

## Covid-19 increase in school numbers from September 2020 (March update from DCC in preparation for return of all on 08/03/21)

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.*

	<b>Establishment/Department:</b> Milton Abbot School	<b>Establishment Risk Assessment</b>	<b>RA100 V2.4</b>
<b>Address:</b> Milton Abbot School, nr Tavistock, PL19 0PS			
<b>Person(s)/Group at Risk</b> <b>Staff, Pupils, Visitors and Contractors</b>		Date assessment completed: 13/05/20 by the School's 'Safeguarding and Inclusion Team' led by C. Luxford (HT).  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.	
<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> <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</u> consult with their staff regarding the risks and control measures being implemented.</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>		Original Assessor(s): 'Safeguarding and Inclusion Team' led by C. Luxford (DSL/HT) with: J. Weatherston – EYFS lead/L3 Deputy DSL C. Hurdwell – Pre-school room leader/L3 M. Jones – Administrator/First Aid leader and L3 trained. January Update led by: C. Luxford (HT) and staff consultation began on 05/01/21.	
<b>Version Control: RA 100 Version 2.1</b>			

Update – 15/7/20, page 6. Premises related matters - Management of waste	
Update – 25/08/20, page 12,13,14. School Transport	
Update – 25/08/20 and 02/09/20, page 14-15. Curriculum considerations (Science, art and D&T Music Dance and Drama – link to new guidance and guidance for performing arts)	
Update – 25/8/20, page 8. Managing supply teachers, visitors, contractors and other temporary visiting staff	
Update – 25/8/20, 28/08/20, 02/09/20 page 10-11. Dealing with suspected and confirmed case/ cases and outbreak, link to access to testing kits, use of face coverings in education – link to new guidance, link to action cards and updated guidance of 31/820	
Update – 25/8/20, page 6-7. Contaminated surfaces spreading virus.	
Update – 02/09/20, page 4. Social distancing and reducing risk of transmission, Wraparound provision	
Update – 02/09/20, page 6. Premises related matters - Hiring of premises	
Update – 15/09/20, page 16. Educational Visits - updated link.	
Update – 29/10/20, page 5 – 6. Premises related matters, ventilation to reduce to spread and thermal comfort – Updated following HSE spot checks.	
Update – 29/10/20, page 15. Curriculum considerations, update on Music Dance and Drama	
Update – 14/12/2020, page 11 - Dealing with suspected and confirmed case/ cases and outbreak	
Update – 04/01/2021 – page 2 – new links to DfE school’s website for up to date guidance and consultation with staff	
Update – 04/01/2021 page 3 – definition of close contact	
Update – 04/01/2021 page 9 - Staff measures to reduce contact and transmission Covid-19.	
Update – 08/03/2021 first page PHE information	
Update – 08/03/2021 page 2 – return to school March 8 <sup>th</sup> guidance	
Update – 08/03/2021 page 4 – definition of close contact	
Update – 08/03/2021 page 5 - <i>Guidance for EYFS</i>	
Update – 08/03/2021 page 5 - <i>Wraparound provision</i>	
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 - <i>face covering</i>	
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	

<b>Significant Hazard Section</b>	<b>Control measures in place</b>
	<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>
Social distancing and reducing risk of transmission	
Definition of close contact	<p><b>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':</b></p> <p><b><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</i></b></p> <p><b>The current definition of close contact in a school setting is shown below.</b></p> <ul style="list-style-type: none"> <li>○ <b>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)</b></li> <li>○ <b>been within one metre for one minute or longer without face-to-face contact</b></li> <li>○ <b>been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</b></li> <li>○ <b>travelled in the same vehicle or a plane (this includes school transport)</b></li> </ul> <p><b>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: how it works - GOV.UK (www.gov.uk)</a>)</b></p>

