

Never look down on anybody unless you are helping him up. Jesse Jackson



Barley Lane School

Friendship, Optimism, Hardwork

Covid-19 Return to school risk assessment version 2 school initial version RA100 V2.5

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:

- [early years and childcare providers](#)
- [actions for schools during the coronavirus outbreak](#)
- [special schools, special post-16 providers and alternative provision](#)

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.

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 must consult with their staff regarding the risks and control measures being implemented.

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.

SEMH and local context: please note throughout what follows the greatest risk is the pupils' complex and risky behaviours because so many risk measures or actions can be degraded and wholly undone by them and that a great deal of risk management in the current context is only reliable if we are scrupulous about pupil numbers, pupil risks, pupil combinations and consequent risky "chemistry" and at a time when staffing numbers and so collective expertise degraded too the remaining team's collective competence, talent and vigilance in securing compliant and safe behaviour.

- The team read, considered and fed-back on two documents that informed this risk assessment: the DfE guidance on reopening and the joint union checklist.
- This draft document was shared with staff team for feedback 130720
- Draft sent to DCC H&S for comment 140720
- Shared with and approved by FGB 200720
- Signed: Headteacher/Head of Department: *Michael MacCourt* 220720

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), 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.

review date	review date	review date	review date	review date	review date
1. 071020	2. 021120	3. 041120	4. 111120	5. 161120	6. 201120 AM
7. 201120 PM MODEL UPATE	8. 031220	9. 111220	10. 151220	11. 030121	12. 0401201 (post team meeting)
13. 100121	14. 11/01/21	15. 151121	16. 210121	17. 260121	18. 050221
19. 120221	20. 260221	21. 070321	22. 250321	23. 190421	24. 290421
25. 130521	26. 070621	27. 090621	28. 280621	29. 05.07.21	30. 13.07.21
31. 190721	32.				

Significant Hazard Section	Control measures in place	School's comments: mitigations and additional measures
Social distancing and reducing risk of transmission		
<p>Definition of close contact</p>	<p>When completing your risk assessment, it is important that your mitigations control measures in all aspects of the school day, considers PHE definition of 'close contact'. The following definition of 'close contact':</p> <p><i>Manage confirmed cases of coronavirus (COVID-19) amongst the school community. A risk assessment may be undertaken to determine this, but a close contact can be anyone who has had the following types of contact with someone who has tested positive for coronavirus with a PCR or LFD test:</i></p> <p>The current definition of close contact in a school setting is shown below.</p> <ul style="list-style-type: none"> ○ 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) ○ been within one metre for one minute or longer without face-to-face contact ○ been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up together over one day) ○ travelled in the same vehicle or a plane (this includes school transport) <p>Focusing on obtaining mitigations to reduce close contact, will reduce staff and pupil absences when there are cases within the school. Note that the use of face masks and other forms of PPE does not exclude somebody from being considered a close contact (unless they are providing direct care with patients or residents in a health and care setting, NHS Test and Trace: how it works - GOV.UK (www.gov.uk))</p>	<ul style="list-style-type: none"> • Biggest issue for staff: reduce pupil numbers and urgently flag up and address too many people in a space (take responsibility and take action, be proactive) we make social distancing reliable and good and so COVID safe behaviour more secure. • Apply rotas that privilege pupil risk and safety but also enhance COVID security. • We move to single class bubbles and opt out if necessary from any movement to PE/IT and also reduce and in some cases stop teacher movement between classes (teacher/tutor discretion) • Masks: use and encourage use and must be used in vehicles or they don't go regardless of SEN status given schooling on-site the alternative (this is why it is different from taxis where enforcement could lead to escalation and no show in school) • Reinforce windows open and reduce numbers in vehicles <p>We maintain single bubbles as long as is practicable in SEMH context (in time children may need physical exercise and fun for example that combines groups)</p> <p>Social distancing is rigorously promoted and modeled and sustained and staff are vigilant and challenge each other and the children.</p> <p>We continue to be alert and proactive and preventative in managing and limiting movement across the community.</p> <p>Children persistently unwilling or unable to respect and maintain social distancing and where there is no credible mitigation may face FTE, blended or home learning.</p> <p>The excellent ventilation we have achieved is maintained. Single class bubbles to continue beyond 190721 and will remain,</p>

		initially, in September.
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. 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.	<p>This is unlikely in context given very few parents and carers drop off and pick up their children but there are other associated risks around coming to school and returning home that can be reasonably anticipated and so reasonably and practicably made safer.</p> <ul style="list-style-type: none"> • Taxi entry at day's opening is managed carefully with staff supervision throughout and a maximum of two vehicles on –site at any one time with staff meeting children and guiding them via two separate entrances (upper and lower school) • At day's end taxi arrivals are led and managed by a MOS and children called one at a time and wider staff presence for upper school and direct staff supervision for lower school to taxis. • The children and young people enter and exit under direct staff supervision to dedicated entrances that have wall mounted sanitizer and go straight to their classrooms. • The member of staff leading taxi movements (we have established dedicated taxi protocols) is well placed to politely remind and if necessary assert and ensure social distancing in those few parents and carers who drop off and collect their children. • New signage in place
Parents gathering at school gate not social distancing	Plan parents' drop-off and pick-up protocols that minimize 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.	
Overcrowding in classrooms and corridors.	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	<ul style="list-style-type: none"> • Desks to be spaced as far apart as possible – current layout in school is predominantly single desks in rows forward facing and where previously in L shapes these are being changed to rows forward facing. • One class has been moved to a larger room to ensure safe distancing and class layouts adapted to maximize space. • We have set out classrooms where possible to ensure access to outside space whilst preventing mixing with other class groups • Reduce movement around the school using timetabling and appropriate selection of classroom or other learning

		<p>environments (this includes staff minimizing their movements and interactions – stop gossiping on corridors talk outside it’s safer)</p> <ul style="list-style-type: none"> • Where there is movement for example to use a specialist room we can access from outside making movement safer and will reduce frequency of daily access to allow cleaning between groups. • Stagger assembly group (we no longer have any whole school gatherings) • We moved to a whole school primary model in September 2019 so we are better placed to encapsulate - predictable and familiar staff are critical to safe behaviours so where teacher/tutors and their dedicated support staff are all absent this makes accommodating their children riskier so we look pragmatically for positive relationships and history with other available staff and their capacity to accommodate them • Throughout it is not physical space that presents the biggest challenge but reliably securing safe and COVID secure behaviours from our innately risky SEMH student body and so the key risk management tool throughout is skilled assertive behaviour management rooted in good relationships and embedded expectations routines and rituals. • <i>“In schools where pupils in year 7 and above are educated and further education colleges, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained” we can maintain social distancing</i> • The school’s primary model throughout and established SEMH safety practices mean there is no communal gathering or working and no movement in communal areas for example classes move one at a time under supervision and a “school lead” co-ordinates that movement” • Masks are available and whatever the context we respect the individual choices of staff and children reminding the latter that they must be used properly and this a key element in our
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		<p>thinking as our SEN youngsters in a large majority will be unlikely to use masks reliably plus they can become source of difficulty and dispute.</p> <ul style="list-style-type: none"> • Our ability to maintain bubbles and socially distance using established ways of working that mitigate for example bullying and child on child risks that have always required the careful and reliable supervision of our young people these are best and most pragmatic and so reliable “controls” <p>RETURNING POST CHRISTMAS 040120:</p> <ul style="list-style-type: none"> • RAISE AWARENESS AND REVISIT AND REINFORCE SOCIAL • DISTANCING AND GOOD VENTILATION IN CLASS • INCREASE VIGILANCE AND SO RELIABILITY OF PUPIL • MOVEMENT ALREADY SUPPORTED BY MINIMAL • MOVEMENT AND SUPERVISED MOVEMENT <p>Pupil numbers reduced where behaviour and or environment create risks and undermine controls</p> <p>Smaller secondary classrooms face coverings to be considered and if necessary encouraged but throughout the team will be expected to make sensible and informed judgments both about COVID risks and those around the emotions and feelings and so behaviours of our children.</p> <p>Pragmatism must prevail.</p> <p>190721 Staff to remain in class bubbles. No meeting in classrooms or confined spaces to continue to the end of term.</p>
<p>Risk of transmission within EYFS settings</p>	<p>Updated Guidance for EYFS (February 2021 early years and childcare providers) to be followed. removes keeping children in small consistent groups within settings, but still minimizing mixing where possible taking into consideration increased risk factor to staff.</p>	<ul style="list-style-type: none"> • Moving to a whole school primary model a huge practical help in all of this. MOVE FROM MULTIPLE GROUP BUBBLES TO SINGLE CLASS BUBBLES FROM 040129 • Specific vulnerabilities in staff have triggered a change of room in one case and a reorganizing of a classroom to allow wholly reliable social distancing for those colleagues. <p>Additional dedicated outside doors for VS class and school counsellor’s room and this is now the third example to be more COVID secure.</p>

- New outside and dedicated door to counselling room completed

- Staff have noted less rigorous controls in other settings for example college and have discretion to use PPE, negotiate better controls or to not attend until risks and controls judged safe

RETURNING POST CHRISTMAS 040120: REVISIT AND REFRESH KEY COVID RISK MANAGEMENT MESSAGES NOTABLY THIS ONE

“One critical advantage we have as a group is we are steeped in notions of our personal responsibility for our own and others’ health and safety and the matter of dynamic risk assessment is a close and familiar ally and we will meet and share and plan at each day’s beginning and its end and as each day unfolds we will talk habitually of risk and risk management and staying safe as we always have...”

- staff now voluntarily wearing masks in corridors and communal areas: please note these areas are not congested in context and social distancing can be maintained and ventilation is good and this is a supportive response to a request from older staff.

080321 RETURN: we will continue to pragmatically encourage face coverings but give SEMH nature be careful not to risk escalating anxieties and so triggering escalation in the children.

The team will be expected to make sensible and informed judgments both about COVID risks and those around the emotions and feelings and so behaviours of our children.

Pragmatism must prevail.

- As set out above we maintain single bubbles as long as is practicable in SEMH context (in time children may need physical exercise and fun for example that combines groups)
- We are alive to and proactive about relative staff vulnerability and have for example now fitted three additional external doors to classes and specialist rooms to improve access and so limit movement and increase ventilation.

