hands independently.</li> <li>• See guidance and resources available at <a href="#">e Bug</a>.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Educate the children in handwashing and observe them doing it</li> <li>• Staff to be asked to consider risks</li> </ul>   |
| Good respiratory hygiene                          | <p>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.</p> <ul style="list-style-type: none"> <li>• Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available.</li> <li>• 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.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use posters etc</li> <li>• Have tissues available</li> </ul>  |
| Sufficient supplies of soap and cleaning products | <p>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.</p> <ul style="list-style-type: none"> <li>• Well stocked cleaning cupboard</li> <li>• Will use regular detergents and bleach.</li> <li>• COSHH assessments in place as appropriate (RA05) and implement additional controls required where there has been any change in products.</li> <li>• Stocks monitored weekly</li> </ul>   | <ul style="list-style-type: none"> <li>• Resources locked away with COSHH details</li> <li>• But easily accessible by all staff if they need to replenish supplies</li> <li>• All stock checked 03.03.21 and supplies ordered for the return of the all children</li> </ul>                  |



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| Toilets being overcrowded   | <p>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</p> <ul style="list-style-type: none"> <li>No more than 2 people in the toilets at a time – doors to toilets to be left open where possible</li> <li>Appropriate signage</li> <li>Identified toilets for each 'Bubble'</li> <li>Staff toilets have own cleaning equipment available for them to use before and after use</li> <li>All toilets cleaned by the company during the day</li> </ul>  | <ul style="list-style-type: none"> <li>Train the children in how we need to use and respect the toilets</li> <li>Reminder in notes 06/11/20</li> <li>Reminder January 2021</li> <li>Toilets cleaned by Churchills every lunchtime</li> <li>Clear reminder to teachers to be strict about the number of children using the toilets at one time – 05.03.21</li> </ul>  |
| Staff related issues  |   |  |
| <p>Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic.</p> <p>Staff measures to reduce contact and transmission</p> | <p>When assessing the return to full opening the following section of the DfE guidance must be followed:<br/> <a href="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">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</a><br/> <b>Where this cannot be met, then the school must record why and what other control measures they will adopt.</b><br/> All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. When considering the return of non-teaching staff school leaders should recognise the wider government policy that staff who can work from home should do so and apply this where feasible (e.g. in administrative roles).<br/> <b>Focusing on control measures that reduce close contact, will reduce the number of staff and pupils required to self-isolate when there are cases within the school.</b></p> <p>PHE have identified issues that have arisen in their Incident Management Teams (IMT) test result in schools and some adjustments are being made by schools as a result. There may be difficult to implement due to disruption to learning or operational issues. But schools are also identifying that actually having positive cases and seeing the impact on numbers being sent home to self-isolate (staff and pupils) will also affect learning and operational issues.</p> | <ul style="list-style-type: none"> <li>Copies of all documents shared with staff</li> <li>Latest sent to staff on 05.03.21</li> <li>Staff to socially distance</li> <li>Reminder sent in notes 08/01/21 and 05.03.21</li> <li>Boxes at the front of the room indicating 2m have been renewed</li> <li>Primary school staff should be encouraged to wear masks in situations where social distancing with adults cannot be maintained.</li> <li>Primary schools to wear face coverings when in classroom where it does not negatively impact on teaching/learning</li> <li>Face visors or shields should not be worn as an</li> </ul> |