Movement of persons around the school	
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	Stagger drop-off and collection times avoiding any changes to pupils that arrive at school on school transport where possible. Provide information to parents. Use alternative drop off locations where possible
Parents gathering at school gate not social distancing	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). Limit parents' access to the school property by having staggered drop-off times and collecting pupils from cars. Parents to be told to pass messages to school via phone, email, note or dojo. Walking families to say goodbye to children at the white gate.
Overcrowding in classrooms and corridors.	Keep to small groups - classes split in half, with no more than 15 pupils per small group and one teacher (and, if needed, a teaching assistant). Desks to be spaced as far apart as possible. Set out classrooms where possible to ensure access to outside space and their age appropriate equipment and resources, whilst preventing mixing with other class groups. Reduce movement around the school using timetabling and appropriate selection of classroom or other learning environments. Assembly to be in class.
Risk of transmission within EYFS settings	<i>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.</i>
Increased numbers during breaks compromising social distancing.	Use different playground locations with walkie talkies to support
Increased numbers during lunchtime compromising social distancing.	Lunches delivered to classrooms. Ensuring everyone keeps further apart than normal. Cleaning of tables between uses by different groups.
Wraparound provision: Groups mixing during extra-curricular provision	<i>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-school clubs, tuition and other out-of-school provision for children</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="#">guidance for parents and carers</a>, which schools may want to circulate.</i>
Spread of virus due to increased numbers of people within the building.	Inform parents that if their child needs to be accompanied to school only one parent should attend

Inadequate social distancing measures leading to spread of the virus.	Always keep cohorts together where possible – in same small groups of maximum 15 pupils and not mixed on subsequent days. Each cohort should retain the same teacher / TA. No mixing of groups e.g. for sports.
Premises related matters	
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	CL/MJ to 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) 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). All group bases have independent entrance and exits to the outside environment, although fire doors will have to be shut after use.
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	CL/MJ to review First Aid risk assessment (RA22 or equivalent). There will be at least four first aiders on site during the day. MJ will coordinate first aid and will ensure a dedicated space is agreed (Book Nook) which has access to ventilation, etc.
Fire Procedures	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. Fire drill to take place first week back.
Water hygiene – management of legionella	Review the water hygiene management plan. Ensure that agreed regimes for flushing and monitoring of temperatures have been maintained throughout any period of closure / partial opening. Where regimes have not been maintained ensure that cleaning and disinfection has taken place prior to reoccupation as per government guidance <a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</a> (and NPS guidance: Water Hygiene Management during Covid-19 Lockdown) )
Using and monitoring new practices to reduce risk of Covid-19 transmission	Training of all staff via briefing prior to start – to include contents of this RA, alternative layouts and any changes to fire evacuation routes, use of PPE, location of designated room for suspected cases. Daily morning and end of the day briefings. Headteacher to monitor arrangements throughout the day and make remedial actions where needed. Ensure there are opportunities for all employees to raise concerns / make suggestions.
Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)	Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors).
Staff rooms and offices to comply with social distancing and safe working practice	Numbers of people reduced at one time on a rota to allow social distancing – chairs 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.

Ventilation to reduce spread	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 these should be switched off. Ventilation to chemical stores should remain operational
Management of waste	Ensure bins for tissues are emptied throughout the day (double-bagged). Follow guidance on disposal of waste (such as used fluid resistant masks) <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-ppe-and-face-coverings-be-disposed-of">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe#how-should-ppe-and-face-coverings-be-disposed-of</a>
Lessons or activities to take place outdoors in line with social distancing.	Decide which lessons or classroom activities can take place outdoors and refresh risk assessment for outdoor space. Group leaders will meet to decide on principles on 26/05/20.  See additional actions table for 'Safe Sun Care' during this summer term. Parents will be informed in letter on 22/05/20.
Cleaning and reducing contamination	
Contaminated surfaces spreading virus.	Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere. Regular cleaning. Remove items such as play dough, sand and soft furnishings and toys from early years setting to reduce contact surfaces. Follow government cleaning guidance if a someone becomes ill with suspected COVID-19 at the setting <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>
Using play equipment – multiple-use	Appropriately cleaned between groups of children and only one group / class of 15 maximum at a time  There will be no access to the trim trail for any group until further notice. Pre-school and reception to have clear systems for using climbing apparatus and cleaning it afterwards (JW/CH). No sandpit or outside water tables to be used at this time.
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 reduce social distancing. Enhanced cleaning regimes.
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 <a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a> and <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a> .