		<ul style="list-style-type: none"> • We persist with single bubbles but we allow previous larger bubbles to join outside for PE and games as absence of these impacting behaviour and wellbeing • Previous single class bubbles have been reinstated and remain until end of term (23rd July 2021).
<p>Groups mixing during breaks and lunchtime compromising social distancing.</p>	<p>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.</p>	<ul style="list-style-type: none"> • We no longer have conventional collective breaks but groups and there is down time in class and the groups then effectively take turns across the day accessing outside and the school hall for physical activities. • Equipment and resources are cleaned after each use for example the pool room now has only one table to allow social distancing and equipment is cleaned after each use. • We had moved to what we call “quiet lunches” in classrooms pre COVID and this lent itself to “bubbled” socially distanced working so controls already in place. • Staff have noted less rigorous controls in other settings for example college and have discretion to use PPE, negotiate better controls or to not attend until risks and controls judged safe <p>RETURNING POST CHRISTMAS 040120: CAREFULLY CONSIDER BUBBLES ALBEIT THE SAME ONES JOINING TOGETHER FOR EXAMPLE FOR ACTIVITIES</p> <p>MOVE FROM MULTIPLE GROUP BUBBLES TO SINGLE CLASS BUBBLES FROM 040129</p> <ul style="list-style-type: none"> • 080321 RETURN: we will maintain at first single class bubbles and review regularly • Some limited mixing were previous larger bubbles reform for outside PE/Games as impact on wellbeing and so behaviour starting to tell... • RETURN TO ORIGINAL LARGER 2-3 CLASS BUBBLES PERMISSABLE OUTSIDE GAMES AND PE AS BENIGN WEATHER SUPPORTING THIS AND GOOD FOR CHILDREN'S

		<p>WIDER HEALTH AND WELLBEING AND WE KNOW RISK OF INFECTION NEGLIGIBLE OUTSIDE</p> <ul style="list-style-type: none"> AS & AL groups have switched bubbles over the half term break. Moved back to single class bubbles following 5 positive cases.
Groups mixing during extra-curricular provision	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.	<ul style="list-style-type: none"> Groups do not have to mix and the established protocols can apply when we reopen fully. The school's sports coaching team have innovated and established a range of fun physical activity that is non-contact and larger groups will need to split on occasions to make this workable. Coats made available and more purchase plus concession on coats in school to encourage and allow more outside activity as weather becomes colder <p>RETURNING POST CHRISTMAS 040120: AS ABOVE CAREFULLY CONSIDER BUBBLES ALBEIT THE SAME ONES JOINING TOGETHER FOR EXAMPLE FOR ACTIVITIES</p> <ul style="list-style-type: none"> 080321 RETURN: we will maintain at first single class bubbles and review regularly and this is because the safe operation of the school has been supported by some controlled larger bubbles for example small football games that in our setting are not just lively and fun and so support physical and mental wellbeing but operationally essential to maintain good order. Some limited mixing were previous larger bubbles reform for outside PE/Games as impact on wellbeing and so behaviour starting to tell... Mixing within bubbles to stop, following a positive case in school until further notice.
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	<ul style="list-style-type: none"> We have very few and currently three parents who drop off children. We will continue to politely discourage and if necessary refuse all but essential visits of any kind and whilst weather benign visitors and visits can happen outside. We have improved signage to reinforce this to any visitor

		<ul style="list-style-type: none"> • Signage further improved and welcome note tweaked and updated further to make clear on essential visits and access allowed. • Visits to school to desist unless they can be carried out outside. • All doors and windows to remain open during the school day
Staff	<p>Staff should maintain Public health guidance of 2m wherever possible. If reduced to 1m as long as mitigations are in place, e.g. not face to face or wearing PPE (face covering doesn't count) or a Perspex screen in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene are also important for both staff and pupils.</p>	<ul style="list-style-type: none"> • We have adapted and modified classrooms to allow reliable 2m distancing. • We have equipped and resourced the school to support and encourage regular hand washing/cleaning and good respiratory hygiene • We revisit this twice daily at briefing and debriefing to embed good habits and COVID safe behaviours in the team. • Seeking feedback from identified "vulnerable" colleagues to HT and directly to CoG on how effective and what else? • feedback to GB is positive/supportive • RETURNING POST CHRISTMAS 040120: TEAM REASSURED THEY WILL BE SUPPORTED WHATEVER THEIR PERSONAL CHOICES AROUND RISKS AND WORKING • Staff continuing to Lateral Flow Test twice per week. • LFT testing twice per week to continue and more often if staff feel it necessary for reassurance. All covid safe practises to continue such as regular hand washing etc... • Staff to continue wearing face coverings in vehicles and encourage students where possible.
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	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.	<ul style="list-style-type: none"> • The site manager has carried out an audit of classrooms and necessary modifications made. • Further modifications planned budgeted for and agreed for HT completion.

	<p>Consider how the layout will enable access to outdoor space and the equipment necessary for teaching the year groups. Consider how changes will impact on arrangements such as safe fire evacuation routes (see below).</p>	<ul style="list-style-type: none"> • Decluttering to be revisited and reinforced and habitual wiping down. • Ventilation has been a key element throughout the buildings to create a flow of fresh air. • As temperature drops we keep doors and windows open as far as is practicable and soften uniform expectations to allow coats and extra layers and we turn the heating up. • Coats both encouraged and provided for children so ventilation can be maintained as weather becomes colder <p style="background-color: #92d050; padding: 5px;"> </p> <ul style="list-style-type: none"> • We have managed movement and “abscond” risks pragmatically and successfully and kept doors and windows open and worked hard with the very small minority of children (2) who have opportunistically left the building: using both incentive and disincentive and worked closely with parents o get COVID secure messages across. • There are floor markings and signage. • There is minimal movement as whole school now uses primary model. • Evacuating the building is not compromised. • The risk here in context is about pupil numbers, combinations, chemistry and staff numbers and skillset and experience to make safe as any “changes to the building are inert and futile if usurped by risky pupil behaviours as they very easily could be • School improvement reflects this reality (appendix 1) • Work on external door for VS room agreed and will be completed in February • Ventilation further improved in first floor classrooms by physical modifications and approved use of air conditioning units (advice from DCC HR secured) <p style="background-color: #ffff00; padding: 5px;">Phonocall with county health and safety confirming the use of aircon blowing cool air if needs must and if the risk is higher through heat</p>
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		<p>exhaustion etc than covid effects .To keep up with windows and doors opened to continue natural ventilation as high as possible and the fan setting for blowing can only be set to the lowest level possible to cut the risk of agitating the virus further</p> <p>New outside and dedicated door to VS room access and ventilation both hugely improved room</p>
<p>First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.</p>	<p>Review First Aid risk assessment (RA22 or equivalent). Rota systems in place to ensure adequate numbers of first aid and PFA trained staff. Communication of first aid arrangements during daily briefings. PPE within first aid supplies</p>	<ul style="list-style-type: none"> • We have conversely increased numbers of staff trained in basic and higher level first aid and further staff training 150720 • Levels of PPE are high and masks and sanitizer gel distributed in quantity to each classroom/bubble. • Advanced first aiders have supply of and access to full PPE for managing suspected cases.
<p>Fire Procedures</p>	<p>Review the fire risk assessment taking into consideration any changes made to the layout, and the impact this may have on fire evacuation and escape routes.</p> <p>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.</p>	<ul style="list-style-type: none"> • Escape routes are not compromised nor are muster points • SM reports “fire procedures: fire safety checks have been systematically done as routine” • Advice has been taken from health and safety re fire doors being propped open for ventilation as long as doors are shut when room not in use ,and doors can be unpropped quickly in the case of fire breakout it will be acceptable • Advice taken from canings our mechanical air supplier saying we can use our air con system on heater setting provided we maintain ventilation and the fan setting is on the lowest setting I have also contacted dcc health and safety and they have confirmed we have done everything possible to resolve the classroom heating temperature to be satisfactory they are in support of the changes • Drill successfully completed and recorded by site manager
<p>Water hygiene – management of legionella</p>	<p>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</p>	<ul style="list-style-type: none"> • SM reports “water hygiene: routines have not changed and a hot water system flush has been done as a precaution”

<p>Using and monitoring new practices to reduce risk of Covid-19 transmission</p>	<p>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.</p>	<ul style="list-style-type: none"> As with previous risk assessment this document will be distributed to team and their feedback incorporated into risk management. The team has already considered DfE guidance and will also work through the joint union checklist. The approach from the off has been collaborative and collegiate and this will continue. We meet twice daily as a whole team – socially distanced in the hall or dining room or playground dependent upon numbers and the weather respectively – and as early risk management sharing described the value of our embedded good habits in dynamic risk assessment <p>“One critical advantage we have as a group is we are steeped in notions of our personal responsibility for our own and others’ health and safety and the matter of dynamic risk assessment is a close and familiar ally and we will meet and share and plan at each day’s beginning and its end and as each day unfolds we will talk habitually of risk and risk management and staying safe as we always have...” and other reinforcing and supporting messages about personal wellbeing and safety have been shared from the off, “Please everyone: freely share your feelings and thoughts and anxieties; explore and be vigilant about your own safety and the safety of those you work with and those you love and care for at home.”</p> <ul style="list-style-type: none"> Supporting children in adhering to social distancing and good hygiene in context will be challenging and the theme persists around our ability to secure good and so safe behaviours rooted in good relationships and embedded expectations, rhythms and routines. <ul style="list-style-type: none"> Weekly updates and reminders for the team and recurrent themes: Supervision is critical: being visible and engaged and proactive and so preventative

		<ul style="list-style-type: none"> We must benchmark risk at its most risky so for example child on child behaviours are made safe by the assumption that there is latent and unknown risk out there and so we operate always at the highest level of vigilance; We must build and sustain good relationships with the young people (with each other too) that are framed and empowered by the daily deployment of our available staff resources to best and most intelligent effect; relationships that are scaffolded by embedded rituals, routines and a familiar rhythm to classes and to school life We model COVID safe behaviours and “controls” for the children We supportively police (challenge) and educate (support) the children and each other in all things COVID secure be it opening doors and windows or revisiting and reminding about physical distancing or frequent handwashing. <ul style="list-style-type: none"> The daily conversation about COVID controls and the risks and how we are feeling all of us is happening and is impacting practice by highlighting any degrading or the need for change for example staff identifying risks at college. <p>Refreshed briefing agenda</p> <p>Each morning we must identify the most pressing and powerful risks; from safeguarding to operational challenges and that includes how we manage the matter of being COVID secure.</p> <ul style="list-style-type: none"> What risks are there to the safety, wellbeing and happiness of the children and young people? Who is their mentor, advocate and champion: SPEAK UP! What do we need to do reliably well, differently and or better to promote and protect their safety, wellbeing and happiness in school today? The day’s key operational challenges and COVID protocols. <p>We will ask the exact same questions about our own and our extended community of families and professionals.</p> <p>Covid safety discussed as part of safeguarding each day.</p>
<p>Management of premises related risks e.g. asbestos, delayed statutory testing (LOLER)</p>	<p>Communication arrangements to ensure that requirements and controls are understood by responsible persons (e.g. signing in processes for contractors). If equipment is not within statutory test periods (e.g. lifts and hoists) then it should be taken out of use until the inspection and test can be completed.</p>	<ul style="list-style-type: none"> site manager reports all in order additional dedicated outside doors include safe removal of asbestos