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|  | <p><i>Mitigating measures that will reduce the number of close contacts between individuals and therefore numbers required to self-isolate as the result of a positive case in the school:</i></p> <ul style="list-style-type: none"> <li>▪ Reducing bubble sizes,</li> <li>▪ reducing face to face meetings (move to video calling if appropriate),</li> <li>▪ reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc.</li> <li>▪ reducing or eliminating the movement around the school of pupils and teaching staff,</li> <li>▪ reducing or eliminating the movement across bubbles of pupils and teaching staff,</li> <li>▪ no car sharing between staff to school</li> <li>▪ keeping to the 2m distancing (for teachers especially) if at all possible</li> </ul> <p><i>Other measures that will reduce the spread of the virus in the school – face coverings, thorough regular cleaning regimes throughout the day (of hands and of hard surfaces/ high use touch points), catch it bin it kill it messages.</i></p> | <p><i>alternative to face coverings</i></p> <ul style="list-style-type: none"> <li>• There are 7 Bubbles across the school.</li> <li>• The Music teacher, DHT, Sports Teacher, PCW will work across the classes to facilitate PPA and nurture support</li> <li>• Also TAs who are MDSA's and 1-1 or interventionTAs will work in different classes. 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.</li> <li>• TAs working with vulnerable children in school will wear a face covering and a visor if appropriate. They will work to the side of the child. TAs will assess the risk and act appropriately to ensure they keep 2m away as much as is possible</li> <li>• Staff in rooms work from the front where possible</li> <li>• Staggered lunch times- use the area closest to your room</li> <li>• 3 in staffroom or 2 in servery</li> </ul> |
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|   |   | <ul style="list-style-type: none"> <li>• <i>PPA teachers move groups around the school using the outside exits.</i></li> <li>• <i>Music teacher to use the music room for teaching music. Children move to music room round the outside of the school Room cleaned and ventilated between groups, different equipment used for different groups</i></li> <li>• <i>No car sharing advised</i></li> <li>• <i>Staff should wear a face covering whilst outside the classroom in communal areas/corridors etc in the same way that they would in a shop or on public transport.</i></li> </ul>  |
| Managing supply teachers, visitors, contractors and other temporary visiting staff. | <p><i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites. This will require close cooperation between both schools and the other relevant employers. Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors. It is important that staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.</i></p> <ul style="list-style-type: none"> <li>• <i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools.</i></li> <li>• <i>They should ensure they minimise contact and maintain as much distance as possible from other staff.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Peripatetic Music teachers return from the 15.03.21 – updated copy of Risk assessment shared with them and informed they can wear face coverings in school where it does not negatively impact on teaching/learning</i></li> <li>• <i>Music teachers have a clear plan to follow – clear screen purchased</i></li> <li>• <i>Supply teachers if required will be given a copy of the RA</i></li> <li>• <i>Catch up teacher returns week beginning 15.03.21</i></li> <li>• <i>Catch up teacher has copy of RA and has checked understanding with HT</i></li> <li>• <i>Visitors in school to be offered a visitor badge that has been sanitized and</i></li> </ul> |



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|   | <ul style="list-style-type: none"> <li>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</li> <li>Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</li> <li>Where visits can happen outside of school hours, they should.</li> <li>A record is kept of all visitors.</li> <li>Office staff who are managing supply teachers, visitors, contractors and other temporary visiting staff are conversant with SD and hygiene protocols within the school.</li> </ul>  | <p>quarantined. If a visitor is a regular to the school and has their own badge then they can wear the sticker direct on the outside of their clothing.</p> <ul style="list-style-type: none"> <li>Office staff have a set plan for allowing contractors on site</li> </ul> |
| Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios | <p>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance:<br/> <a href="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">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</a></p> <ul style="list-style-type: none"> <li>If there are any shortages of teachers, then teaching assistants can be allocated to teach a class, working under the direction of the teacher who will be working remotely</li> <li>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:<br/> <a href="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">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</a></li> </ul> | <ul style="list-style-type: none"> <li>To avoid unnecessary adults in school teaching assistants may be asked to support the teaching in a bubble</li> </ul>  |
| Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.                         | <p>Talk to staff about (and/or put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including a discussion on whether training would be helpful. If appropriate, seek GP or occupational health advice.</p> <p>Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' -<br/> <a href="https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a></p> <p>Further advice is available from HR if required.</p> <ul style="list-style-type: none"> <li>Action Plan, Risk assessment, CAST Coronavirus policy and procedures shared with all staff – all reviewed regularly</li> </ul>  | <ul style="list-style-type: none"> <li>Staff updated and informed</li> <li>Individual Risk Assessments in place as appropriate</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Staff encouraged to input into hazard identification and control measures</li> <li>• Timetables, safety measures, groups, arrangements for entry and exit of school clearly shared with staff</li> <li>• Sharing of support helplines and if appropriate, seek GP or occupational health advice</li> <li>• Regular well-being support for staff</li> <li>• Where the member of staff has anxieties about returning, this conversation can be held and recorded using the 'Risk assessment for all staff including vulnerable groups' found in the Plymouth CAST Corona Virus Policy and Procedure v7.</li> <li>• Further advice is available from HR if required.</li> </ul> | <ul style="list-style-type: none"> <li>• If a member of staff is suffering from anxiety then HR advice will be taken</li> </ul>  |
| Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment                                    | <p>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</p> <ul style="list-style-type: none"> <li>• Regular meetings and updates to inform staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</li> </ul>   | <ul style="list-style-type: none"> <li>• Plans shared with staff</li> <li>• Weekly notes with updates</li> </ul>   |
| Accessing testing arrangements are clear for all staff   | <p>Guidance on the new asymptomatic testing programmes taking place in schools are on a shared document platform hosted by DfE, including FAQ, webinars and step-by-step 'how to guides.</p> <p><b>For secondary schools</b> - <a href="#">Resources - Google Drive</a>.</p> <p><b>For primary schools</b> - <a href="#">Primary Schools Document Sharing Platform - Google Drive</a>.</p>  | <ul style="list-style-type: none"> <li>• School have been allocated 10 PCR test for emergencies which can be given to families struggling to access a test</li> <li>• Staff invited to participate in the LFT weekly testing</li> <li>• All LFT testing to take place at home not on school site</li> <li>• Parents informed of how they can access LFT at home for testing of families</li> </ul> |
| Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff. | <p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>  | <ul style="list-style-type: none"> <li>• PPE available in the isolation room</li> </ul>  |