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
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
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: <a href="https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus">https://e-bug.eu/eng_home.aspx?cc=eng&amp;ss=1&amp;t=Information%20about%20the%20Coronavirus</a>
Sufficient supplies of soap and cleaning products	Discuss with suppliers and contractors to ensure sufficient supplies and deliveries. Use regular detergents and bleach. Review COSHH assessments (RA05) and implement additional controls required where there has been any change in products.
Toilets being overcrowded	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.
Staff related issues	
Staff measures to reduce contact and transmission Covid-19. New variant of the Covid-19 virus. It is also noted that the new variant may present an increased risk amongst children and young people who present as - asymptomatic.	<p><i>When assessing the return to full opening the following section of the DfE guidance must be followed: <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></i></p> <p><b>Where this cannot be met, then the school must record why and what other control measures they will adopt.</b></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.</i></p> <p><i>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><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><i>PHE have identified issues that have arisen in IMTs in schools and some adjustments are being made by schools as a result. There may be difficult to implement due to disruption to learning or operational issues. But schools are also identifying that actually having positive cases and seeing the impact on numbers being sent home to self-isolate (staff and pupils) will also affect learning and operational issues.</i></p> <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>Lateral Flow testing (Primary staff home testing)</p> <p>Update added: 25/01/21</p>	<p>Guidance on the coronavirus (COVID-19) LFT testing programme for primary staff home. It is also important to remember that the LFT for staff are only one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</p> <p>Key points</p> <ul style="list-style-type: none"> <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 staff in preparing and operating home testing LFT.</li> <li>• <a href="https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54">https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54</a></li> </ul>
<p>Inadequate training for Heads on completion of RA for covid-19 return leading to anxiety and lack of the reassurance needed for staff</p>	<p>Guidance, risk assessment and checklist provided to schools, Schools DfE Helpline and resources, access to support via LA</p>
<p>Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios</p>	<p>If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Carefully planning the year groups for whom provision is offered (using the DfE priority list) based on staff availability. Follow government guidance on creating and staffing your temporary teaching groups: <a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#creating-and-staffing-your-temporary-teaching-groups">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#creating-and-staffing-your-temporary-teaching-groups</a></p>
<p>Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.</p>	<p>Talk to staff about (or where not possible put in writing) the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful. If appropriate, seek GP or occupational health advice</p>

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). Group leaders will meet on 26/05/20 to share changes and expectations. Additional training has been requested and will take place on Monday 1 <sup>st</sup> June (pupils return from 2 <sup>nd</sup> June) led by CL/MJ. ALL STAFF TO ATTEND whilst maintain social distance.
Accessing testing arrangements are clear for all staff	<p><i>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.</i></p> <p><b>For secondary schools - <a href="#">Resources - Google Drive</a>.</b></p> <p><b>For primary schools - <a href="#">Primary Schools Document Sharing Platform - Google Drive</a>.</b></p>
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	<p>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 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>
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	<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 - <a href="https://devoncc.sharepoint.com/w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy">https://devoncc.sharepoint.com/w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</a></i></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 <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>
Use of face coverings Lack of understanding	<p><i><a href="#">Guidance on the use of face coverings for pupils in year 7</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</i></p>

