

**Government Context:**

*It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term*

*Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later. The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.*

*Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire life. For many households, school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work. In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on [coronavirus \(COVID-19\) related deaths linked to occupations](#) suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.*

*Given the improved position, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19), and this guidance explains the steps schools need to take to reduce risks still further. As a result, we can plan for all children to return and start to reverse the enormous costs of missed education. This will be an important move back towards normal life for many children and families. (Guidance for full opening – schools 2/7/2020)*

**Effective infection protection and control**

*There are important actions that children and young people, their parents and carers, and those who work with them, can take during the coronavirus (COVID-19) outbreak to help prevent the spread of the virus.*

*In all education, childcare and children's social care settings, preventing the spread of coronavirus (COVID-19) involves preventing:*

- *direct transmission, for instance, when in close contact with those sneezing and coughing*
- *indirect transmission, for instance, touching contaminated surfaces*

*A range of protective measures must be employed to reduce the risk of transmission of the infection. These can be seen as a system of controls that, when implemented, creates an inherently safer system in which the risk of transmission of infection is substantially reduced.*

**System of controls:** *This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.*

**Prevention:**

*1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school*

*2) clean hands thoroughly more often than usual*

*3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach*

*4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach*

*5) minimise contact between individuals and maintain social distancing wherever possible*

*6) where necessary, wear appropriate personal protective equipment (PPE)*

**Numbers 1 to 4 must be in place in all schools, all the time.**

*Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.*

*Number 6 applies in specific circumstances.*

**Response to any infection:**

*7) engage with the NHS Test and Trace process*

*8) manage confirmed cases of coronavirus (COVID-19) amongst the school community*

*9) contain any outbreak by following local health protection team advice*

*Numbers 7 to 9 must be followed in every case where they are relevant.*

[Implementing protective measures in education and childcare settings – updated 1/6/2020](#)

[Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\) - updated 21/7/20](#)

**Lancashire County Council Schools Covid19 Risk Assessment – July 2020**

[Guidance for full opening – schools 2/7/2020 updated 26/8/2020](#)

[COVID-19: cleaning in non-healthcare settings – updated 15/7/2020](#)

## Section 1: Public health advice to minimise coronavirus (COVID-19) risks

### PREVENTION – A REQUIREMENT THAT PEOPLE WHO ARE ILL STAY AT HOME

*1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school must be in place in all schools, all the time*

Aspect / Hazard	Risk	Who might be harmed <sup>1</sup>	Government guidance	Measures to control risk (actions already taken - include procedure for task/activity where these are specified)	Further actions needed
Staff, pupils & household members displaying signs of COVID-19	Potential spread of infectious disease	Ch, S, P, V, C	<p><i>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</i></p> <p><i>Ensuring that pupils, staff and other adults do not come into the school if they have <u>coronavirus (COVID-19) symptoms</u>, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.</i></p> <p><i>If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>’, which sets out that they must self-isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</i></p> <p><i>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</i></p>	<ul style="list-style-type: none"> <li>• Staff, parents and pupils are made aware of the <u>virus symptoms</u>;</li> <li>• Staff, other adults and pupils are instructed not to come into school if they or members of their household have <u>coronavirus (COVID-19) symptoms</u>, in-line with the <u>guidance for households with possible coronavirus infection</u>;</li> <li>• Staff or pupils showing COVID-19 symptoms are sent home, reminded to self-isolate for 10 days and instructed to <u>arrange a test</u> to see if they have COVID-19;</li> <li>• Staff and parents are advised that other members of their household (including any siblings) should self-isolate for 14 days from date of onset of symptoms;</li> <li>• Staff and parents have been instructed to inform school immediately of the results of a test so that an assessment can be made of the potential impact on school;</li> <li>• If someone tests negative, if they feel well and no longer have any symptoms similar to those identified for coronavirus (COVID-19), they can stop self-isolating. They may still have another virus, such as a cold or flu, therefore it is still advisable to avoid contact with others until they recover. However other members of their household can stop self-isolating;</li> <li>• Anyone developing these symptoms during the school day must be sent home</li> <li>• All staff are aware of this procedure</li> <li>• 999 will be called in an emergency</li> </ul>	
Staff or pupil displaying signs of COVID-19	Potential spread of infectious disease	Ch, S, P, V, C	<p><i>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is</i></p>	<ul style="list-style-type: none"> <li>▪ If a pupil displays symptoms their parent/carer will be required to take them home. Where this is not immediately possible, the pupil will be placed in a separate room until they can be collected, whilst being mindful of the individual pupils' needs</li> </ul>	

<sup>1</sup> Ch = children, S = staff, P = parents, V = visitors, C = contractors