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|   | <p>protection should also be worn Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</p> <p><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>Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors</p> | <p><i>Clinically Extremely Vulnerable staff (CEV) are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required) and there is guidance for this group. Employers should talk to their staff about how they will be supported, including to work from home. These new formal shielding measures will apply across the whole of England until at least 31 March. Staff who are Clinically Vulnerable (CV) can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission <a href="#">Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</a> p37</i></p> <p><i>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid and record this assessment - found in the Plymouth CAST CoronaVirus Policy and Procedure v7.</i></p> | <ul style="list-style-type: none"> <li>• 5 members of staff have shielding letters - Staff will work from home</li> <li>• 2 teachers will have TAs in the classroom and will use Google meets as a platform to teach the children from</li> <li>• Update all risk assessments of clinically vulnerable updated by 05/03/21</li> </ul>  |
| <p>Staff use of PPE</p>   | <p><i>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance <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> Guidance on the appropriate selection and use of PPE from DCC can be found here: <a href="http://devon.cc/ppe">http://devon.cc/ppe</a></i></p>   | <p><i>Not applicable at the moment</i></p> <ul style="list-style-type: none"> <li>• Staff encouraged to wear masks in situations where social distancing with adults cannot be maintained.</li> <li>• Staff in primary schools to wear face coverings when in classroom where it does not negatively impact on teaching/learning</li> <li>• Face visors or shields should not be worn as an alternative to face coverings</li> </ul> |

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| <p>Use of PPE<br/>Lack of understanding</p>                           | <p><a href="#"><u>Guidance on the use of face coverings for pupils in year 7</u></a> and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <p>Adequate training / briefing on use and safe disposal<br/>Follow guidance on putting on and taking off standard PPE<br/><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.</p> <ul style="list-style-type: none"> <li>The elective use of face coverings by a child will be supported, where after discussion with the headteacher, a parent of a child does not feel that their child can attend school without wearing a face covering.</li> <li>If the use of face covering is allowed for an individual they must ensure that they are used safely and that they follow the clear instructions about their safe use. This includes the refusal to allow any child who would be at risk of harm from wearing a face covering.</li> <li>The wearing of face coverings in primary schools should be rare and the exception to the rule once individual requests have been discussed with the headteacher, including the exploration of existing control measures and government advice.</li> </ul> | <p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> <li>cleaning of hands before and after touching – including to remove or put them on</li> <li>safe storage of them in individual, sealable plastic bags between use</li> <li>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully</li> <li>Staff may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</li> <li>If wearing a disposable mask these must be disposed of in a black waste bag not in recycling</li> </ul> |
| <p>Dealing with suspected and confirmed case/ cases and outbreak.</p> | <p><b>Dealing with suspected and confirmed case/ cases and outbreak.</b><br/>If you would like advice, contact the DfE Coronavirus Helpline on 0800 046 8687. You may also call the PHE SW Health Protection Team for advice on 0300 303 8162 if the following applies; you have taken action but are still seeing more cases, you think you may need to close your setting (you should also email the school priority alert mailbox - <a href="mailto:educate.schoolspriorityalerts@mailbox@devon.gov.uk">educate.schoolspriorityalerts@mailbox@devon.gov.uk</a>), someone in your setting has been admitted to hospital or you are getting significant media interest. Special schools, boarding schools or special post 16 providers should call the PHE SW Health Protection Team straight away.</p> <p><b>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</b></p> <ul style="list-style-type: none"> <li>The current definition of a close contact in a school setting is shown below.</li> <li>face-to-face contact including being coughed on or having a face-to-face conversation within one metre</li> </ul>   | <p>IF A SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority and the Director of Education for Plymouth CAST.<br/>Contact <a href="mailto:schools.continuity@bcpcouncil.gov.uk">schools.continuity@bcpcouncil.gov.uk</a><br/>And <a href="mailto:publichealthhp@dorsetcouncil.gov.uk">publichealthhp@dorsetcouncil.gov.uk</a></p> <p>DfE number 0800 0468687 is available and can be used if single case is hospitalised, no test is available, or you KNOW it's linked</p>  |