	<p><i>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.</i></p> <p><i>Adequate training / briefing on use and safe disposal</i>  <i>Follow guidance on putting on and taking off standard PPE <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings.</i></p>
<p>Use of PPE Lack of understanding</p>	<p><i>Adequate training / briefing on use and safe disposal (due 01/06/20 – all staff)</i>  <i>Follow guidance on putting on and taking off standard PPE <a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a> and above guidance on use in education settings.</i></p>
<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p><b><i>Dealing with suspected and confirmed case/ cases and outbreak.</i></b>  <i>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.</i></p> <p><b><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. (Close contact means):</i></b></p> <ul style="list-style-type: none"> <li><i>• The current definition of a close contact in a school setting is shown below.</i></li> <li><i>• face-to-face contact including being coughed on or having a face-to-face conversation within one metre</i></li> <li><i>• been within one metre for one minute or longer without face-to-face contact</i></li> <li><i>• been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day)</i></li> <li><i>• travelled in the same vehicle or a plane (this includes school transport)</i></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><i>If a child or staff member in your education setting becomes symptomatic, you should advise them to access a PCR test through the normal channels.</i>  <i>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>.</i></p> <p><i>If you have any infection control concerns or questions, please call the South West Health Protection Team on 0300 303 8162</i></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> <p>Schools should also consider their contingency planning for outbreaks, including local outbreaks – using the <a href="#">Actions for Schools Guidance Section 5</a></p>
<p>Lateral Flow testing. 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, particularly in relation to contact between staff.</p>	<p><b>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</b></p> <p><b><i>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 is vitally important that schools who are using mass testing do not relax other fundamental measures.</i></b></p> <p><b>Key points</b></p> <ul style="list-style-type: none"> <li>• <b>All staff working in primary, secondary and Colleges are encouraged to take part in the LFD testing programme</b></li> <li>• <b>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</b></li> <li>• <b>Recommended twice weekly before coming into school 3-4 days apart</b></li> <li>• <b>Read guidance and watch video</b></li> <li>• <b>This process is not for releasing people early from Self Isolation</b></li> <li>• <b>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.</b></li> <li>•</li> </ul> <p><b>Resources for testing:</b>  <a href="#">youtube video</a>  <a href="#">Google Drive</a>  <a href="#">Primary Phase - Google Drive</a></p>

Pupil related issues	
Vulnerable groups who are clinically, extremely vulnerable.	<p><b>Clinically extremely vulnerable (CEV) adults and children.</b>  <i>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>.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>
Children with EHCP	Complete risk assessment before attendance
Pupils unable to follow guidance	Ensure that the same teacher(s) and other staff are assigned to each group. some children will need additional support to follow these measures
Specific issues for EY stage children understanding social distancing	Further EYFS stage guidance to be issued
Member of a class becoming unwell with COVID-19	If a child is awaiting collection, they will be moved to a room ( <b>MEETING ROOM</b> ) 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. Devon Norse cleaner will need to be informed of this space and to wear PPE when cleaning it after a case of a pupil with symptoms.
Transport	
Travel to school and provision of safe school transport:	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. Milton Abbot parents who usually use the school bus will have been advised of possible hazards by 21/05/20. We have been working closely with Oakley's since the Prime Minister's announcement.
School Transport arrangements support changes to school times	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>
Provision of food	

Kitchen facilities comply with latest Covid19 guidance to reduce risk of infection/contamination	Devon Norse will be providing strict guidance for the kitchen manager which the school will be supporting and adhering to. We await final procedure document and/or Risk Assessment from Devon Norse. Kitchen manager to complete deep clean on 22/05/20. Follow usual food safety and hygiene procedures and Government guidance for catering establishments <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a> . Ensure Health & Safety policies are followed
Food that is able to be prepared on premises is compliant with Covid - 19 health and hygiene guidance	As above.
Catering staff are operating in a safe environment	Catering staff to follow government guidance <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery</a>
<b>Communications with parents and others</b>	
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	Tell parents, carers or any visitors, such as suppliers, not to enter the education or childcare setting if they are displaying any symptoms of coronavirus. Inform all visitors, suppliers, and contractors that only pre-arranged calls will be allowed on site. Publish a site telephone number in case of immediate access required.
Suppliers understanding and complying with new arrangements	Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours
Communications to parents and staff	Regular communications via Class Dojo (online secure messaging service) will continue as per usual. We will be releasing a letter on 22/05/20 explaining our plan and protective measures, many of which will only be successful if they do their part competently and consistently – which we expect they will. This will be following Governors' approval at meeting: 21/05/20, 3pm.
Parent aggression due to anxiety and stress.	Tell parents their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use) to reduce anxiety
Educational visits	<i>The DfE advises against all educational visits at this time. This advice will be kept under review. <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85422/schools-coronavirus-covid-19-operational-guidance">Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk)</a> For additional information check with EVOLVE guidance on website.</i>