<p>Staff rooms and offices to comply with social distancing and safe working practice</p>	<p>Numbers of people reduced at one time to allow social distancing – chairs removed/placed apart. Avoiding unnecessary gatherings. Where possible reduce the use of communal / shared facilities such as tea and coffee facilities and encourage staff to bring their own food and utensils. Enhanced cleaning regimes as per below.</p>	<ul style="list-style-type: none"> • We have a door-open and one in and one out protocol and there are no “gatherings” in what is a relatively small room designed only for 2-3 people when operating normally. • Sign on staff room door notifies all that only one person should enter at a time.
<p>Ventilation to reduce spread</p>	<p>Schools need to balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> • opening high level windows in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform • rearranging furniture where possible to avoid direct drafts • mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) • Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used Where schools believe that ventilation could be improved by leaving fire doors, either internal or external, open, this must only be done once the fire risk assessment has been reviewed and amended. Schools must ensure that systems are in place to close doors in the event of a fire alarm, during breaks if they cannot be monitored or at the end of the day. There is also the security risk of leaving external doors open and therefore there must be procedures in place to mitigate this such as ensuring that they are closed at times when they cannot be sufficiently monitored. 	<ul style="list-style-type: none"> • We have sought the best way to generate “breezes” and “flow” for example the hall doors all open and freed-up locked and stuck windows and gently policed each other about open classroom windows and doors, we conduct staff meetings and briefings in the hall or on the playground. • We have encouraged accessing outdoors wherever is practicable most obviously to play and have physical exercise but learning too and we have used outdoor education and wider open spaces and parks and bike rides and fishing...because we can more readily and easily socially distance and have fun and promote the children’s happiness and wellbeing • As described above additional dedicated outside doors for VS class and school counsellor’s room and this is now the third example to be more COVID secure. • Doors remain open and additional heaters available to use in classrooms as temperature drops so doors and windows can stay open as far as is practicable as winter progresses • More clothes and layers for all of us and school sweatshirts and fleeces available to staff and children. • Adjustments made to windows to allow wider opening for better ventilation and cold mitigated by concessions for uniform and extra layers of clothing. • Doors opened periodically to generate flow and then closed • Doors and windows opened before children arrive, • Any abscond or security risks doors closed. • We have managed movement and “abscond” risks pragmatically and successfully and kept doors and windows open and worked hard with the very small minority of children (2) who have

	<ul style="list-style-type: none"> Ventilation to chemical stores should remain operational. <p>It is advisable to use a thermometer to monitor temperatures where opening windows and doors is being used as a mechanism to aid ventilation. For more information on suitable workplace temperatures see HSE: Guidance on temperature in the workplace</p>	<p>opportunistically left the building: using both incentive and disincentive and worked closely with parents o get COVID secure messages across.</p> <p>RETURNING POST CHRISTMAS 040120:our commitment to good ventilation even more imortant with new strain and extra clothes and localized heating to compensate</p> <ul style="list-style-type: none"> Ventilation further improved in first floor classrooms by physical modifications and approved use of air conditioning units (advice from DCC HR secured) <p>Benign weather helping and children respecting the potential access/security weaknesses</p> <p>All doors and windows to remain open at all times. Reminder given to staff daily during meetings (on-going).</p>
Management of waste	<p>Ensure bins for tissues are emptied throughout the day. Follow Guidance on disposal of PPE waste (such as used fluid resistant masks) and Government guidance on disposal of waste, including waste such as wipes and cloths generated by additional cleaning and disposable face coverings where for instance they have been worn for the journey to school. You must make sure that these items are disposed of properly rather than going into recycling bins.</p>	<ul style="list-style-type: none"> SM will increase cycle by using additional cleaning contactors during the day (this is agreed and in place for 050920) alongside twilight clean. Staff alerted to need to dispose of masks securely as some children using disposable masks in taxis and in school. Each classroom has a COVID bin
Management of incoming goods	<p>Consider how to manage supplies coming into the school, which takes into consideration SD and hygiene measures. E.g. drop-off point – one person controls the process etc.</p>	<ul style="list-style-type: none"> SM reports “suppliers understanding new arrangements : all deliveries usually come early morning out of pupil hrs ,however some are unexpected and this is handled in the safest way possible” Delivery drivers engaging directly with pertinent staff for example the kitchen to speed and ease access.
School owned outdoor play equipment	<p>Promote good hygiene and social distancing using signage and other methods of comms (community noticeboards, school newsletters) to set out: maximum numbers to enable SD, encouraging parents to clean children’s hands before and after play, disposal of all rubbish. Consider limiting numbers (e.g. taking out swings), using time limits, one ways systems around pieces of equipment, cleaning regimes if applicable for high traffic touch points such as slides, monkey bars and climbing frames / walls,</p>	<ul style="list-style-type: none"> The school has no outdoor play equipment but has and will continue to clean bats and balls etc.

	<p>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.</p>	
<p>Cleaning and reducing contamination</p>		
<p>Contaminated surfaces spreading virus.</p>	<p>Classroom based resources such as sports, art and science equipment can be used and shared within the bubble. Such resources should be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. In order to facilitate cleaning, remove unnecessary items from learning environments where there is space to store them elsewhere. Public health advice is to remove all soft toys, and any toys that are hard to clean, such as those with intricate parts. Where practicable, remove soft furnishings, for example pillows, bean bags and rugs.</p> <p>In cases where soft furnishings are still in use, they should be laundered by following the guidance in the attached link: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>Consideration should also be given to soft furnishings within Sensory Rooms and where possible these furnishings should be child specific so as to avoid cross contamination. If this is not possible then they should be laundered as per the guidance contained in the above link.</p> <p>Follow government 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.</p>	<ul style="list-style-type: none"> • We have decluttered and continue to do so and also police and nudge and cajole staff less vigilant in sustaining simple clutter free classrooms to make frequent an habitual cleaning easier and so more reliable • Embedding good cleaning habits across the team has and will continue to require daily reminders and reinforcement through briefing/de-briefing • Extra cleaning midway through the day by contractor with ongoing bolt-ons for high use areas for example ICT room. • This ongoing and reliably happening. • Time to clean and wipe down in shared and specialist rooms and spaces for example IT and the hall. • Additional cleaning daily by contractors has been in place since September return <p>Quality of daily cleaning by contractor challenged by site manager and acting bursar engaging with other providers CoG in loop</p> <ul style="list-style-type: none"> • New cleaning team albeit from same company arriving reliably for additional midway through the day clean regime and diligent in their work
<p>Shared resources and equipment increasing spread</p>	<p>Prevent the sharing of stationery and other equipment where possible Suitable procedures in place for managing access to items</p>	<ul style="list-style-type: none"> • walkie-talkies to be single owners and if not wiped down thoroughly before and after use)

	of 'heavy use' such a photocopiers to maintain social distancing. Enhanced cleaning regimes.	<ul style="list-style-type: none"> • Sharper vigilance around musical instruments (specifically keyboards and guitars as in greater use) • Controllers for consoles to be wiped down after every use.
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"> • Additional midday school clean agreed with contractor plus half-termly deep clean and post any positive case and with ongoing bolt-ons for high use areas for example ICT room • This ongoing and reliably happening. • Site manager agreed to daily walk-about nudge and back-up clean in classes. • Team agreed to carry out habitual cleaning of surfaces and equipment throughout the day. • New cleaning team albeit from same company arriving reliably for additional midway through the day clean regime and diligent in their work
Sufficient handwashing facilities for staff and pupils	Where a sink is not nearby, provide supervised access to hand sanitizer 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"> • We had already been building up specialist classes with their own toilets and sinks and in some cases kitchens to allow the children to be encapsulated to improve existing risk and behaviour management and this very helpful in COVID context. • SM reports "more hand sanitiser stations will be going up in the summer holidays" • More hand sanitizer points have been added and more to follow... • Any faulty or damaged dispensers immediately repaired or replaced. • Locations have been changed to make them less vulnerable to misuse and damage as one or two children when elevated have done so: the hall dispenser is now in the hall not just outside.
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"> • Embedding good habits across the team has and will continue to require daily reminders and reinforcement through briefing/de-briefing

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"> This is nuanced with our children and needs to be and is managed by teachers in context given we run through KS2, 3 and 4 Hand sanitiser readily available in all rooms if hand washing is not possible. This is actively encouraged regularly throughout the day.
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"> Every classroom has a bin with a lid and ample paper towels and tissues.
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.	<ul style="list-style-type: none"> There is currently a good stock and no reported supply issues nor any changes.
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. 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.	<ul style="list-style-type: none"> As described above we have developed classrooms with dedicated toilets but also and notably we only use single toilets throughout the school for SEMH risk management; so in both instances our established SEMH practice a help with COVID Toilet visits are also always supervised so a good opportunity to reinforce and ensure hand washing and to wipe down handles. Staff toilets one at a time only.
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.	When assessing the return to full opening the following section of the DfE guidance must be followed: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks	<ul style="list-style-type: none"> As described above there changes and modifications to classrooms have been made to secure reliable 2m social distancing for staff. Modifications to building ongoing as described above additional dedicated outside doors for VS class and school counsellor's room and this is now the third example to be more COVID secure.

Where this cannot be met, then the school must record why and what other control measures they will adopt.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. 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).

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.

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.

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:

- Reducing bubble sizes,
- reducing face to face meetings (move to video calling if appropriate),
- reducing or eliminating the number of staff and pupils mixing across year groups/ classes at lunch, breaks, staff rooms etc.
- reducing or eliminating the movement around the school of pupils and teaching staff,

- Wherever it is possible and practicable staff will continue to work from home: however some non-teaching staff reasonably expressing anxiety about their mental health and wellbeing given the relative isolation at home and they wish to work albeit COVID securely at school.
- Respect the sensibilities and vulnerabilities of others in school who may reasonably have a greater sense of risk – supportive and transparent dialogue with team continues...and feedback positive amongst “vulnerable” group.
- New lockdown from Thursday will lead to some staff again homeworking
- We are negotiating supportively around risks and perceptions of risk and supporting homeworking on that basis.
- We liaised with team and GB to navigate nuanced risks and erred on side of caution always: COG and HT to have weekly TEAMS on COVID/staffing issues
- First meeting has taken place 101220
- Discussion live and ongoing with team about vulnerabilities formal and informal, actual and perceived and how folk feel privileged.

