

IMPORTANT – please read this information before completing this risk assessment.


This is a model risk assessment and **MUST be adapted to reflect the significant hazards and control measures present in your site** to allow the safe return of pupils and staff to your school. This is a live document and it must be continuously reviewed alongside the latest Covid-19 government guidance. It must also be read alongside existing risk assessments and health and safety arrangements for your school.

The control measures listed **are prompts** and will not necessarily reflect those in all establishments and you **MUST** adapt it by adding (or removing) **and outlining in detail the control measures as appropriate to your establishment.**

If you need help to complete this risk assessment, please refer to HS47 (Risk Assessment Arrangements) or telephone the Devon Health & Safety Service on 01392 382027.

Suspected or confirmed cases of COVID-19 must be reported to the local **Public Health England (PHE) Health Protection team** on **0300 303 8162 (press Option 1, Option 1)**. This will enable you to discuss the outbreak control measures that are needed and the information to be communicated to others. You should also email the school priority alert mailbox (educate.schoolspriorityalerts-mailbox@devon.gov.uk) to ensure the DCC Education team also know promptly.



	Establishment/Department: Combe Martin Primary School and Tiddlers Nursery	Establishment Risk Assessment	RA100 V2	
	Address: Hangman Path, Combe Martin			
Person(s)/Group at Risk Staff, Pupils, Visitors and Contractors				Date assessment completed: This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19.
Return to school risk assessment – based on the principles and guidance contained within DfE Guidance: Covid-19 Implementing protective measures in education and childcare settings (15 May 2020) and updated following the publication of Guidance for Full Opening (2 July 2020) and Managing School Premises during the Covid-19 outbreak (7 July) As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term.				Assessor(s): Damian Railston HT Gail Holmes EHT Ben Hookes AHT Brenda Read HS Lead Katie Holman EY Tiddlers Lead
This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting. This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance: Guidance for Full Opening General guidance on completing risk assessments is available at arrangements note HS47. Updates: When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.				Please note that the initial RA is written by outgoing HT DR. It has been shared to GH incoming EHT and the AHT.

Significant Hazard Section	Control measures in place <i>Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document</i>	Optional: School's comments re. mitigations put in place (linked to CMPS September Opening Narrative Document for further detail)
Social distancing and reducing risk of transmission		<i>School narrative link</i>
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	<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 Staying safe outside of your home: face coverings and Guidance for Full Opening. Pupils must be instructed to wash their hands, on arrival.</i>	<p><i>School Narrative: Grouping of children and entry to school, Entry to school for staff, Minimise contact, Effective and efficient hand cleaning systems</i></p> <ul style="list-style-type: none"> • Staggered drop off and collection organised • Face Covering procedure to be installed for children - if required (no transport at present) • Tiddlers entry - Via Rosea Bridge Lane, Tiddlers main entrance - sign in (Room lead report to front office admin) • School entry - Front door - sign in at office • Field gate could be utilised with safeguarding - EHT to decide • Disposal of PPE work to school: Staff should comply with DfE/Gov regulations for the removal of PPE and place them in the white bins provided • Hand Wash routine
Parents gathering at school gate not social distancing	<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><i>School Narrative: Minimise Contact, Entry and exit routes around school</i></p> <ul style="list-style-type: none"> • Parents drop off times are planned to reduce contact • High level of communication from parents to ensure there is no