### Assessor's Recommendations - Additional Control Measures or Actions

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
Premises related	Sun Safe Care: When using the outdoor space group leaders will need to be mindful of staying safe in the sun. Pupils should wear sunscreen from home, hats from home and have drink bottles from home.	22/05/20 – inform parents of the need for sun care.  26/05/20 – advise group leaders.	CI/MJ to group leaders
Group leaders on their own at break times or during outdoor learning opportunities, leaving them vulnerable to first aid needs	Group leader to take walkie talkie out with them every time, testing it before they leave the building. Group leader to have a ‘bump bag’ to attend to minor cuts and bruises. Younger children groups to make use of the courtyard for play time to be in close proximity to Book Nook (central first aid station). Older children can bring in an injured child from their group once group leader has made radio contact with the office.	27/05/20	CL
Group leaders on their own at break times or during outdoor learning opportunities, leaving them vulnerable to behavior needs	Group leader to take walkie talkie out with them every time, testing it before they leave the building, to call for assistance if required. CL to attend when required. Behaviour Care Plans for individuals to be reviewed and updated in accordance with this situation (teacher being on their own). Concerns shared with parents as appropriate before extension of opening to agree expectations and de-escalation strategies, etc.	28/05/20	CL
Late children gathering and mixing with children from different groups and so increasing the contact path and risk of transmitting virus	Late children to be seated at a required distance in the hall, supervised by CL. Parents will be required to inform school if they are going to be unavoidably late – during this contact school will advise parents to go through the white gate and ring the doorbell of the green door (breakfast club door and system). <b>THEY MUST NOT ENTER THE SCHOOL BUILDING</b> where possible.	01/06/20	CL/Team

**Signed: Headteacher/Head of Department:**

.....Date

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

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

**Appendix: Milton Abbot School 'Safeguarding & Inclusion Team' risk assessment planning document (13/05/20)**

Item/category	Risk identified	Action to mitigate against risk	Resources required
<b>Transmitting virus from parents</b>			
1	Parents transmitting virus into school	Limit parents' access to the school property by having staggered drop-off times and collecting pupils from cars. Parents to be told to pass messages to school via phone, email, note or dojo. Walking families to say goodbye to children at the white gate.	Hi-vis vest for supervising car park drop off
2	Parents transmitting virus to other parents	Reduce opportunities to gather at drop off and collection times by having staggered drop-off/collection times and collect pupils from cars. Walking families to say goodbye to children at the white gate. Reduce opportunities to socially gather by not having after-school clubs.	
<b>Transmitting virus from pupils (note: PPE incl masks are not to be worn as advised by DfE other than for first aid and medical treatment)</b>			
3	Pupils transmitting virus from home to school	Pupils to wash hands when leaving home. Pupils to wash hands upon arrival to school. Pupils to sanitise hands throughout the day. Group leaders to supervise this and offer regular times and reminders to do so. Pupils to bring in own water bottles, to avoid pupils using another child's school bottle in error (school bottles look similar to a young child). Cups will be provided if child does not bring own bottle and put through dishwasher and/or Milton at the end of the day. Pupils will be allowed into classroom at the beginning of the day two to three at a time to limit contact whilst hanging up coats, etc. Children will be spaced as distant as possible within the classroom – two metres is not going to be manageable, as recognised by the DfE. First aid procedures are in place (see below) but include the use of PPE during administration of care. If symptoms of coronavirus then protocol is in place and shared with whole team. Ventilation is important and so windows and doors should be open if they do not leave pupils vulnerable to harm (intruders, etc.)	Hand sanitisers
4	Pupils transmitting virus from school to home	Pupils to wash hands before leaving school. Parents to be advised to encourage their child to wash hands upon returning home. Pupils to take their water bottle home each day to be cleaned. Pupils to use a tissue and put it in a dedicated tissue bin if they sneeze or cough (in line with 'Catch it, bin it, kill it' etc.). Tissue bin to be emptied regularly. Pupils will be allowed into cloakroom at the end of the day two to three at a time to limit contact whilst hanging up coats, etc. Pupils will be sat at a safe distance within their group at an allocated space that will remain theirs for the duration of this pandemic. They will have named stationery to be used in class. The table is to be regularly wiped down by group leader, especially before and after lunch. Lunch will be in classrooms, as hall will be used as a group base. Reading books are not to be transferred from school to home and back again at this stage. Ventilation is important and so windows and doors should be open if they do not leave pupils vulnerable to harm (intruders, etc.)	Access to sink, soap and disposable paper towels. Tissues and tissue bin. Gloves and surface cleaner  Lunch trays and cups; metal trays for transporting/keeping warm