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|  | <ul style="list-style-type: none"> <li>• been within one metre for one minute or longer without face-to-face contact</li> <li>• been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</li> <li>• travelled in the same vehicle or a plane (this includes school transport)</li> </ul> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#soc</a></p> <p>If a child or staff member in your education setting becomes symptomatic, you should advise them to access PCR 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 PCR home test kits to improve the chances that the individual will get tested. See the <a href="#">DfE guidance on test kits for schools</a>.</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 <a href="mailto:swhpt@phe.gov.uk">swhpt@phe.gov.uk</a>. If the matter is not urgent you can also email <a href="mailto:ask.swhpt@phe.gov.uk">ask.swhpt@phe.gov.uk</a>.</p> <p>For <b>ALL CONFIRMED CASE IN SCHOOL ALWAYS</b> inform the local authority by completing the smart survey form: <a href="#">COVID 19 - Education Provision/School Notification of Positive COVID 19 Test Results or who have been advised to isolate (smartsurvey.co.uk)</a></p> <p>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: <a href="https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/">https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/</a>. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the <b>Schools Emergency Plan</b> to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</p> <p><a href="#">Educational settings Action cards</a></p> <p><a href="#">PHE SW HPT: Flowchart for childcare and Educational settings V 4</a></p> <ul style="list-style-type: none"> <li>• Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the <a href="#">Actions for Schools Guidance Section 5</a></li> </ul> | <p>to a previous or another current case.</p> <p>Contacts when you have more than one confirmed case, complex cases or a repeat new case (eg you have had one before) contact PHD on <a href="mailto:publichealth-hp@dorsetcouncil.gov.uk">publichealth-hp@dorsetcouncil.gov.uk</a> or on 01305 221000 and schools continuity</p> <p><i>Information on parents accessing LFT for home testing sent via email on 01/03/21</i></p> <p><i>Parents reminded that if using the home testing kits and they test positive that they must self-isolate immediately and notify the school of a positive home lateral flow test – 05/03/21</i></p> |
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|  | <ul style="list-style-type: none"> <li>• Children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household and the child and those in their household are encouraged to test if symptomatic.</li> <li>• If a pupil becomes unwell in the setting with a new continuous cough, a high temperature or loss of taste or smell, arrangements should be made immediately for them to be sent home. Parents and carers to be advised to follow the national stay at home guidance.</li> <li>• Additional cleaning will need to be implemented. School should have a procedure for this along with notification of anyone who has been in contact with them advised to monitor for symptoms.</li> <li>• 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></li> <li>• Ensure accurate records of staff and pupils are maintained to enable public health contact tracking and test regimes.</li> </ul> |  |
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| Issuing Lateral Flow test from school site  |  |   |
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| Lateral Flow testing (Secondary Schools) It is important to note that LFT/PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation actions. | <p><b>Guidance on the coronavirus (COVID-19) testing programme for secondary schools and colleges</b> With the start of mass testing by Lateral Flow Devices (LFD) in some schools, it is also important to remember that these are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place, but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</p> <p>DfE have created a <a href="#">schools and colleges document sharing platform</a> for asymptomatic testing. This area contains additional information to support schools and college staff in preparing and operating LFT.</p> | N/A   |
| Lateral Flow testing.<br>It is important to note that LFD /PCR testing and vaccination and the wearing of face coverings is only part of the preventative measures in place and school must continue implement the mitigation. actions,               | <p><b>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</b></p> <p><b>It is also important to remember that the LFD test are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place but should be used alongside. It</b></p>  | <p>All staff participated in training.</p> <p>All resources youtube videos, posters etc sent to all staff</p> <p>All staff encouraged to participate twice weekly</p> |