School's latest tweaks and developments:

- Biggest issue for staff: reduce pupil numbers and urgently flag up and address too many people in a space (take responsibility and take action, be proactive) we make social distancing reliable and good and so COVID safe behaviour more secure.
- Apply rotas that privilege pupil risk and safety but also enhance COVID security.
- We move to single class bubbles and opt out if necessary from any movement to PE/IT and also reduce and in some cases stop teacher movement between classes (teacher/tutor discretion)
- COVID unsafe behaviours in children will lead to remote learning and if necessary FTE

- reducing or eliminating the movement across bubbles of pupils and teaching staff,
- no car sharing between staff to school
- keeping to the 2m distancing (for teachers especially) if at all possible

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.

- Staff empowered also to modify or if necessary refuse to work with children who persistently behave in a COVID unsafe way.
- Keep habitually sharing and exploring anxieties and develop and modify and increase controls where practicable and if not move to remote team (as some have done already)
- Masks: use and encourage use and must be used in vehicles or they don't go regardless of SEN status given schooling on-site the alternative (this is why it is different from taxis where enforcement could lead to escalation and no show in school)
- Be extra and reliably vigilant about established controls: social distancing, handwashing, ventilation and cleaning.
- No full team morning briefings even in the school hall with doors and windows open but instead staggered by primary and secondary schools with just teacher or HLTA not both (those who attend can update those who do not)
- Unless weather intolerable end of day sharing outside and confined to essential sharing (safeguarding / wellbeing)
- Refreshing of dedicated safeguarding email account as back up and this will now include COVID updates.
- Fifty plus folk to self-manage and seek and agree dedicated controls with HT given not formally at risk but perhaps more at risk?
- All staff to self-manage and if necessary seek and agree dedicated controls with HT though not formally at risk
- All child risk assessments revisited and include the COVID risks they create
- A very large majority of staff accessing vaccination weekend 06-07/02/21
- Majority of staff have had their 2nd vaccination and are coming up to being 3 weeks post vaccination.
- Staff 'policing' each other and reminding of covid safe practise when needed.

		<ul style="list-style-type: none"> Reminders given about staff not sharing lifts to and from school. Majority of staff are LFT testing daily.
<p>Managing supply teachers, visitors, contractors and other temporary visiting staff.</p>	<p>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.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff and site staff who may be working throughout the school and across different groups / sites.</p> <p>This will require close cooperation between both schools and the other relevant employers.</p> <p>Schools should have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.</p> <p>Where visits can happen outside of school hours, they should.</p> <p>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.</p>	<ul style="list-style-type: none"> Essential visits to the children and young people that protect and promote their wellbeing and safety are unconditionally supported and together we must pragmatically make any visit as safe as possible, for example, meeting outdoors and in dedicated and safe spaces. Restricting visits to outside the school day has been and will continue to be the most pragmatic and practicable way to reduce the risk of infection. We can reasonably assert that only those who impact the children directly and positively are welcome and whilst weather benign we use outside. At signing in SD and hygiene can be covered and reinforced. SM reports "All contractual service engineers are invited on site in pupil free hrs or if emergency or risk of safety they come on site with correct PPE worn and accompanied at all times by site manager" All agency and supply staff "consistent" and a stable group to minimize risks Stable and predictable "supply" and agency staff to reduce risks All other visitors discouraged from coming onsite unless vital.
<p>Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios</p>	<p>If there are any shortages of teachers to teach the number of classes, appropriately trained teaching assistants can be allocated to lead a group, working under the direction of a teacher. Careful planning of the year groups/classes should be undertaken based on staff availability. Supply teachers and other peripatetic staff can be engaged where necessary. See 'school Workforce' section of the DfE guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-</p>	<ul style="list-style-type: none"> The element here shared repeatedly with all stakeholders is in context it not about ratios as much as the experience, skill and motivation of colleagues and where staff losses occur in terms of quality as well as quantity! Balancing the equation that is pupil risk against staff experience, skillset, motivation and numbers is critical to basic good order and so wider health and safety and so our ability to safely and reliably apply any COVID related risk measures

	<p>opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</p>	<ul style="list-style-type: none"> We have and will reduce pupil numbers and provide remote welfare and learning if wider school safety significantly compromised or degraded COVID is impacting our mentoring capacity and we are prioritizing deployment by the level of risk We are deploying staff flexibly to manage staffing losses for COVID related reasons. Staffing losses and expectations from Babcock on HT are creating huge and negative pressures on HT wellbeing as operational safety must be prioritized. COG pragmatic in supporting staffing spend to cover COVID absences and keep high risk pupils safe <p>RETURNING POST CHRISTMAS 040120:KEY MESSAGE TO PARENTS AND CARERS REVISITED "In the event of staffing shortages we will risk assess the children and those put most at risk by not being in school will be prioritized but that said we will try to make sure any remote/home learning is shared fairly and rotated if we have to do so and that everyone gets some and considerable time in school every week and I will need your understanding and support and agreement to achieve this"</p> <p>020120</p> <p>Working from home policy being written to ensure students are being offered education whether remotely or in school when staff are having to isolate.</p>
<p>Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.</p>	<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' - 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"> In our SEMH context we are perpetually at risk of this daily so again our familiarity with high risks and high stress wholly pertinent. This conversation about our wellbeing and happiness is habitual and both embedded and ongoing, formal and informal. Esprit de corps is at the heart of everything we do and our core policy "Happiness and Wellbeing" we set out very clearly "The wellbeing of staff and students is symbiotic... and our people must be by nature resilient, optimistic, driven, robustly self-aware and self-critical, self-reliant and self-improving; they are curious and problem solving; they find a way..." We are finding a way to stay happy and healthy because we authentically care for each other and that is a result of recruiting over time folk who are "a good fit and folk are in step with the school's prevailing culture and values...Good choices lead to

essentially happy and motivated staff because we are all happier and so more effective and productive if we are in-step with the organization's core values and culture and goals."

- The dialogue between us has been and is ongoing...with focus groups and "vulnerable" staff feeding back directly to governing body via chair and vice chair about both risk and esprit de corps

- We are continuing to support staff whose anxiety levels are high and pragmatically accepting their perceptions and offering concessions: we are not seeking to challenge them.

- The issue of anxiety is a very powerful and pressing one and it is our position as set out to the team that we will

"Negotiate pragmatically with all of you in the context below for example "lockdown" encourages homeworking where possible and those in "bubbles" must isolate.

Again can I make clear I understand and take very seriously the powerful psychological and so wellbeing and mental health elements in all this also.

We will continue to agree and apply the sensible control measures critical to any attendance by any of us to stay safe and control the virus.

Please keep taking to and sharing with me...

Michael "

Government guidance

All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable."

Clinically vulnerable staff and children

Staff and children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable should continue to attend school in line with current guidance."

		<ul style="list-style-type: none"> Delays in securing new provision for pupils who in the interim require high levels of staffing are degrading wider and safe supervision and impacting the budget but most notably staff wellbeing. <p>"In the event of staffing shortages we will risk assess the children and those put most at risk by not being in school will be prioritized but that said we will try to make sure any remote/home learning is shared fairly and rotated if we have to do so and that everyone gets some and considerable time in school every week and I will need your understanding and support and agreement to achieve this" 020120</p> <p>Staff anxieties softened powerfully by now embedded COVID controls and largely good and safe pupil behaviour all <u>powerfully supported and reinforced by access to vaccination</u></p> <p>Regular discussion about concerns and practises put in place to try to ensure staff safety.</p>
<p>Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment</p>	<p>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</p>	<ul style="list-style-type: none"> Genuinely collaborating throughout and pragmatically about coming to work or not and how we worked and what we did whatever that looked like and privileging people's safety protected and embedded goodwill between us all as hugely positive team feedback evidences. Daily briefing/debriefing has dedicated COVID secure sharing and discussion and action weekly summary as shared but repeating themes/messages: Supervision is critical: being visible and engaged and proactive and so preventative We must benchmark risk at its most risky so for example child on child behaviours are made safe by the assumption that there is latent and unknown risk out there and so we operate always at the highest level of vigilance; We must build and sustain good relationships with the young people (with each other too) that are framed and empowered by the daily deployment of our available staff resources to best and most intelligent effect; relationships that are scaffolded by

		<p>embedded rituals, routines and a familiar rhythm to classes and to school life</p> <ul style="list-style-type: none"> • We model COVID safe behaviours and “controls” for the children • We supportively police (challenge) and educate (support) the children and each other in all things COVID secure be it opening doors and windows or revisiting and reminding about physical distancing or frequent handwashing. • As described above the dialogue about COVID and risks and controls is daily
<p>RA100 Update – 22/01/2021 page 14 - Lateral Flow Testing (primary home testing)</p> <p>Lateral Flow testing (Primary staff home testing)</p>	<p>Guidance on the coronavirus (COVID-19) LFT testing programme for primary staff home.</p> <p>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> <p>Recommended twice weekly before coming into school 3-4 days apart</p> <p>Read guidance and watch video</p> <p>This process is not for releasing people early from Self Isolation</p> <p>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.</p> <p>https://drive.google.com/drive/folders/1X4fLxy6_ppmpmKrv3hT2M6cduAN_GS54</p>	<ul style="list-style-type: none"> • Staff reminders given throughout the week to continue to test twice per week • Reminders of testing and reporting outcomes given daily
<p>Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment</p>	<p>Talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</p>	<ul style="list-style-type: none"> • We are a special school and we have never closed and staff are fluent in our COVID arrangements and practice
<p>Accessing testing arrangements are clear for all staff</p>	<p>Guidance about testing, including the NHS ‘Test and Trace’ service, is available via this link</p> <p>https://inside.devon.gov.uk/task/guidance-for-dealing-with-coronavirus-covid-19/essential-worker-testing/</p>	<ul style="list-style-type: none"> • staff have and continue to access testing (3 x negative at time of drafting this document) • “Project testing lead” to be agreed (not from teaching and or support teams)