		<p>gathering anywhere on site or at the gates</p> <ul style="list-style-type: none"> • Parents only to enter school if they have a pre-arranged appointment - teachers to use Class Dojo as a daily contact resource
Overcrowding in classrooms and corridors.	<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>	<p>School Narrative: Minimise Contact, Organisation of Bubbles</p> <p>There will be three main Bubbles.</p> <ul style="list-style-type: none"> → Nursery → Key Stage 1 → Key Stage 2 <p>Nursery - separate building Including Class 1 and Class 2 (c.60 children) Including Class 3, 4, 5 (c.90 children)</p>
Risk of transmission within EYFS settings	<p><i>Updated Guidance for EYFS (2 July 2020) to be followed. https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures removes keeping children in small consistent groups within settings, but still minimising mixing where possible taking into consideration increased risk factor to staff.</i></p>	<p>School Narrative: Minimise Contact</p> <p>Training and operational discussion needed between incoming EHT and Room Leader KH to provide EHT with operational assurance Action</p>
Groups mixing during breaks and lunchtime compromising social distancing.	<p><i>Staggered break times and ensure appropriate supervision is in place. Use different playground locations where possible Staggered lunchtimes & in set groups with handwashing – tables kept apart. Or lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.</i></p>	<p>Plan KS2 Bubble dinner routine depending on the capacity of the hall and the number of dinners taken. Action</p>
Groups mixing during extra-curricular provision	<p><i>Carefully consider how such provision can work alongside wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then use small, consistent groups. 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 Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak should also be taken into consideration.</i></p>	<p>MAT Leadership decision to suspend extra curricular provision until January Action</p>
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>	<p>School narrative: Reducing contacts and maximising distance between children and adults</p> <ul style="list-style-type: none"> • Effective ongoing communication
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</i></p>	<p>School Narrative: Minimise Contact</p> <ul style="list-style-type: none"> • Training by AHT September

	<i>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.</i>	
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	<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. Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</i>	<p>RA reviewed for COVID by BR RA to be updated as required for any subsequent risks arising - BR BH</p> <ul style="list-style-type: none"> • Fire arrangements to be conveyed to staff before the start of term - training day (Sept) • Firedril to be carried out in first week of return <p>Action</p>
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	<i>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</i>	<ul style="list-style-type: none"> • Audit of FA provision and staff willing to provide FA cover • Daily briefings by AHT <p>Action</p>
Fire Procedures	<i>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes. Ensure that testing and monitoring regimes are in place for fire detection and alarm systems, fire extinguishers and that any interim arrangements (such as doors propped open where necessary to reduce hand contact), are managed so that they do not compromise fire protection (and security) measures. Review where required fire evacuation routes and assembly points to ensure that social distancing guidelines are being met.</i>	<ul style="list-style-type: none"> • Use existing COVID procedures • Perform fire drill in early September with AHT and EHT in place • Review outcome <p>Action</p>
Water hygiene – management of legionella	<i>Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance Managing School Premises during the Covid-19 outbreak.</i>	<i>All compliance matters have been maintained throughout.</i>
Using and monitoring new practices to reduce risk of Covid-19 transmission	<i>Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. 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>	<ul style="list-style-type: none"> • No changes from original RA for layouts or evacuation routes • AHT to monitor day to day adherence and suggest changes to EHT
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	<i>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors).</i>	<ul style="list-style-type: none"> • Front of house routine for welcoming visitors to the site

	<i>If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</i>	include briefing on compliance to school COVID procedures Action
Staff rooms and offices to comply with social distancing and safe working practice	<i>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.</i>	School Narrative: How the Bubbles will operate on a day to day basis, Minimise Contact
Ventilation to reduce spread	<i>Open windows and prop doors open, where safe to do so (bearing in mind fire safety, security and safeguarding). Where mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air. If mechanical ventilation systems cannot be adjusted to full fresh air systems should be operated as normal. Ventilation to chemical stores should remain operational.</i>	<ul style="list-style-type: none"> • Good systems already in place. • AHT to monitor
Management of waste	<i>Ensure bins for tissues are emptied throughout the day. Follow Guidance on disposal of PPE waste (such as used fluid resistant masks)</i>	<i>To be agreed. Can extra 5 hours cleaning continue in September?</i> <i>Action to take if not as there will be no on-site cleaner</i> Action
Management of incoming goods	<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>	<ul style="list-style-type: none"> • Incoming traffic managed by front office via phone comms. • Delivery held until safe to enter • Delivery personnel briefed via phone as to actions
School owned outdoor play equipment	<i>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. When used by the school, it must be appropriately cleaned between groups of children and only used by one group at a time.</i>	<ul style="list-style-type: none"> • No school owned play equipment used when parents have responsibility for children • Play equipment to be wiped down after sessions AHT to monitor and timetable
Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	<i>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow</i>	School Narrative: Resources and sharing in the Bubble / classroom <ul style="list-style-type: none"> • Monitored by AHT, reported to EHT