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| particularly in relation to contact between staff. | <p><b>is vitally important that schools who are using mass testing do not relax other fundamental measures.</b></p> <p><b>Key points</b></p> <ul style="list-style-type: none"> <li>• All staff working in primary, secondary and Colleges are encouraged to take part in the LFD testing programme</li> <li>• Secondary age pupils are recommended to undertake 3 tests in school at their Asymptomatic Test Site (ATS) BEFORE moving to use LFD home test kits</li> <li>• Recommended twice weekly before coming into school 3-4 days apart</li> <li>• Read guidance and watch video</li> <li>• This process is not for releasing people early from Self Isolation</li> <li>• It is not mandatory DfE have created the link below for asymptomatic testing for schools to follow. This area contains additional information to support primary schools and secondary staff in preparing and operating home testing LFD.</li> </ul> <p>•</p> <p><b>Resources for testing:</b></p> <p><a href="#">youtube video</a></p> <p><a href="#">Google Drive</a></p> <p><a href="#">Primary Phase - Google Drive</a></p> | <p>Meetings – Monday 25/01/21 – 4.45pm</p> <p>Tuesday 26/01/21 – 3.45pm</p> <p>Google doc for school use each member taking a test to record their result</p> <p>Weekly reminder in the notes to report LFT by email to Headteacher if negative and by phone if positive</p> <p>If a positive test - Staff to self-isolate in accordance with symptomatic guidance even if not symptomatic</p> <p>Staff informed only for personal use</p> |
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| Pupil related issues  |  |  |
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| Vulnerable groups who are clinically, extremely vulnerable. | <p><b>Clinically extremely vulnerable (CEV) adults and children.</b></p> <p>It has been confirmed by the DfE that all CEV (and those who have been newly identified by letter in recent days) that all these staff/pupils should continue to self-isolate until March 31<sup>st</sup>.</p> <p>The Department of Health and Social Care has added a <b>third</b> category to the <a href="#">definition of clinically extremely vulnerable (CEV)</a>. The definition has been expanded to include a new group of adults who have been identified through the <a href="#">COVID-19 population risk assessment</a> as potentially being at high risk of serious illness if they catch the virus.</p> <p>Individuals identified as CEV through this risk assessment are advised to follow <a href="#">guidance for clinically extremely vulnerable people</a>, which has now been extended until 31 March. Anyone newly identified as part of this group will be notified.</p> | <ul style="list-style-type: none"> <li>• 5 members of staff had shielding letters and are working from home</li> <li>• No identified pupils</li> </ul> |

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| Children with EHCP and pupils who attend dual settings   | <p>A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child</p> <ul style="list-style-type: none"> <li>• Complete risk assessment before attendance</li> <li>• If necessary seek expert guidance from special schools if needed re support for children with behaviour difficulties</li> <li>• Designated safe area established for certain children</li> </ul>  | <ul style="list-style-type: none"> <li>• Ensure all risk assessments in place</li> </ul>  |
| Pupils unable to follow guidance                         | <p>Some pupils will need additional support to follow these measures.<br/> <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">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</a></p> <p>Ensure 1:1 support where appropriate</p> <ul style="list-style-type: none"> <li>• Individual Risk Assessments in place</li> <li>• Resources to support parents in teaching their children social distancing etc</li> </ul> | <ul style="list-style-type: none"> <li>• Complete individual Risk Assessments if necessary</li> <li>• Share resources with parents</li> </ul> |
| Pupils equipment   | <p>Pupils to limit the amount of equipment they bring into school each day, to essentials</p> <p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</p>  | <ul style="list-style-type: none"> <li>• Inform parents</li> </ul>  |
| Member of a class becoming unwell with COVID-19          | <p>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</p>   | <ul style="list-style-type: none"> <li>• Medical room prepared</li> </ul>   |
| School Uniform   | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  | <ul style="list-style-type: none"> <li>• Children encouraged to where clean uniform and PE kit on PE days</li> </ul>                          |
| Staff wearing face coverings                             | <ul style="list-style-type: none"> <li>• Pupils should be prepared to avoid anxiety if adults in school are wearing face coverings.</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupils briefed on adults in school wearing masks from 28/09/2020.</li> </ul>                         |
| <b>Transport</b>   |  |   |
| Travel to school and provision of safe school transport: | <p>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where</p>  |   |



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|   | possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.   |   |
| Dedicated school transport, including statutory provision | <a href="#">transport-to-school-and-other-places-of-education-autumn-term-2020</a> <ul style="list-style-type: none"> <li>St Mary's Students to sit at the front of the bus when travelling – this will be in ascending year groups front to back (youngest students at the front of the vehicle).</li> <li>It is a private company so they are responsible for seating</li> <li>DHT on hand at the end of each day to assist the students.</li> <li>Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning.</li> <li>DHT to ensure organised queuing/boarding and distancing within vehicles if possible.</li> </ul>  | <ul style="list-style-type: none"> <li>Email from Freedom Coaches to confirm arrangements 26/02/21</li> <li>They recommend that the Students travelling wash their hands before leave home in the morning and also again before leaving the School in the afternoon</li> <li>Over 11 recommend that they wear a face mask he/she wears a face mask whilst on board the coach at all times ( under 11 years of age this isn't a requirement) .</li> <li>Antiseptic hand gel will be available on the coaches. Our Cleaning levels have always been of a high level, these we have enhanced and each Coach will have an antiseptic FOG pumped in the passenger compartment at the end of each day ( which disperses in 15 minutes) This is anti viral disinfectant. The FOG will touch every surface on the inside of the coach and fully cleanse the vehicle.</li> <li>All Students must wear a seat belt at all times stay seated and be well behaved when travelling on the coach.</li> <li>The Students for St. Edwards will travelling the rear half of the coach and the Students for St. Mary's the front half of the coach</li> </ul> |
| Face coverings & PPE                                      | <ul style="list-style-type: none"> <li>Ask them to consider the use of hand sanitiser upon boarding and/or disembarking</li> <li>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, <b>recommend</b> 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:</li> </ul>  |   |
| Loading for vehicles above nine passenger seats           | <a href="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">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</a> <ul style="list-style-type: none"> <li>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.</li> <li>Organised queueing and boarding.</li> <li>Students reminded 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.</li> <li>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.</li> <li>ALL students will be expected to abide by the DCC Code of Conduct</li> </ul> |   |