		<ul style="list-style-type: none"> • A very large majority of staff accessing vaccination weekend 06-07/02/21 • Twice weekly LFT for all staff established • Twice weekly LFT to continue in line with current guidance. • PCR Tests sought if staff display any symptoms and students encouraged to have these tests if displaying symptoms.
<p>Accessing testing arrangements are clear for all staff</p>	<p>Guidance on the new asymptomatic testing programmes taking place in schools are on a shared document platform hosted by DfE, including FAQ, webinars and step-by-step 'how to guides. For secondary schools - Resources - Google Drive. For primary schools - Primary Schools Document Sharing Platform - Google Drive.</p>	<ul style="list-style-type: none"> • Staff in school have been successfully self-testing for some time now... • Staff taking PCR tests if in contact with positive cases or if they develop symptoms.
<p>Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.</p>	<p>If a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home a face mask should be worn by the supervising adult if a distance of 2 meters cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn Ensuring that fluid resistant face masks are available for all schools and that a supply is maintained. 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"> • We will follow and have followed protocols
<p>Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors The advice from 1 April 2021 is that clinically vulnerable people, as with everyone else, should work from home if possible. If it is not possible for them to work from home then they should return to their normal place of work.</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 - https://devoncc.sharepoint.com/:w:/s/PublicDocs/Education/ESoXeZkAQyILupPG5VVG6yQB2iEFDD4pgkko5qBbtOSEkw?e=040Qiy</i></p>	<ul style="list-style-type: none"> • Risk assessments have been carried out around "anxiety" gender and age and will be carried out for those with vulnerabilities returning in September. • All staff have been and will be given again an opportunity to reflect on and explore risks and how they feel about working and returning to work and to make plans and take steps to help them do so happily and safely. • One MOS home-working and supported but no formal or listed "vulnerabilities" but sensible steps around age and gender and

		<p>for example asthma where risk low but present and use of masks, visors and altered duties agreed and applied.</p> <ul style="list-style-type: none"> • Colleagues perceptions and feelings privileged and accepted pragmatically and no challenge. • Dynamic risk assessment and management as risks rise but also as above listening to the anxieties and worries colleagues have. • We liaised with team and GB to navigate nuanced risks and erred on side of caution always: COG and HT to have TEAMS on COVID/staffing issues <ul style="list-style-type: none"> • Dialogue about risks to staff is encouraged ad live and ongoing • Staff risk assessments revisited in school <ul style="list-style-type: none"> • Only 2 MOS formally shielding: 1 still homeworking the other has modified suitably her RA for FT return 080321 • Phased return started for MOS formally shielding on 260521. <p>RA updated for one “formal” case and that is in fact a partner and MOS not at risk the other continues to and can work from home As immediately above and original RA for individual updated plus one outstanding (MOS will not return until completed)</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>	<p>MOS working from home currently completing RA in preparation for a phased return to work .</p> <ul style="list-style-type: none"> • Currently and until advice changes only an advanced first aider dealing with a child with symptoms would use PPE <ul style="list-style-type: none"> • Staff have been using PPE at their discretion typically face coverings and visors where although not formally “vulnerable” they have or perceive vulnerability for example asthma <ul style="list-style-type: none"> • Incrementally more staff have used and are using face coverings and visors where there is a perceived risk and so benefit as well as where risks more formal.
<p>Use of face coverings Lack of understanding</p>	<p><u>Guidance on the use of face coverings for pupils in year 7</u> and above should be followed with consideration given to communal areas such as corridors where social distancing is hard to maintain. In addition, we now also recommend in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p>	<ul style="list-style-type: none"> • We will follow protocols • Discussion about use of face coverings and visors ongoing and advanced first aider has followed protocols when working with suspected cases <ul style="list-style-type: none"> • Many of our SEND/SEMH pupils have been wearing masks but we have not insisted on face coverings with the exception of

	<p>Adequate training / briefing on use and safe disposal Follow guidance on putting on and taking off standard PPE https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures and above guidance on use in education settings.</p>	<p>travelling in school vehicles and when social distancing is clearly impossible and or impracticable</p> <ul style="list-style-type: none"> • Staff are careful not to elevate or trigger children who can escalate quickly and so increase risks • Teachers will encourage and advise and educate. • Staff and students no longer required to wear face coverings in class but individual choices can be made about continuing to wear them. • Guidance states that although not compulsory, it is advisable to wear face coverings when in close proximity to others e.g. in vehicles or enclosed spaces where 2m distance cannot be maintained.
		<p>Latest guidance advises secondary students are no longer expected to wear face coverings in school from 170521, although students are welcome to, if they prefer.</p>
<p>Dealing with suspected and confirmed case/ cases and outbreak.</p>	<p>Dealing with suspected and confirmed case/ cases and outbreak. 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 - 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.</p> <p>Follow-up PCR tests required after a positive LFD test <i>Previously, a follow-up PCR test was only required following a positive LFD test carried out at home. The Government has re-introduced the requirement for a PCR test after positive LFD tests carried out at all assisted testing sites. As of 31st March, staff and pupils who get a positive LFD result (whether at home or at supervised testing site in school) should take a follow-up PCR test. This requirement is now published in the Stay At Home Guidance. Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk) and has been included in the DfE daily update. As the prevalence rates are now low in England, follow-up PCR tests will help reduce the chances of false positive LFD tests. The follow-up PCR test should be taken as soon as possible and within 2 days of the positive LFD result. The quickest way is to book a test online or call 119 for an appointment at a nearby nearest testing centre. Alternatively, a PCR</i></p>	<ul style="list-style-type: none"> • We have and will follow “flow chart” and engage with PHE and have done so already with two suspected but tested negative cases. • We have widely shared and publicly posted key advice and steps to take... • We have posted latest advice and framework publicly • We have applied guidance and followed protocols after a positive test • Plans in place for contact tracing in Christmas Holiday and subsequently In spring half-term (12/0/21) • We will apply updated guidance and so risk assessment • We will apply updated guidance • We have applied guidance and followed protocols following a member of staff testing positive. • Guidance and protocols followed after a confirmed case amongst the students.

	<p><i>home test kit can be used but it may take longer for the results to come back.</i></p> <p><u>Self-isolation</u> <i>Staff, students and pupils who have a positive LFD test result, their household members and close contacts should self-isolate immediately whilst waiting for the follow-up PCR result. Public health action must be taken from a positive result, whether from a LFD or PCR test, to quickly identify close contacts in school and request that they self-isolate.</i></p> <p><u>If the follow-up PCR result is negative</u> <i>If the follow-up PCR test result is negative and the test was done within 2 days of the positive LFD result, the person, their household members and close contacts at school can stop self-isolating and return to school or college if they are well. PHE SW Health Protection Team have distributed a template 'stand down' letter (attached) which can be used for this purpose. It is important to continue with all existing protective measures, negative test results should not be read as a means to relax preventative measures which are intended to reduce the risk of transmission.</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><i>For ALL CONFIRMED CASE IN SCHOOL ALWAYS inform the local authority by completing the smart survey form: COVID 19 - Education Provision/School Notification of Positive COVID 19 Test Results or who have been advised to isolate (smartsurvey.co.uk)</i></p> <p><i>Devon County Council's Local Outbreak Management Plan (LOMP) is available here: https://www.devon.gov.uk/coronavirus-advice-in-devon/lomp/. If there is a confirmed case, a complex situation or an outbreak is declared in your setting you may be asked to join an Incident Management Team or Outbreak Control Team Meeting. Schools should up-date the Schools Emergency Plan to incorporate the above links. The following resources should also be referred to in the event of cases at the setting:</i></p>	
<p>Lateral Flow testing (Secondary Schools)</p>	<p>Guidance on the coronavirus (COVID-19) testing programme for secondary schools and colleges</p> <p>With the start of mass testing by Lateral Flow Devices (LFD) in some schools, it is also important to remember that these are only</p>	<ul style="list-style-type: none"> On 200121 testing children currently judged impracticable because they will not or they are anxious about and reluctant to self-administer and we doubt their ability to reliably test...

	<p>one part of the process and although they are a way of identifying asymptomatic individuals quickly, they are not a replacement for all other fundamental mitigating measures previously in place, but should be used alongside. It is vitally important that schools who are using mass testing do not relax other fundamental measures.</p> <p>DfE have created a schools and colleges document sharing platform for asymptomatic testing. This area contains additional information to support schools and college staff in preparing and operating LFT.</p>	<p>Pragmatic approach focused on sharing and explaining to children and their families by each tutor and establishing who would and could home test?</p> <p>As school open throughout and overall attendance 50% and as high as 69% in terms of accessing school testing on return seems of little value as most already here?</p> <ul style="list-style-type: none"> • Work with parents and with pupils suggests many will choose to self-administer tests at home. • We will not be carrying out tests in school as the majority of pupils have attended daily untested (we are an SEN school and so open throughout) and returned home every day to the same conditions and so risks of the minority returning. • We have not lessened or softened any of our other COVID controls throughout and will not do so • Staff continue to encourage students to use LFT's but this is not compulsory.
<p>Lateral Flow testing (Primary).</p>	<p>Guidance on the coronavirus (COVID-19) LFD testing programme for primary staff home.</p> <p>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.</p> <p>Primary school testing The asymptomatic testing programme offers primary school, school-based nursery and maintained nursery school staff home Lateral Flow Device (LFD) test kits for twice weekly testing. Those who test positive then self-isolate in accordance with the relevant guidance. Pupils are not included in the rapid, regular asymptomatic testing in primary school and nursery settings. Primary school aged children should only be tested if they are symptomatic, and their families should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and book a PCR test for the child. Schools may also offer a PCR test kit to the parent or guardian of any</p>	<ul style="list-style-type: none"> • Please see above we are a KS2,3 and 4 special school with some crossover so all staff have been self-testing and we anticipate a mixed but largely positive uptake across our families and children. • We will not be carrying out tests in school as the majority of pupils have attended daily untested (we are an SEN school and so open throughout) and returned home every day to the same conditions and so risks of the minority returning. • We have not lessened or softened any of our other COVID controls throughout and will not do so