	<p>them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Follow government guidance for working in education and childcare if a someone becomes ill with suspected COVID-19 at the setting. Follow guidance on Cleaning and decontamination of non-health care settings. Further guidance on cleaning non health care settings is to be published by Public Health England by the end of the summer term.</p>	
Shared resources and equipment increasing spread	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>School Narrative: Resources and sharing in the Bubble / classroom</p> <ul style="list-style-type: none"> Monitored by AHT, reported to EHT
Cleaning staff and hygiene contractor's capacity - providing additional requirements	Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this. Ensure cleaning products being used are suitable and that adequate supplies of cleaning materials are available. See Safe working in education and childcare for guidance on PPE and guidance on cleaning non-health care settings . Put in place an enhanced cleaning schedule and establish more frequent cleaning of shared areas or 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.	<ul style="list-style-type: none"> Asked for 5 hours extra cleaning on Board Briefing Report Products provided by MAT centrally - previously checked Caretaker working to the guidance AHT to monitor cleaning standards and advise
Sufficient handwashing facilities for staff and pupils	Where a sink is not nearby, provide supervised access to hand sanitiser in classrooms and other learning environments. Plan in regular access to facilities throughout the day. Provide additional sinks where possible. Ensure enough handwash and sanitiser stations are available based on what you have learned from usage to date.	<ul style="list-style-type: none"> AHT to monitor Outdoor sinks would be an advantage and save curriculum time
Additional time for staff and pupils to carry out handwashing	Frequent hand cleaning as part of normal routine. Stagger regular access to handwashing facilities through the day. Build routines into behaviour expectations and school culture.	<ul style="list-style-type: none"> AHT to brief teachers of the requirement AHT to monitor <p>Request for an outside sink to replace the water fountain to support handwashing at lunchtime</p>
Handwashing practice with children	Review the guidance on hand cleaning and introduce handwashing songs for younger children. Ensure that help is available for children and young people who have trouble cleaning their hands independently. See guidance and resources available at e Bug . Consider risks around ingestion of sanitiser and where this is a risk substitute for skin friendly sanitiser wipes for young children / those with complex needs.	<ul style="list-style-type: none"> AHT to brief teachers of the requirement AHT to monitor
Good respiratory hygiene	Promote 'catch it, bin it, kill it' ensuring that enough tissues and bins are available. Support should be provided for young children and those with complex needs, particularly where children spit / use saliva. In such cases this should be considered within the pupil's individual risk assessment.	<ul style="list-style-type: none"> AHT to brief teachers of the requirement AHT to monitor Pupils RA to be updated
Sufficient supplies of soap and cleaning products	Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments	<ul style="list-style-type: none"> Lead Admin to supervise Staff to make Admin aware of need before issues arise AHT to monitor

	<i>(RA05) and implement additional controls required where there has been any change in products.</i>	
Toilets being overcrowded	<i>Limit the number of children or young people who use the toilet facilities at one time. Visiting the toilet one after the other if necessary. Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</i>	<ul style="list-style-type: none"> • Split breaks and lunchtimes will allow for reduced need. • Monitor handwashing and use hand gel when entering class to ensure hygiene.
Staff related issues		
Staff measures to reduce contact and transmission	<p><i>When assessing the return to full opening in September the following section of the DfE guidance must be followed:</i> https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</p> <p>Where this cannot be met, then the school must record why and what other control measures they will adopt.</p> <p><i>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).</i></p>	<p><i>School Narrative: Minimise Contact</i></p> <ul style="list-style-type: none"> • AHT to monitor staff needs • Review RA for EHCP and BCP children prior to September • Meet with parents of EHCP and BCP children • Teachers not to make pre-meeting judgements regarding children's behaviour due to lockdown • School Covid behaviour policy to be followed • AHT to monitor behaviour and make adjustments to provision after discussions with SENDCO.
Managing supply teachers, visitors, contractors and other temporary visiting staff.	<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, 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><i>AHT to monitor staffing in the following areas</i></p> <ul style="list-style-type: none"> • PPA teacher - music across Bubbles • Peripatetic music teacher - accommodation to be agreed • Rainbow Room - interventions (FFT Reading / NC / Nurture) - mix of children and operation
Insufficient staff capacity to deal with increased numbers of pupils -	<i>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</i>	<ul style="list-style-type: none"> • teacher shortage would lead to D grade TAs being supported to lead classes. This would severely