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| School Transport arrangements support changes to school times             | <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>   |  |
| <b>Curriculum considerations</b>  |   |  |
| Planned return to normal curriculum in all subjects by Summer Term 2021   | <ul style="list-style-type: none"> <li><i>Curriculum modified as appropriate 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></li> </ul>  | <ul style="list-style-type: none"> <li><i>See recovery plan in sections 3 and 4 of SOAP</i></li> </ul>   |
| Suspension of some subjects for some pupils in exceptional circumstances. | <ul style="list-style-type: none"> <li><i>We will show that this is in the best the interests of our 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></li> </ul>   | <ul style="list-style-type: none"> <li><i>See recovery plan in sections 3 and 4 of SOAP</i></li> </ul>   |
| Music, dance and drama activities   | <ul style="list-style-type: none"> <li><i>No singing during Lockdown</i></li> <li><i>EYFS guidance shows that in Early Years, singing is really beneficial. They will sing in small groups. (About 13 per group). Their rooms are well ventilated and they can follow the guidelines really well. (Face forward / distance / air the room after). Email sent to confirm this by Music teacher</i></li> <li><i>Music teacher will try some class bubble singing using outside whilst the weather is good. (Using all of the Covid secure guidance).</i></li> <li><i>No singing in classrooms yet. This will be reviewed again in the New Year.</i></li> <li><i>This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</i></li> <li><i>Schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment</i></li> <li><i>If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS</i></li> </ul> | <ul style="list-style-type: none"> <li><i>See the action plan for teaching music – updated 2411/20</i></li> <li><i>No singing during lockdown</i></li> </ul> |

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|                              | <p><i>performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.</i></p> <ul style="list-style-type: none"> <li><i>Schools should consider risk reduction measure such as physical distancing and playing and singing outside wherever possible, limiting group sizes, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. The guidance should be consulted for further information relating to:</i> <ul style="list-style-type: none"> <li><i>- peripatetic music staff,</i></li> <li><i>- cleaning and handling of equipment,</i></li> <li><i>- singing and playing brass and woodwind instruments</i></li> <li><i>- Avoiding sharing of musical instruments</i></li> <li><i>- Handling scripts</i></li> </ul> </li> </ul>  |  |
| Physical activity in schools | <ul style="list-style-type: none"> <li><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 pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</i> <ul style="list-style-type: none"> <li><i><a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport</i></li> <li><i>advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></i></li> </ul> </li> <li><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.</i></li> <li><i>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></li> </ul> | <ul style="list-style-type: none"> <li><i>See PE Guidance for September 2020 for St Mary's</i></li> <li><i>No clubs during the lockdown This will be reviewed before Easter in preparation for their return after Easter</i></li> <li><i>See guidance for September</i></li> </ul> |
| Educational visits           | <p><i>The DfE advises against all educational visits at this time. This advice will be kept under review. <a href="#">Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</a></i></p> <p><i>For additional information check with EVOLVE guidance on website.</i></p>  | <ul style="list-style-type: none"> <li><i>No trips planned at the moment</i></li> </ul>  |