	<p>primary school child who becomes symptomatic onsite, if they believe that the child faces significant barriers to testing through the usual routes.</p> <p>Resources for testing: youtube video Google Drive Primary Phase - Google Drive</p>	
Pupil related issues		
<p>Vulnerable groups who are clinically, extremely vulnerable.</p>	<p>Clinically extremely vulnerable (CEV) adults and children. 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 31st.</p> <p>The Department of Health and Social Care has added a third category to the <u>definition of clinically extremely vulnerable (CEV)</u>. The definition has been expanded to include a new group of adults who have been identified through the <u>COVID-19 population risk assessment</u> as potentially being at high risk of serious illness if they catch the virus. Individuals identified as CEV through this risk assessment are advised to follow <u>guidance for clinically extremely vulnerable people</u>, which has now been extended until 31 March. Anyone newly identified as part of this group will be notified.</p> <p>Shielding advice is being paused nationally from 31 March. From 1 April, all CEV children should attend their setting unless they are one of the very small number of children under paediatric or other specialist care and have been advised by their GP or clinician not to attend. Children who live with someone who is CEV should continue to attend their setting as normal.</p> <p><u>Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak - GOV.UK (www.gov.uk)</u></p>	<ul style="list-style-type: none"> We will follow protocols We will apply risk assessment and consequent measures and all staff have been given the option to be risk assessed given powerful psychological element. No MOS of staff requested to be risk-assessed and no member of staff technically “vulnerable” but a number have sought concessions and controls that were agreed and applied from homeworking to new outside doors and the optional use of PPE – this pragmatic and negotiated and supportive approach to how staff feel will be maintained As set out above we are continuing to support staff whose anxiety levels are high and pragmatically accepting their perceptions and offering concessions: we are not seeking to challenge them. <p>Leadership NEU members and will follow steer, “It is also clear in our view that if a member of staff tells you they believe it is unsafe for them to attend work at the moment, you cannot be expected to tell them that this is wrong.”</p> <p>Dialogue ongoing with staff with both formal and perceived vulnerabilities and RA in place:</p> <p>We have one MOS in this category and they can and continue to work from home. MOS now returned to school 260521.</p>

		We have no children in this category
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	<ul style="list-style-type: none"> We must make sure through the vigilance of supporting staff that any access to other sites typically college are COVID secure? Staff accompanying our children on other sites for example at college are assessing controls and feeding back if concerned – no concerns at this time. Staff have noted less rigorous controls in other settings for example college and have discretion to use PPE, negotiate better controls or to not attend until risks and controls judged safe
Pupils unable to follow guidance	Some pupils will need additional support to follow these measures. Insert measures here or attach additional document.	<ul style="list-style-type: none"> This is a core and key fundamental piece of risk management in our setting. This is one of the prompts in our pupil risk assessment and if in context with support and the stable and predictable adults and routines do not mitigate they will access mentoring and or remote learning until risks diminish. Parents have been updated as patterns of behaviour and so risk emerge 4 weeks into the new term, <i>“The toughest thing to share is a very small minority of children are sometimes COVID unsafe; that is their behaviour is persistently challenging and risky beyond our safe management, for example they are a persistent abscond risk or require frequent physical intervention to keep them and others safe.</i> <i>These are things pre COVID we could manage but we cannot compromise the wider safety of the community. If your child is at risk and creating risks in this way his tutor will be in touch to ask for your help and flag up that unless matters improve there may need to be a period of remote/home learning as during lockdown to keep everybody safe.” 07.10.20</i> We have written to parents and carers and set the tone and context for possible FTEs for serious and or repeated COVID “insecure” behaviours and have applied our first one for the calculated destruction of a gel dispenser: in most of the few

cases alerting home and working cooperatively to reinforce the COVID safe message has improved matters.

- Parents and carers alerted 03.01.20 *“With a new strain of the virus identified and 50%-70% more transmissible COVID unsafe behaviours by children will be promptly flagged-up to parents and carers and supporting professionals so they can intervene but if they persist they will result in short fixed term exclusions with no exceptions: SEN will neither excuse nor justify COVID unsafe behaviour if it is deliberate and serious and or persistent and our children and young people are bright and able and can and do understand the risks and consequences (you will receive a standard letter alerting you that offers you a follow up phone call with your child’s tutor)”*

***COVID unsafe behaviours can lead to fixed term exclusion:** with a new strain of the virus identified and 50%-70% more transmissible COVID unsafe behaviours by children will be promptly flagged-up to parents and carers and supporting professionals so they can intervene but if they persist they will result in short fixed term exclusions with no exceptions: SEN will neither excuse nor justify COVID unsafe behaviour if it is deliberate and serious and or persistent and our children and young people are bright and able and can and do understand the risks and consequences

The school has set out its position to all stakeholders

“there is an additional risk emerging where we are aware of a very small minority of children and young people who are habitually breaching lockdown rules and meeting with others outside the home: this creates obvious risks for the children and staff here and in step with Devon’s model safeguarding policy and to keep others safe those children will be offered remote learning...What is very difficult is the young people who put others at risk in this way are often at greater risk themselves if not in school so we are and we will look at creative ways to keep them safe and educated and offer help and work alongside those children, families and professionals to secure safe

		<p><i>behaviour but that responsibility ultimately and clearly rests with the families of those children and any professionals supporting them: if that responsibility is not met those children may not be in school despite our best collective efforts because other children matter too and it is both sensible and necessary and ethical to look after and keep safe the majority who are behaving responsibly and in doing so keeping others safe?"</i></p> <p>Consultation with PHE where there is uncertainty around students following expected protocols.</p>
Pupils equipment	<p>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.</p>	<ul style="list-style-type: none"> • We pragmatically and necessarily do not allow personal belongings or bags in an SEMH setting where children will bring in inappropriate items. • Teachers will need to prepare dedicated pencil cases with basic equipment for each child. Students should use dedicated laptops • Here this has been and is also about games console controllers and pool cues and pool balls because whilst not residential we have a residential ethos and fun break and reward activities
Member of a class becoming unwell with COVID-19	<p>If a child is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. Allocate a suitable room for this purpose and communicate intentions to staff. Ensure suitable PPE (including fluid resistant face mask) is available at this location.</p>	<ul style="list-style-type: none"> • We have followed in one suspected case and will follow protocols • We have a dedicated room with direct access to outside. • We have alternative venues if room unavailable.
Transport		
Travel to school and provision of safe school transport:	<p>Consider school transport arrangements and where possible encourage parents and children and young people to walk or cycle to school where possible. Liaise with School Transport Team</p>	<ul style="list-style-type: none"> • We have worked creatively and pragmatically with the STT throughout and continue to work flexibly and pragmatically with them.

	<p>where further consideration needs to be given to taxi and escort services.</p> <p>The Department for Transport have updated their guidance on home to school transport, and managing a response to an infection. Whilst previously we were advised that those who had travelled in the same vehicle (regardless of vehicle size) and been in contact with someone who has tested positive for coronavirus (COVID-19) would be classified as a “close contact” and asked to self-isolate, this is now <u>not</u> an automatic assumption. We will now carry out a risk assessment for each individual case taking into consideration vehicle size, the degree of face-to-face contact or length of time / proximity to a positive case, and other mitigating factors such as seating plans, Perspex screens around drivers, etc.</p> <p>Ultimately the decision to close a route will remain with the transport co-ordination service, with advice from the public health team, but we will work with you to minimise the impact to students’ learning, whilst ensuring their safety and preventing the onward spread of the virus. Please continue to report positive cases to DCC as we receive these notifications and will be in touch to advise. If you require advice on an individual case please email: schooltransportservicequeries-mailbox@devon.gov.uk</p>	<ul style="list-style-type: none"> • To and from school this is delegated to DCC and we cooperate with them and take instruction from them. • We provide large school vehicles for staff to enable social distancing • We have worked closely and pragmatically with DCC H&S to agree modifications to an outreach worker’s car were robust and acceptable and they were. • School vehicle interiors to be wiped down after use and cleaned more thoroughly weekly • Masks to be worn by staff and offered to children in vehicles. <p>Worth noting children are complying with staff requests to use face coverings in school vehicles.</p> <ul style="list-style-type: none"> • Face coverings should also be worn by pupils in year 7 and above when travelling on dedicated school transport to secondary schools or on public transport to college. <p>We will work with DCC SPT to manage and risk assess practicably to allow the discretion described.</p>
<p>Dedicated school transport, including statutory provision</p>	<p>transport-to-school-and-other-places-of-education-autumn-term-2020</p> <p>Although there is no requirement for students to sit with the group of students or “bubble” with which they are educated, students should sit in year groups as far as possible when travelling – this will be in ascending year groups front to back (youngest students at the front of the vehicle). Schools may even wish to draw up seating arrangements on vehicles.</p> <p>Consider how you are going to “police” any seating arrangements as this is not the driver’s responsibility – their role is to focus on driving the vehicle safely.</p> <p>Any arrangements will require clear communication between schools and families/students, and school staff should initially be on hand at the end of each day to assist the students.</p>	<ul style="list-style-type: none"> • We can apply face mask and sanitizer protocols on leaving school for home as most children will inevitably be mixed outside their “bubble” in taxi <p>We will endeavor to put younger children in the front and older children in the rear of taxis but we will have to be mindful too of minimum safe height to sit in the front if there is an activated air bag and also consider the ongoing behaviour risks and chemistry between our SEMH students: pragmatism will be required.</p> <ul style="list-style-type: none"> • Members of the team are always “on-hand” and in numbers as the day starts and ends. • We will remind and encourage contractors to do so • Entry to taxis is staggered and socially distanced and risk mitigated also by being outside.

<p>Face coverings & PPE</p>	<p>Where possible, transport operators will aim to keep windows on home to school transport open to increase ventilation; or use air conditioning.</p> <p>Ensure organized queuing/boarding and distancing within vehicles if possible.</p> <p>It is now the law that people age 11 and over must wear a face covering on public transport. This law does not apply to school transport. However, DCC, supported by PHE, recommend that people aged 11 and over wear a face covering when travelling on dedicated school transport from the start of the autumn term. However, there are some exemptions:</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-safer-transport-guidance-for-operators/coronavirus-covid-19-safer-transport-guidance-for-operators#exemptions-from-mandatory-face-coverings</p> <p>Face coverings should not be worn by those who may not be able to handle them as directed (for example, young students, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Drivers may wear face coverings if they wish to, although guidance indicates that PPE is not normally needed on home to school transport.</p>	<ul style="list-style-type: none"> • We are encouraging but not directing children in year 7 and above to wear face coverings and discretion both allowed and pragmatic given SEN/SEMH nature of our children and young people and the risk of escalation ad conflict and the misuse and faulty use of face coverings. • We will continue to work supportively and pragmatically with schools’ passenger transport team to manage risky and inappropriate behaviours our SEMH students will sometimes present • We will as described in the DCC model RA adjacent “When deciding on the package of measures that is appropriate on transport for children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school.” <p>Schools’ passenger transport and contractors alerted to persistent student breaches of lockdown that increase risks to drivers already in high risk category</p> <p>We are providing in-house alternatives to support attendance when taxi withdrawn.</p>
<p>Good practice & personal care</p>	<p>ALL students will be expected to abide by the DCC Code of Conduct Students, drivers and escorts should clean their hands, before boarding home to school transport and when arriving at school or home. It should not normally be necessary for students to clean their hands during the journey. Coughs/sneezes – students/parents to be given guidance on good management of coughs and sneezes, in line with the “catch it, bin it, kill it” approach – this will be reinforced in schools. Students should be encouraged to carry tissues on home to school transport. These will need to be disposed of in a covered bin. Where it is not possible to have a bin on board, schools should have a suitable disposal process on arrival.</p>	
<p>Carriage of passengers with symptoms</p>	<p>Parents must be advised that students MUST NOT board home to school transport, if they or a member of their household has symptoms of coronavirus. Any child, young person or other learner who starts displaying coronavirus symptoms while at their setting should be sent home immediately. They must not travel on home</p>	