Shortage of teachers to maintain staff to pupil ratios	groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks	<p>reduce the support structure in school for vulnerable children.</p> <ul style="list-style-type: none"> • A maximum of 2 classes could be supported this way before staffing restrictions affected provision
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' -</p> <p>https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</p> <p>Further advice is available from HR if required.</p>	<ul style="list-style-type: none"> • Trust HR advice • Meetings with vulnerable or anxious staff by AHT and/or EHT
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.	<ul style="list-style-type: none"> • Ongoing discussions and access to information • EHT available for meetings with staff • AHT on site conducts briefings
Accessing testing arrangements are clear for all staff	Guidance about testing, including the NHS 'Test and Trace' service, is available via this link https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/	<ul style="list-style-type: none"> • Publicise link on CMPS hub and MAT portal
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> <p>If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn</p> <p>Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained.</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p>	<ul style="list-style-type: none"> • To be explained at briefing Sept • Followed up by AHT
Assessment of all staff, including high risk staff with vulnerable /	Staff deemed to be clinically extremely vulnerable and clinically vulnerable can return to school in the Autumn term subject to school leaders confirmation that the school is 'covid-secure', i.e. that every reasonable step has been taken to	<ul style="list-style-type: none"> • EHT and HT meeting with staff • EHT to take further action as required

shielding family member, underlying health conditions or other risk factors	<p>ensure the safety of children, staff, premises and community and that the full measures as provided in the DfE guidance have been applied.</p> <p>A risk assessment should be undertaken with clinically extremely vulnerable and clinically vulnerable staff returning to the school, especially where they are returning to the school for the first time since the pandemic commenced. A risk assessment should also be undertaken (or reviewed/updated if one was previously undertaken) with staff who may be anxious about returning to school and/or due to the increased numbers. The 'Risk assessment for all staff including vulnerable groups' can be used to aid and record this assessment - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQylLupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</p>	
Staff use of PPE	<p>Pupils whose care routinely already involves the use of PPE due to their intimate care needs will continue to receive their care in the same way. Follow guidance https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe Guidance on the appropriate selection and use of PPE from DCC can be found here: http://devon.cc/ppe</p>	<ul style="list-style-type: none"> • Staff briefing and links to guidance on CMPS hub • Ensure staff have read guidance • AHT to monitor
Use of PPE Lack of understanding	<p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p>	<ul style="list-style-type: none"> • Staff briefing and links to guidance on CMPS hub • Ensure staff have read guidance • AHT to monitor
Dealing with suspected and confirmed case/ cases and outbreak.	<p>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162. If the matter is not urgent you can also email swhpt@phe.gov.uk. Devon County Council's Local Outbreak Management Plan (LOMP) is available here: https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/. IF A SUSPECTED OR CONFIRMED CASE IN SCHOOL ALWAYS Contact your local Health Protection Team on 0300 303 8162 or swhpt@phe.gov.uk and inform the local authority by emailing educate.schoolspriorityalerts-mailbox@devon.gov.uk. If there is a complex situation or an outbreak is declared in your setting, you may be asked to join an Outbreak Control Team or Local Incident Management Team Meeting. School should up-date the Schools Emergency Plan to incorporate the above links.</p>	<p>Ensure SLT, AHT and EHT are all aware of the procedure and it is clearly displayed in staffing break areas - AHT to action</p> <ul style="list-style-type: none"> • Follow guidance • AHT to read and review the Emergency Plan with the EHT • BR update EP with links and numbers if necessary <p>Action</p>
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	<p>Shielding advice for all adults and children will pause on 1 August meaning that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are</p>	<ul style="list-style-type: none"> • Risk assess vulnerable children • Meet with parents