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| Groups of children mixing resulting in risk of more widespread transmission                | <ul style="list-style-type: none"> <li>• Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary.</li> <li>• 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.</li> <li>• 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).</li> <li>• Large gatherings such as assemblies and with more than one group should be avoided</li> </ul> | <ul style="list-style-type: none"> <li>• Year group Bubbles</li> <li>• Avoid mixing the Bubbles</li> <li>• Children taught that they cannot mix Bubbles</li> <li>• They cannot move around school without an adult</li> <li>• Liturgies in the classroom via Google meet or Zoom</li> </ul> |
| <b>Home Education – Live learning</b>  |  |   |
| Lack of parental agreement with live interactions between pupils and teachers              | Ensure that parents and pupils have given signed consent for pupils to take part and have agreed with an updated agreement policy.   | <ul style="list-style-type: none"> <li>• Letter sent 12/01/21</li> <li>• Returns by 15/01/21</li> <li>• Lists of returns compiled by 18/01/21</li> <li>• Calls to non-returners wk beginning 18/01/21</li> </ul>  |
| Parents do not comply with acceptable use agreement  | Provide parents with clear guidance on how and when live interaction will take place following the trust expectations; guidance for how parents and pupils will interact will be clearly stated. Parents to be regularly reminded of these expectations through school communications.   | <ul style="list-style-type: none"> <li>• Guidance shared with all staff and parents and on GC</li> <li>• Included in weekly update to parents each half term</li> </ul>   |
| Staff reluctant to deliver live or recorded interactions                                   | School leaders will brief staff and ensure full agreement for staff participation. Where there is not agreement, leaders will agree an alternative.  | <ul style="list-style-type: none"> <li>• Sent with the notes on 15/01/21</li> <li>• Discussion at meeting on Monday 18/01/21</li> </ul>   |
| Staff are not fully aware of the appropriate processes and protocols for live interactions | Provide appropriate training to all staff. Where possible, interactions should only take place on school premises. Where this is not possible, for example staff are self-isolating, school leaders should have vetted and agreed an area within the staff members' home (through virtual interaction) that this can take place. Staff to be given clear guidance on processes and protocols on delivery of any live or recorded interactions.   | <ul style="list-style-type: none"> <li>• Google meet instructions shared with staff</li> <li>• Staff streaming from home will agree with school where they are streaming from</li> <li>• Staff are beginning with</li> </ul>  |



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|  |   | <p>live catch up sessions which will include another teacher and TAs if appropriate</p> <ul style="list-style-type: none"> <li>Teachers teaching from home are aware of all protocols. This was revisited in a meeting with SLT on 02/03/21</li> </ul>  |
| Staff use of own equipment or accounts to deliver live streaming                               | Schools to have an agreed platform which will be the only form of delivery to pupils. School staff should only use school devices and accounts to access and deliver live or recorded interactions.   | <ul style="list-style-type: none"> <li>Google meet and google Classroom</li> <li>Teachers live teaching from home will use Google Meet to be with their class all day from 08/03/21</li> <li>TA's/HLTAs in classroom aware of support they need to provide and are participating in planning meetings</li> </ul>  |
| Sessions at risk from the sharing of inappropriate content, audio or unauthorised participants | <p>Schools should have a process for; having full control of live sessions to include cameras and mics, immediately ending a live session for all, removing any participant from a live session. Sessions will be locked by the adult leading the session to unauthorised participants at all times. Staff to record attendance of pupils at every session and log/report any breaches/concerns to senior leaders.</p> <p>Pupils will be regularly reminded of e-safety responsibilities such as not sharing passwords etc.</p> | <ul style="list-style-type: none"> <li>Staff will follow Google Meet protocols to ensure sessions can be aborted at any time, locked by staff so full control of mics and cameras is maintained and individual participants can be removed.</li> </ul> <p><a href="https://support.google.com/meet/answer/7501121?co=GENIE.Platform%3DDesktop&amp;hl=en">https://support.google.com/meet/answer/7501121?co=GENIE.Platform%3DDesktop&amp;hl=en</a></p> <ul style="list-style-type: none"> <li>The meeting creator will record attendance and log/report issues immediately to SLT</li> </ul> |
| Unacceptable use of live streaming   | <p>Sessions will only take place during school hours. Maximum length and number of sessions will be agreed and age appropriate, reflecting the needs of the staff and the pupils. Staff to discuss any concerns over excessive screen time with line manager in order for this to be adjusted if required. Parents and/or pupils to have the opportunity to discuss concerns over excessive screen time with school leaders.</p> <p>Staff to check pupils are adhering to policy, share ground rules at the</p>                 | <ul style="list-style-type: none"> <li>The behaviour policy will be updated to include live streaming – week beginning 18<sup>th</sup> January</li> <li>Share behaviour policy with Governors, staff and children, - update on</li> </ul>   |