<p>Children with Special Educational Needs:</p>	<p>to school transport. The school should contact the parent or carer who should make arrangements for the child or young person's journey home. In exceptional circumstances, where this is not possible, and where a symptomatic child or young person or other passenger needs to be transported to their home, you must contact the Transport Coordination Service at DCC. Transport Coordination Service will work with Public Health colleagues to manage any virus outbreak. Students, drivers and passenger assistants who have been in contact with someone that has developed symptoms whilst at school or on home to school transport do not need to go home to self-isolate unless;</p> <ul style="list-style-type: none"> • they develop symptoms themselves (in which case, they should arrange a test) or • the symptomatic person subsequently tests positive (see below) or • if they have been requested to do so by NHS Test and Trace. <p>When deciding on the package of measures that is appropriate on transport for children and young people with special educational needs, Transport Coordination Service will need to take account of the particular needs of the children using the transport and will work with the parents and school.</p>	
<p>Wider public transport</p>	<p>It is the law that you <u>must wear a face covering when travelling in England</u> on public transport. Some people <u>don't have to wear a face covering</u> including for health, age or equality reasons. Some transport staff may not wear a face covering if it is not required for their job. You should also wear a face covering in other enclosed spaces where it is difficult to maintain social distancing. For example, at stations and in taxis and private hire vehicles. A taxi driver or private hire vehicle operator may be entitled to refuse to accept you if you do not wear a face covering.</p>	<ul style="list-style-type: none"> • Parents have requested and secured a return to taxi due to their anxieties about public transport. • We can and will provide face masks and hand sanitizer for children who return to using public transport. • We have supported families who have reduced their child's attendance or withdrawn them from school because they feel unsafe on public transport and SPT will not provide taxi
<p>School Transport arrangements support changes to school times</p>	<p>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</p>	<ul style="list-style-type: none"> • We have worked and will continue to work creatively and pragmatically with the STT throughout and continue to work flexibly and pragmatically with them.
<p>Curriculum considerations</p>		

<p>Planned return to normal curriculum in all subjects by Summer Term 2021</p>	<p>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.</p>	<ul style="list-style-type: none"> • For us it will be about the safety and wellbeing and happiness of the children and quickly re-establishing the positive relationships and the reassuring rhythms, rituals and routines of school life. • We both embed the old and build new rhythms and routines post COVID that hold the children safely (figuratively) and deliver the calm and good order that promote wellbeing and learning. SIP 2020-21 • Literacy, numeracy and PSHE with a wellbeing bent plus fun and exercise will be the focus. • Curriculum audit and review ongoing...
<p>Suspension of some subjects for some pupils in exceptional circumstances.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Curriculum audit and review ongoing...
<p>Music, dance and drama activities</p>	<p>Schools should consider risk reduction measure such as physical distancing and playing and singing outside wherever possible, limiting group sizes, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. The guidance should be consulted for further information relating to:</p> <ul style="list-style-type: none"> - cleaning and handling of equipment, - singing and playing brass and woodwind instruments - Avoiding sharing of musical instruments - 	<ul style="list-style-type: none"> • We have limited musical equipment that will be cleaned thoroughly during and after use • An upsurge in guitar playing has meant alerting folk to cleaning instruments as they are shared and must be wiped down fretboard and so on. • Some students bringing in their own instruments.
<p>Physical activity in schools</p>	<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.</p> <p>This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can</p>	<ul style="list-style-type: none"> • We have encouraged accessing outdoors wherever is practicable most obviously to play and have physical exercise but learning too and we have used outdoor education and wider open spaces and parks and bike rides and fishing...because we can more readily and easily socially distance and have fun and promote the children's happiness and wellbeing

	<p>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"> • We are encouraging the use of coats and jackets to maintain and prolong opportunities to access sport and play outside as the temperature drops... • We have maintained and will maintain outdoor education and have begun horticulture on-site and have purchased a large outbuilding to develop this further. • Our external coaches are stable in that they are contracted to us for a financial year and it is a small and predictable group. • We have and will continue to exploit the beauty of our surroundings and have walks and appreciate nature. • We continue to offer activities outside and in “bubbles” to allow the children to for example have a decent football activity as this is something many of them value and need to be “happy” and is a key fun and active activity and good for their wellbeing. Smaller sessions are offered indoors if weather inclement and hall door default position is open.
<p>Practical science, art and D&T lessons</p>	<p>Guidance from CLEAPSS should be followed when planning practical lessons, using resources such as the Guide to doing practical science work during Covid-19, Guide to doing practical work in D&T, food and art, Carrying out practical science work in non-lab environments and for primaries Practical activities in a bubble. Schools must ensure that they stay up to date with the latest guidance in these specialist areas.</p>	<ul style="list-style-type: none"> • There are no practical activities on site currently those at college are managed by those providers and any anxiety about controls in other settings is shared and in one case a course suspended.
<p>Educational visits</p>	<p>The DfE advises against all educational visits at this time. This advice will be kept under review. Schools coronavirus (COVID-19) operational guidance (publishing.service.gov.uk) For additional information check with EVOLVE guidance on website.</p>	<ul style="list-style-type: none"> • We want to support and encourage these safely as a part of the children’s wellbeing and getting them back out into the world: the virus has been much less of a risk than the damage to their happiness and wellbeing the loss of school has caused. • Outdoor education has continued throughout and is critical to the children’s wellbeing and the curriculum offer. • All doable visits have been maintained for example visiting the local farm. <p>We will continue to distinguish between “visits” and the enriched curriculum so for example all established and normal college courses and outdoor education and mentoring/support will continue</p>

<p>Groups of children mixing resulting in risk of more widespread transmission</p>	<p>Children should be grouped into consistent groups that do not mix to enable track and trace and self-isolation where necessary. Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</p> <p>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. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is accepted that the youngest children cannot socially distance from each other or staff. Measures should be combined and implemented as far as is possible at all times (even if not always achieved 100% of the time).</p> <p>Large gatherings such as assemblies and with more than one group should be avoided.</p>	<ul style="list-style-type: none"> • What we have established in small groups during lockdown is that encapsulation now has to be maintained with full groups as far as is practicable but the way of working is established because we never closed and we steadily built pupil numbers. • We have established three distinct bubbles • There are no large gatherings. • Staff have noted less rigorous controls in other settings for example college and have discretion to use PPE, negotiate better controls or to not attend until risks and controls judged safe <p>RETURNING POST CHRISTMAS 040120:CAREFULLY CONSIDER BUBBLES ALBEIT THE SAME ONES JOINING TOGETHER FOR EXAMPLE FOR ACTIVITIES</p> <p>Bubbles reduced to individual classes in most cases</p> <ul style="list-style-type: none"> • Distinct bubbles to continue in class groups
<p>Provision of food</p>		
<p>Food prepared on premises is compliant with Covid - 19 health and hygiene guidance</p>	<p>School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19)</p>	<ul style="list-style-type: none"> • PR kitchen manager is happy their work is COVID secure and team express they feel safe and a dialogue between HT and the team ongoing and supportive. • Staff leading cooking lessons have completed online food hygiene training.
<p>Catering staff are operating in a safe environment</p>	<p>Catering staff to follow the relevant aspects of government guidance for food premises:</p>	<ul style="list-style-type: none"> • PR kitchen manager is happy their work is COVID secure and team express they feel safe and a dialogue between HT and the team ongoing and supportive.

<https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery>

Communications with parents and others

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.

- Staff are told in normal working and know to challenge any visitor because of the existing risks around our children and their vulnerabilities and this helpful in context of COVID risks.

- This message is shared and publicly displayed:

Whatever your work or the purpose of your visit; please engage and consult with our team before you go ahead and consider:

- **Is your visit essential?**
- Could what you need to do be done remotely; on the phone or on line?
- Could it be carried out before or after the school day or during the weekend or holidays when social distancing is so much easier?
- If so please leave and call our site and office team to suitably rearrange your visit
- Essential visits to the children and young people that protect and promote their wellbeing and safety are unconditionally supported and together we must pragmatically make any visit as safe as possible, for example, meeting outdoors and in dedicated and safe spaces.
- Essential supplies and maintenance work must be just that; “essential”
- In all cases you must meet with and agree with the site and office team and or the school’s operational lead the safest way to proceed; for example how best to ensure social distancing, the use of PPE and are there any particular risks to you the visitor and our community to make safe?

Please take the time to pause and reflect and plan with us the safest things that must and can be done to keep everybody safe?