<b>Transmitting virus through furniture and resources</b>			
5	Pupils sharing space and resources	Pupils will be sat at a safe distance within their group at an allocated space that will remain theirs for the duration of this pandemic. Pupils will have named stationery to be used in class in a named pot. The table they sit is to be regularly wiped down by group leader, especially before and after lunch. Making use of the outdoors environment as much as possible and appropriate.	Gloves and surface cleaner. Named pencils, rulers, pens, glue sticks and pots.
6	Hard to clean resources such as soft toys and soft furnishings transmitting virus pupil to pupil	All soft toys and soft furnishings to be stored upstairs in the meeting room away from children	Boxes for storage
7	Shared toys and resources required for learning of different age groups	Pupils should be washing and sanitizing hands regularly to avoid transmitting from hand to toy/resource. Limit the amount of resources used – how necessary is the resource? Resources to be minimized to the same group for the period or for a whole week (do not switch and swap between groups on a frequent basis) Deeply cleansed at the end of the week. Group leader to be as vigilant and thorough as possible.	Disinfectant wipes for hard surfaces/i-pads.  Milton for deeper cleaning
8	Sharing IT equipment is likely and these could present transmission risk	Each group has a limited number of i-pads that they keep and share OR If necessary to have all i-pads for provision then keep for a week and wipe down thoroughly after use.	Disinfectant wipes for hard surfaces/i-pads.
9	Two year olds are required to take a nap and use of school blankets may heighten risk of transmission	Pre-school to use ‘wipeable’ mat as mattress (currently provided) Children to bring in blanket from home and take back home at the end of the day.	IKEA mattress already provided
10	Pre-school require more toys to learn through play and this heightens risk of transmitting virus	Room leader to have clear routine for which box of toys for which day/group, selecting toys that are easier to manage in hygiene terms; small world toys to be minimized where possible. Toys to be washed at the end of the day or week as appropriate.	Routine, space and cleaning product suitable for regular cleaning.
<b>Break times and learning beyond the ‘group base’</b>			
11	Risk of children mixing at play time and transmitting virus	Each group is to have its own dedicated playground as agreed with group leaders, to limit the number of children mixing. Each group is to be given clear guidelines for sharing the space and limiting close contact (for example, feet only for football, no goalies and no tackling) Resources to be stored and cleaned as appropriate. Resources for one group and not to be shared with other groups. No communal equipment to be used at play times to avoid sharing/transmitting: trim trail, pirate ship, sandpit.	Playtime resources to be organised into named boxes and kept apart.
12	Group leaders on their own at break times or during outdoor learning opportunities, leaving them vulnerable to first aid needs	Group leader to take walkie talkie out with them every time, testing it before they leave the building. Group leader to have a ‘bump bag’ to attend to minor cuts and bruises. Younger children groups to make use of the courtyard for play time to be in close proximity to Book Nook (central first aid station). Older children can bring in an injured child from their group once group leader has made radio contact with the office.	Walkie talkies for each group leader. Bump bags to be stock-checked and available/stored in each group base.