	shielding. Covid-19 shielding guidance from the Royal College of Paediatrics for children and young persons should be followed, and those under the care of a specialist encouraged to discuss their return to school. Any additional temporary recommendations received from local health agencies due to localised higher rates of transmission should be implemented as required.	<ul style="list-style-type: none"> • Parent to seek additional guidance from medical professional if required
Children with EHCP and pupils who attend dual settings	A risk assessment should be completed before attendance. For dual settings work through the system of controls collaboratively, enabling any risks identified to be addressed and allowing the joint delivery of a broad and balanced curriculum for the child	N/A
Pupils unable to follow guidance	Some pupils will need additional support to follow these measures. Link to document https://combemartin-sch.org/download/behaviour-policy-addendum-covid-19/	<ul style="list-style-type: none"> • Children will be treated individually and a Risk Assessment through the EHCP or Behaviour care plan completed • The Covid adapted LSC adopted Behaviour Policy will be used • School based Early Help will be used to create a TAF and meet the child's need.
Pupils equipment	Pupils to limit the amount of equipment they bring into school each day, to essentials 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.	<ul style="list-style-type: none"> • Effective communication with parents • Uniform adjustments to remove need to change for younger children • Parents have option to supply one wipe clean capable pencil case to bring into school and leave
Member of a class becoming unwell with COVID-19	If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.	<ul style="list-style-type: none"> • Room designated (NC Room) • AHT to ensure staff are aware of resources and how supervision would be managed.
School Uniform	Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.	<ul style="list-style-type: none"> • Effective communication with parents • Uniform adjustments to remove need to change for younger children
Transport		

Travel to school and provision of safe school transport:	<i>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team where further consideration needs to be given to taxi and escort services.</i>	N/A
Dedicated school transport, including statutory provision	<i>Consider how pupils are grouped together on transport and where possible this should reflect the bubbles that are adopted within school. Ensure organised queuing/boarding and distancing within vehicles if possible. Consider the use of face coverings for children over the age of 11, where appropriate. For example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet. Consider the use of hand sanitiser upon boarding and/or disembarking. Waiting for the DfE who will shortly publish new guidance to local authorities on providing dedicated school transport.</i>	<p>School owned minibus</p> <ul style="list-style-type: none"> No statutory provision Use of bus risk assessed and planned on Evolve with EHT sign off of the RA. Use of mini bus for swimming will be needed
Wider public transport	<i>It is the law that you must wear a face covering when travelling in England on public transport. Some people don't have to wear a face covering including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</i>	N/A
School Transport arrangements support changes to school times	<i>Liaising with the School Transport Team before change are made. Follow government guidance https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/vehicles</i>	N/A
Curriculum considerations		
Planned return to normal curriculum in all subjects by Summer Term 2021	<i>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i>	<ul style="list-style-type: none"> MAT wide strategy to concentrate on effective pedagogy to identify and close gaps https://sites.google.com/alumnism.at.org/development-hub/home
Suspension of some subjects for some pupils in exceptional circumstances.	<i>Schools should be able to show that this is in the best the interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</i>	<ul style="list-style-type: none"> Individualised curriculum only as part of SEND process
Music activities	<i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are</i>	<ul style="list-style-type: none"> Monitor new guidance Communicate to all staff and PPA music teacher AHT to ensure procedures in place SEPT.