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|   | <p><i>beginning of each session and log/report any breaches/concerns to senior leaders. School leaders will review and revise the current behaviour policy to ensuring coverage of online interactions.</i></p> <p><i>Provide pupils with clear guidance on how and when live interaction will take place. Share code of practice for live lessons. Pupils will be made aware that behaviour and sanctions will apply to live lessons and will be in line with school behaviour policy.</i></p>   | <p><i>website by 23<sup>rd</sup> January</i></p> <ul style="list-style-type: none"> <li><i>During the first live stream ensure that all children are clear of the rules</i></li> <li><i>Reminders each session</i></li> </ul> |
| Provision of food   |   |   |
| Food prepared on premises is compliant with Covid - 19 health and hygiene guidance  | <ul style="list-style-type: none"> <li>Meals are prepared off site</li> <li>We have ordered a range of cold lunches for the UFSM and the FSM</li> <li>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></li> </ul> <p>. Ensure Health &amp; Safety policies are followed</p> <p>School kitchens must comply with the <a href="#">Guidance for food businesses on coronavirus (COVID-19)</a></p> | <ul style="list-style-type: none"> <li>Poole Grammar School correspondence</li> <li>Review regularly</li> </ul>   |
| Catering staff are operating in a safe environment  | <ul style="list-style-type: none"> <li>Catering staff to follow the relevant aspects of government guidance for food premises: <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></li> </ul>   |   |
| Communications with parents and others  |   |   |
| Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety | <p><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. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.</i></p> <ul style="list-style-type: none"> <li><i>Regular contact via emails and letter with parents</i></li> </ul>  | <ul style="list-style-type: none"> <li><i>Signs outside</i></li> </ul>  |
| Suppliers understanding and complying with new arrangements   | <p><i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i></p>   | <ul style="list-style-type: none"> <li><i>Office staff to put systems in place</i></li> </ul>   |
| Communications to parents and staff   | <ul style="list-style-type: none"> <li><i>Regular communications</i></li> </ul>   | <ul style="list-style-type: none"> <li><i>Weekly Update letter to parents</i></li> <li><i>Email as appropriate during the week</i></li> <li><i>Twitter as appropriate</i></li> </ul>  |

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| Pupils and families anxious about return   | <ul style="list-style-type: none"> <li>• <i>Support in place to address concerns and communications with parents on measures in place to reduce anxiety.</i></li> <li>• <i>Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Attendance expectations clearly communicated to parents</i></li> </ul>                                      |
| Parent aggression due to anxiety and stress.   | <ul style="list-style-type: none"> <li>• <i>Parents informed of 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></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Letters and emails</i></li> </ul>   |
| Oversight of the governing body and the Plymouth CAST Board of Directors   |   |   |
| Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements | <ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</i></li> <li>• <i>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Regular Zooms in the diary</i></li> <li>• <i>Evidence collated</i></li> <li>• <i>See minutes</i></li> </ul> |

| Section | List Actions / Additional Control Measures                                 | Date action to be carried out                 | Person Responsible             |
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| 1       | Put a letter box on the main gate  | 4 <sup>th</sup> September<br><b>completed</b> | Steve Aldworth - Caretaker     |
| All     | Plan update for the Inset day  | 4 <sup>th</sup> September<br><b>completed</b> | Helen Armstrong – Headteacher  |
| 4       | Office Staff to plan routines for contractors                              | 5 <sup>th</sup> September<br><b>completed</b> | Amanda Hazell – Office Manager |
| 4       | Update all individual Risk Assessments                                     | 7 <sup>th</sup> September<br><b>completed</b> | Helen Armstrong – Headteacher  |
| 4       | Put details for South West Health Protection Team on display in the office | 5 <sup>th</sup> September<br><b>completed</b> | Amanda Hazell – Office Manager |



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| 6 | Regulation communication with Freedom Coaches                           | 7 <sup>th</sup> September<br>ongoing  | Helen Armstrong – Headteacher<br>Amanda Hazell – Office Manager              |
|   | Reminder to staff for regular cleaning of surfaces and emptying of bins | 3 <sup>rd</sup> September<br>ongoing  | Helen Armstrong – Headteacher  |
| 7 | Get signed consent for pupils for live streaming                        | From 12 <sup>th</sup> January<br>Follow up week beginning 18 <sup>th</sup> January<br>completed | Helen Armstrong – Headteacher<br>Amanda Hazell – Office Manager<br>All staff |
| 8 | Update the behaviour policy to include live streaming                   | Week beginning 18 <sup>th</sup> January<br>completed  | Simon Thomas – Deputy Head   |
| 9 | Fire drill planned first week   | week beginning 08.03.21   | Simon Thomas – Deputy Head   |

**Signed: Headteacher: H Armstrong**..... **Date 5<sup>th</sup> March 2021** .....

**Signed: ESM Charlotte Targett** .....**Date 04/03/2021**

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

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