13	Group leaders on their own at break times or during outdoor learning opportunities, leaving them vulnerable to behavior needs	Group leader to take walkie talkie out with them every time, testing it before they leave the building, to call for assistance if required. CL to attend when required. Behaviour Care Plans for individuals to be reviewed and updated in accordance with this situation (teacher being on their own). Concerns shared with parents as appropriate before extension of opening to agree expectations and de-escalation strategies, etc.	Behaviour care plans updated.
14	Risk of pupils mixing at lunchtime	The hall is unavailable for lunches because it will be required to be a group base in Wave 2. This will limit the gathering of pupils and so require us to operate lunches as a group in their group base. Tables will be wiped by group leaders before and after lunch. Norse cleaners clean tables at the end of the school day. Packed lunch boxes are stored and taken home daily (leaders must double-check no boxes are left on site). Washing up to be stacked and collected by CL/MJ or BC to be cleaned as per usual routine in kitchen dishwasher/sanitiser.	Scraps box in class Cleaning spray for tables in place.
15	Risk of group leaders not getting a break due to lack of cover/negative impact on wellbeing	Group leaders can eat with their group, observing distancing and hygiene rules. CL to organise a routine to cover each group leader during Wave 1 but this is an area that will need to be reviewed and agreed at team level.	
<b>Sharing toilets and handwashing</b>			
16	Risk of pupils transmitting virus in shared toilet space due to close proximity and use of basin and taps, etc.	Staggered toilet times where possible and appropriate, with a limit of three using the toilets at one time. Teachers being thorough in checking children have washed their hands afterwards. Pupils being reminded that the toilets are not a social space: toilet, wash and go. Norse cleaning team to be extremely thorough and deep in toilet cleaning. All groups should have access to running water and a sink for supervised handwashing at points throughout the day and sanitiser for all other times.	Outside toilet to be more easily cleaned and maintained (repair req'd)
17	Risk of pupils transmitting virus if not thoroughly washed hands after toileting	Clear guidance shared with children on how to wash hands with soap for 20 seconds on a regular basis. Group leaders being thorough in checking children have washed their hands afterwards. Pupils being reminded that the toilets are not a social space: toilet, wash and go. Norse cleaning team to be extremely thorough and deep in toilet cleaning. All groups should have access to running water and a sink for supervised handwashing at points throughout the day and sanitiser for all other times.	
<b>Medical needs including pupils showing symptoms of coronavirus</b>			
18	Risk of transmitting to adults and pupils during first aid treatment due to close proximity required. THE WELFARE OF EVERY CHILD IS PARAMOUNT AND USUAL FIRST AID PROCEDURES APPLY,	Leaders should only support pupils from a different group if left with no other option (i.e, no other adult available and/or no time should be wasted in administering first aid to the child) to limit risk of mixing. Maria Jones is first aid leader and is first point of contact for injuries that cannot be dealt with by group leader with bump bag or TLC. There will be a central first aid point that offers some privacy to the patient and ventilation for them and the first aider (Book Nook)	