Thanks

		<p>The Team at Barley Lane</p> <p>Post-Christmas return has triggered fresh sharing with all parents and carers via "Schools' Com" and website</p> <p>level of communication upped significantly by union activity v DfE guidance and then lockdown</p>
Suppliers understanding and complying with new arrangements	Discuss new arrangements with suppliers and deliveries to be arranged for quiet times or outside school hours	<ul style="list-style-type: none"> SM feeds back "suppliers understanding new arrangements : all deliveries usually come early morning out of pupil hrs ,however some are unexpected and this is handled safely" This is being observed
Communications to parents and staff	Regular communications	<ul style="list-style-type: none"> We write to and email an update to parents and carers weekly We have built a very strong and effective and diverse both formal and informal network ad conversations with all our parents and carers but the most striking is the diligent work of colleagues at home through calls, texts, emails and the internet building strong "remote relationships" The bulk of the team at work throughout with twice daily briefings/debriefings and the "remote" team kept in the loop by email and via CPOMs sharing plus weekly TEAMS gathering There is a regular written COVID summary with key safety messages The team is feeding back directly to governors on COVID security and wider wellbeing and morale Updates continue the most recent alerting parents and carers to the possibility of FTE for COVID "unsafe" behaviours. Letter to parents informing of positive covid case in school. Updates continuing to parents.
Pupils and families anxious about return	Support in place to address concerns and communications with parents on measures in place to reduce anxiety. Clear messaging on expectations for attendance and identification of those who may	<ul style="list-style-type: none"> "We need to be both pragmatic and kind in this; we are working to organize and staff the school for September to allow and agree staggered and supported returns and to continue what has come

	<p>be disengaged, disadvantaged or vulnerable and where catch up funding may need to be applied.</p>	<p><i>to be called “blended” education with some home-learning and outreach and mentoring and support for children and families where anxieties are high to ease them back into school.” Letter to families 260620</i></p> <ul style="list-style-type: none"> • <i>“These changes were made to give the team the best and every opportunity to focus on safely preparing for the return of all the children in September and on that point if you are worried about your child returning please let us know so we can work together on a flexible plan to do so.” Letter to families 090720</i> • <i>“A good month into the term now and the reality of being COVID secure easier to understand and react to in the real world.</i> <p><i>A big thank-you to you and to all the children and young people for returning to school in such high numbers; recognition too for families who have sought tests (difficult and frustrating we know!) and isolated safely.</i></p> <p><i>Thanks also to the team here, a number of whom have, or whose loved ones have, health vulnerabilities, who have determinedly come to work: please everyone be reassured we have taken steps to keep them safe and being reliably COVID secure and changes to the school buildings maintaining “bubbles” and good hygiene, cleaning and ventilation plus protective equipment does keep people safe.” Letter to families 0710.20</i></p> <p>following link shared with parents and carers</p> <p>https://www.bbc.co.uk/news/uk-55518248</p> <p><i>“Doctors have sought to reassure parents that there has been no increase in the severity of Covid-19 cases among children because of the new variant.”</i></p> <p>message school is safe repeated in all communications and pupils actively encouraged to attend and parents to take up that offer</p>
<p>Parent aggression due to anxiety and stress.</p>	<p>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</p>	<ul style="list-style-type: none"> • We are subject to some unbalanced demands at worst

Oversight of the governing body		
<p>Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements</p>	<p>The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</p>	<ul style="list-style-type: none"> • This has happened throughout...and continues to... • Governing body met at evening prior to reopening in September and in October and will again convene in November • This document is frequently reviewed and updated and always then shared with staff and governors and available on request to parents and carers and professionals. • Document continues to be shared with all stakeholders on a regular basis.

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
Multiple and throughout...	The challenge is not to describe risk measures but to reliably apply and embed them	These are ongoing and operational challenges...	The team shares a responsibility but ultimately the headteacher and deputy headteacher
Multiple and throughout...	These are set out in the COVID element of school improvement described below and highlighted in pink		
Dealing with suspected and confirmed case/cases and outbreak.	We must be diligent and scrupulous in accessing and applying guidance and protocols and seeking help and support to do things wholly safely.		The school lead and advanced first aider

NB Please see working SIP/SEF for updates on COVID elements embedded in SIP (latest report December 2020)

Throughout and together:

- Staff and governors we drive and facilitate and expect the consolidation and improvement set out below and so the element of challenge but we never lose sight of the “support” bit and the friendship, the esprit de corps that underpins our morale and wellbeing and so our effectiveness. **Staff feeling challenged but critically supported essential to morale and so effectiveness in COVID context and actions too.**
- We work hard on all our relationships and reflect daily on any emerging frailties and embed strengths and our core values underpin this effort: friendship, hard work and optimism. **Relationships underpin and drive everything and there can be no safety of any kind without them!**
- We never lose sight of and we keep revisiting and embedding and growing what SEMH best practice looks like: what are the characteristics and qualities of our best people; what is it they do? **We have to bring our A Game and develop it too to protect and promote a stable and so safe community**

improvement / consolidation focus	improvement / consolidation activity	Who	COVID dimension	What will success look like?
1. Daily and habitually we ask ourselves are the children safe and do we care enough? Are we vigilant enough? Are we proactive enough? Are we investing enough in the children to build those relationships and so trust and so safety?	<ul style="list-style-type: none"> • Daily briefing and de-briefing has sharp focus on safeguarding and welfare • CPOMS evidences proactivity to make and to keep safe • Conversation and action about safeguarding is habitual and permeates all of school life 	MMAC/team	<ul style="list-style-type: none"> • What is the COVID dimension each day to keep everyone safe? • What are the COVID rituals and actions and routines for example wiping surfaces, maintaining bubbles and what are the challenges and risks around them in a full school? 	<ul style="list-style-type: none"> • All children are kept and diverse risks made safe • The team across roles and functions confident and actively contribute to sharing, reflection and action to keep children safe.
2. We keep a very sharp focus on the most cohesive and stable and so productive combinations of our eclectic youngsters and staff: we maintain our “can do”, pragmatic and child-centred approach.	<ul style="list-style-type: none"> • The creative and flexible organisation and operation of the school both proactive and reactive. • The optimum deployment of all staffing capacity and ability and available resources day to day... 	DI /team	<ul style="list-style-type: none"> • Pupil chemistry and so risk and staff deployment and so risk management critical to essential good order that underpins any wider safety. 	<ul style="list-style-type: none"> • The school community is orderly and safe and happy and that precious calm that Ofsted described is embedded and secure • Relationships are clearly strong and supportive and

<p>3. We both embed the old and build new rhythms and routines post COVID that hold the children safely (figuratively) and deliver the calm and good order that promote wellbeing and learning.</p>	<ul style="list-style-type: none"> We revisit and refresh and agree and collectively assert and embed rhythms, rituals and routines. We develop, tweak and improve them... We factor in COVID reality 	<p>CM / team</p>	<ul style="list-style-type: none"> All COVID risk management at risk in SEMH context as good order always at risk. The mantra of “bubbles” and “hygiene” and “social distancing” must be sustained and made tangible. 	<p>“kind” across the community.</p> <ul style="list-style-type: none"> Learning is happening and personal development is happening.
<p>4. Teachers drive a bottom up refocusing and re-energizing of the curriculum offer that privileges pupil wellbeing and happiness, personal development (PSHE), literacy and numeracy and fun –an enriched and diverse element from DofE to drumming...</p>	<ul style="list-style-type: none"> Each teacher and their support worker audits the needs of the child using formal methods for example the EHCP but equally their knowledge and insights to construct a bespoke curriculum offer. Post COVID it privileges student happiness and wellbeing and focusses on literacy and numeracy. It is enriched to provide specialist support for example mentoring and fun for example horse riding. It broadens learning for example college courses Pupil goals are generated from EHCP that have genuine worth and so are readily known to pupils and staff. 	<p>VS / team</p>	<ul style="list-style-type: none"> This focus on happiness and wellbeing underpinned by a bottom up positive climate for learning class bubble by class bubble and so building a school wide culture and climate of calm and safety critical to any more focused and developed work – we must have that wider and embedded sense of calm and good order. We must keep admin/bureaucracy/paperwork to an absolute minimum as emotional and physical demands on team will be huge when fully reopen given trauma and adjustment for the children. 	<ul style="list-style-type: none"> Children engaged in and enjoying learning They present as happy and content There is a clear focus on literacy and numeracy but also variety and fun and the children enthuse about elements of their experience at school Children can identify trusted adults and express feeling safe in school.

Barley Lane School

Friendship, Optimism, Hardwork

For those of us in work we must hang onto and act on **these key risk management messages** amidst the hubbub of school-life:

- Be habitually and authentically kind to, and affirming with, each other and the children and young people across our community; that underpins safe behaviours.
- Maintain social distancing as much as is possible and practicable in context* for example we must keep class numbers low and exploit classroom and communal spaces intelligently: move about the school just as we have all learned to do in the supermarkets.
- Stay “encapsulated” : operate small consistent groups of children and adults in little pods as mini-schools and avoid mixing with others where practicable
- Encapsulated in your “pods” go and learn and play outside whenever is possible and practicable because it is safer.
- **In our older children (KS3/4) encourage the wearing of masks in class and the wider school and whenever social distancing is compromised but educate and persuade never escalate our children are complex and you could increase risk: be pragmatic it is not compulsory.**
- When we eat together we do so as has been our habit at lunchtime in our groups in our classrooms and we do not gather as we used to for breakfast for example in more normal times.
- Frequent and thorough handwashing is a must for all of us kids and staff alike as is the discreet but habitual wiping of work surfaces and equipment.
- Declutter and have attractive, welcoming but easy to clean classrooms.
- We hold children rarely and must avoid it unless there is a greater and immediate harm; if it becomes evident any of our vulnerable children make themselves and others unsafe we will look at other ways to support them.
- The risks are shifting and mercurial and will impact all of us and our families so we must be “alert” and alive to those emerging risks and how best and safest to respond.

One critical advantage we have as a group is we are steeped in notions of our personal responsibility for our own and others’ health and safety and the matter of **dynamic risk assessment** is a close and familiar ally and we will meet and share and plan at each day’s beginning and its end and as each day unfolds we will talk habitually of risk and risk management and staying safe as we always have...

*rather than generating endless risk assessments apply social distancing with proactivity and pragmatism on-site and off and raise and discuss if in doubt: fishing lends itself to social distancing for example as does cycling and walking and most inherently unsafe activity is still prohibited to ensure social distancing can happen. Please don’t forget hand washing and sanitizer wherever you are?

6th January 2021

An initial bullet point summary of agreed additional risk management/controls:

Update 07.01.21

Update 10.01.21

Update 070321

- In our older children (KS3/4) encourage the wearing of masks in class and the wider school and whenever social distancing is compromised but educate and persuade never escalate our children are complex and you could increase risk: be pragmatic it is not compulsory.
- We move to single class bubbles and opt out if necessary from any movement to PE/IT and also reduce and in some cases stop teacher movement between classes (teacher/tutor discretion)
- COVID unsafe behaviours in children could lead to remote/blended learning and if necessary FTE
- Staff empowered also to modify or if necessary refuse to work with children who persistently behave in a COVID unsafe way.
- Keep habitually sharing and exploring anxieties and develop and modify and increase controls where practicable and if not move to remote team (as some have done already)
- Masks: use and encourage use and must be used in vehicles or they don't go regardless of SEN status given schooling on-site the alternative (this is why it is different from taxis where enforcement could lead to escalation and no show in school)
- **Be extra and reliably vigilant about established controls: social distancing, handwashing, ventilation and cleaning.**
- Unless weather intolerable and it is improving end of day sharing outside and confined to essential sharing (safeguarding / wellbeing)
- All staff to self-manage and if necessary seek and agree dedicated controls with HT though not formally at risk for example dedicated entrances, not attending meetings and use of PPE