	<p>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. Further detailed DfE guidance will be published shortly.</p>	
Physical activity in schools	<p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</p>	<ul style="list-style-type: none"> • Monitor new guidance • Communicate to all staff and PPA music teacher • AHT to ensure procedures in place SEPT. • Extra curricular clubs suspended until September • Active pupils through daily mile etc are already in place.
Educational visits	<p>All educational visits should be planned and risk assessed following the usual school procedures and taking into consideration the Covid-19 DfE travel guidance for educational settings For additional information check with EVOLVE guidance on website.</p>	<ul style="list-style-type: none"> • Possible day trips planned for Autumn
Groups of children mixing resulting in risk of more widespread transmission	<p>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Groups should be as small as possible whilst providing the full range of curriculum subjects and for primary this is likely to be up to the size of a year group. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other</p>	<p>School Narrative: Minimise Contact, Organisation of Bubbles</p> <ul style="list-style-type: none"> • No whole school assemblies until guidance allows • Bubble assemblies with social distancing should be examined as a possibility by the AHT and EHT in September

	<i>or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time). Large gatherings such as assemblies and with more than one group should be avoided</i>	
Provision of food		
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19)	<ul style="list-style-type: none"> • Kitchen is compliant • EHT and AHT to review when running at higher capacity
Catering staff are operating in a safe environment	<i>Catering staff to follow the relevant aspects of government guidance for food premises: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</i>	<ul style="list-style-type: none"> • Kitchen is compliant • EHT and AHT to review when running at higher capacity
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	<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>	<i>School Narrative: Reducing contacts and maximising distance between children and adults in school</i>
Suppliers understanding and complying with new arrangements	<i>Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours</i>	<ul style="list-style-type: none"> • School office to communicate with central office • School office to manage arrangements and communicate with AHT and EHT for significant access needs
Communications to parents and staff	<i>Regular communications</i>	<ul style="list-style-type: none"> • Class Dojo communication • Weekly Newsletter
Pupils and families anxious about return	<i>Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</i>	<i>School Narrative: Effective and ongoing communication with parents to ensure that</i> <ul style="list-style-type: none"> • children do not come into school if they are ill. • anxieties from parents are dealt with and a visible feeling of educational structure is created and maintained • School is sensitive of anxieties from parents • a regular routine of information on newsletter and Class Dojo • Regular communication from class teachers, specifically following up and supporting individual children • EHT and AHT to monitor for top up funding opportunities

Parent aggression due to anxiety and stress.	<i>Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety</i>	School Narrative: Minimising Contact <ul style="list-style-type: none"> • Easy to understand information sent out to parents well in advance to allow for different audience contacts • AHT and EHT to ensure visible presence
Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	<i>The Board of Directors continues to meet regularly via online platforms. The Trust 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 the BoD 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> <i>Regular dialogue with the LSC, Chair of the Board and those members with designated responsibilities is in place.</i> <i>Minutes of Trust meetings are reviewed to ensure that they accurately record members' oversight and holding leaders to account for areas of statutory responsibility.</i>	The LSC will be updated through online updates Head teachers reports to the Board of Directors

Section Link	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
1 SD	Operational assurance by EHT in EY with room leader KH	1st September	GH
1 SD	Planning of dinner routines by AHT, updated and monitored daily Additional MTA needed for 10 hours across the week to work outside to support transition between bubbles. Lunch will run from 11.30-1.30 Outside sink to replace water fountain on the playground	1st September -	BH
1 SD	<i>MAT Leadership decision to suspend extra curricular provision until January</i>	December	GH, BH

2 Prem	<i>Fire Drills, review (GH and BH on site review with BR) and staff training</i>	1st September	BR advise, BH deliver
2 Prem	First Aid audit and staff training plan	22nd July	BR DR
2 Prem	Management of premises related risks	Ongoing	BR BR BH
2 Prem	Management of waste: Can 5hrs cleaning time continue in the middle of the day? Board or CEO decision	July 15th?	CEO HT
3 Staff	Dealing with suspected and confirmed case/ cases and outbreak. AHT to ensure procedure is displayed in appropriate areas	Sept 1	BH
3 Staff	Dealing with suspected and confirmed case/ cases and outbreak. Update emergency plan with contact numbers	Sept 1	BR, BH

Signed: Headteacher/Head of Department: DR

Date: 13th July 2020 updated in red 24.8.2020

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

A copy of the completed assessment to be kept on file and copied to the Health & Safety Co-ordinator.