	including informing parents, checking for allergies, etc.		
19	Pupil is showing symptoms of coronavirus	Posters will be on display explaining the procedure which strictly adheres to the advice from Public Health England. Pupils will be isolated in the Thrive Room with CL and/or MJ supervising their care, etc., in correct PPE. Procedures will be followed. If child is tested as positive the School will adhere to the guidance which includes self-isolation at home of every child in the infected child's group and their group leader. REFER TO GUIDANCE.	Posters with symptoms spotting on red safeguarding board PPE for Thrive Room.
20	Pupil is brought in with a cold and possible symptoms and parent is uncertain	Group leader should run through the main symptoms and if the child has these then they should contact the 111 coronavirus helpline immediately. High temperature is an indicator but not reliable.	
21	Pupil is brought in with possible symptoms and parent did not make school aware (for whatever reason)	As soon as group leader becomes aware or identifies possible symptoms:  The main symptoms of coronavirus are: a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature) a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)  To protect others, do not go to places like a GP surgery, pharmacy or hospital if you have these symptoms. Stay at home.  ...then call over to the office and the child will be collected by CL/MJ to further consider. This may result in parent being contacted and taking child for test. If child is tested positive then clear protocols are set down by Public Health England.	Reference sheet for each group leader reminding what the main symptoms of CV are.
22	Pupil develops symptoms during the school day	If a child is coughing and sneezing then tissues should be available and the child encouraged to use them and the tissue bin. If possible symptoms occur (see '17' above) then group leader is to call over to the office and the child will be collected by CL/MJ to further consider. This may result in parent being contacted and taking child for test. If child is tested positive then clear protocols are set down by Public Health England.	
<b>Transport</b>			
23	Pupils transmitting the virus on school bus and mixing with children from a different group	Ten children in total are known to use the school bus. Milton Abbot School will request the risk assessment procedures in place from Oakley's the company that runs the bus for DCC. We will support Oakley's by explaining and reminding parents and children of the rules for sitting on the bus safely (i.e., as apart as possible) and for ventilating the bus, etc.	
<b>Collecting children and late collection of children</b>			
24	Parents transmitting virus into school	Limit parents' access to the school property by having staggered collection times and delivering pupils to cars. Walking families to collect children from the front lawn, supervised by Mrs Jones and zoned/spaced off according to social distancing guidelines. A one way system will support these distancing requirements best we can.	
25	Parents transmitting virus to other parents	Reduce opportunities to gather at collection time by having staggered drop-off/collection times and deliver pupils to cars. Reduce opportunities to socially gather by not having after-school clubs.	
26	Late children gathering and mixing with children from different groups and so increasing the contact path and risk of transmitting virus	Late children to be seated at a required distance in the hall, supervised by CL. Parents will be required to inform school if they are going to be unavoidably late – during this contact school will advise parents to go through the white gate and ring the doorbell of the green door (breakfast club door and system). <b>THEY MUST NOT ENTER THE SCHOOL BUILDING</b> where possible.	

<b>External visitors to the site</b>			
27	Risk of external visitors transmitting the virus from home or other settings	<p>External visits to be extremely limited – with no LA visits booked, etc.</p> <p>Pre-planned visits (such as health and safety related visits) to be informed of procedure when booking the time slot – namely, the school gates will be locked from 09:30 until 15:00 and visitors will have to use their mobile phone to call the office to announce their arrival.</p> <p>Unexpected visitors will find the school gates locked and a poster telling them to call the school office.</p> <p>Pre-school parents should be informed of this system and know to bring their mobile phone to call through OR dojo when they are leaving home/work so room leader can be prepared to take child to them.</p> <p>ALL VISITORS will be required to sanitise their hands before entering the school building and their access to areas will be limited to only necessary requirements.</p>	<p>Poster for front gate</p> <p>Lock for front gate</p> <p>Information sent out to parents</p>
<b>Staff illness and absence – all team members are reminded to wash their hands and distance to their ‘best endeavours’ to keep healthy</b>			
28	Risk of teaching team being vulnerable if team members become ill	<p>All team members will be made aware of the symptoms and the protocol for testing if they show symptoms of having coronavirus.</p> <p>Staff members should call 111 coronavirus helpline to book a test as soon as they identify symptoms. They should have results within 72 hours (as of 14/05/20).</p> <p>If tested positive then there is very clear guidelines to be followed and School leaders will adhere to this inscrutably, taking no risks over the health and welfare of adults and children.</p> <p>If tested negative, group leader is likely to be able to return to work.</p> <p>If cover is required then in the first instant, CL will cover as he will have a mobile role and be in contact (minimum) with all groups. Temporary supply cover will be considered as a last resort due to danger of increased transmission from external source (although we do have known and used supply teachers). However, if cover not available then group of children will be unable to attend school as groups cannot be mixed together according to guidance.</p>	<p>Staff card with protocol of procedures if symptoms suspected.</p>
29	Risk of teaching team being vulnerable if team members are absent and CL has to cover	<p>If CL has to cover then a safeguarding safety net is reduced in scope and we become more vulnerable as far as safeguarding matters are concerned. Where possible, CL to remain available to support all groups and group leaders for safeguarding, advice, etc.</p>	