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<p>whilst in school</p>			<p><i>not possible to isolate them, move them to an area which is at least 2 metres away from other people. If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the <a href="#">safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance</a>.</i></p> <p><i>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>If it is not possible to isolate the pupil e.g. if it causes them undue distress or they need to remain under adult observation, an assessment will be carried out to see whether it is sufficient to move them to an area which is at least 2 metres away from others;</b> they will be supervised from a distance by a TA from their class (from Y4/5 in the case of a Y6 child)</li> <li>▪ <b>Ideally, a window will be opened in the room for increased ventilation;</b></li> <li>▪ <b>If an individual (adult or child) showing COVID-19 symptoms, needs to use the bathroom while waiting to go home, they will use a separate bathroom if possible. The bathroom will then be cleaned and disinfected before being used by anyone else.</b> The gents toilet has been designated for this purpose</li> <li>▪ <b>Staff who have assisted someone who has taken ill with COVID-19 symptoms will wash their hands with warm running water and soap for a minimum of 20 seconds. They do not need to go home unless they display the symptoms themselves or are advised to do so by NHS Test and Trace or Local Health Protection Team;</b></li> <li>▪ <b>The area around the person with symptoms will be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people as per the <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></b></li> <li>▪ <b>When caring for someone with symptoms of coronavirus (COVID-19) a face mask should be worn if a distance of 2 metres cannot be maintained. If direct contact is necessary, then gloves, an apron and a face mask should be worn;</b></li> <li>▪ <b>If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, then eye protection will also be worn by the supervising adult.</b></li> <li>▪ After collection of the child and cleaning of isolation room used, staff do not need to go home. However, staff who wish to use the shower facility in school and change clothing may do so, and may wish to keep a spare set of clothes in their car for this purpose.</li> </ul>	
<p>Temperature testing</p>		<p>Ch, S, P, V, C</p>	<p><i>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</i></p>	<ul style="list-style-type: none"> <li>▪ Temperature checks will not be used at the school.</li> </ul>	
<p>Ventilation</p>		<p>Ch, S, P, V, C</p>	<ul style="list-style-type: none"> <li>• where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units</li> <li>• prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>As much as possible, fresh air is increased within buildings by opening windows and doors frequently to encourage ventilation, taking account of any potential security or fire safety issues</b></li> <li>• Windows opened on arrival</li> <li>• External doors kept open where safe to do so</li> <li>• EYFS and Year 1 internal doors closed for safeguarding, other internal doors open</li> </ul>	

**PREVENTION – ROBUST HAND AND RESPIRATORY HYGIENE**

*2) clean hands thoroughly more often than usual - must be in place in all schools, all the time*

<p>Handwashing</p> <p><b>Transmission of Covid-19 through insufficient personal hygiene</b></p>	<p>Potential spread of infectious disease</p>	<p>Ch, S, P, V, C</p>	<p><i>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating or handling food.. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</i></p> <ul style="list-style-type: none"> <li>• <i>whether the school has enough hand washing ‘stations’ available so that all pupils and staff can clean their hands regularly</i></li> <li>• <i>building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</i></li> <li>• <i>Ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers.</i></li> <li>• <i>ensure that all adults and children:</i> <ul style="list-style-type: none"> <li>○ frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the <a href="#">guidance on hand cleaning</a></li> <li>○ clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing</li> <li>○ are encouraged not to touch their mouth, eyes and nose</li> </ul> </li> <li>• <i>think about engaging parents and children in education resources such as <a href="#">e-bug</a> and <a href="#">PHE schools resources</a></i></li> <li>• <i>ensure that help is available for children and young people who have trouble cleaning their hands independently</i></li> <li>• <i>consider how to encourage young children to learn and practise these habits through games, songs and repetition</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Good hand hygiene and the need to wash hands more frequently is promoted around school</b></li> <li>• <b>Staff, pupils and visitors are instructed to wash hands</b> thoroughly with warm running water and hand soap for at least 20 seconds <b>when they arrive at school, when they return from breaks, when they change rooms</b>, before handling food, before and after eating, after using the bathroom, after touching shared resources or after touching their face, blowing their nose, sneezing, coughing</li> <li>• <b>Posters are displayed on good hand washing technique and government guidelines on good hygiene/social distancing</b></li> <li>• <b>Hand washing facilities are readily available.</b></li> <li>• <b>Where necessary pupils are supervised and monitored to ensure safe and appropriate hand hygiene</b></li> <li>• Support young children / those who need extra support with hand washing by verbal encouragement observing social distancing</li> <li>• Use games to enable EYFS to reinforce handwashing routines</li> <li>• <b>Pupils are encouraged to avoid touching their faces whenever possible particularly with unwashed hands</b></li> </ul>	
<p>Hand sanitiser</p>	<p>Potential spread of infectious disease</p>	<p>Ch, S, P, V, C</p>	<ul style="list-style-type: none"> <li>• <i>Use alcohol hand rub / sanitiser ensuring that all parts of the hands are covered</i></li> <li>• <i>whether the school has enough hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly</i></li> <li>• <i>supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hand sanitiser stations have been positioned to allow pupils and staff to clean their hands regularly.</b></li> <li>• Pupils and staff are advised to ensure all parts of the hands are covered</li> <li>• Sanitiser is located by every classroom door (except EYFS), in offices, staffroom, PPA room, staff toilet and at entrance door</li> <li>• Sanitiser checked and topped up before the start of school each day</li> <li>• EYFS children wash hands frequently throughout the day rather than using sanitiser</li> </ul>	

<b>3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach - must be in place in all schools, all the time</b>					
Tissues	Potential spread of infectious disease	Ch, S, P, V, C	<p><i>The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.</i></p> <p><i>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.</i></p> <p><i>Avoid touching your mouth, eyes and nose. Cover your mouth and nose with disposable tissues when you cough or sneeze. If one is not available, sneeze into the crook of your elbow, not into your hand. Dispose of tissues into a disposable rubbish bag and immediately clean your hands with soap and water or use a hand sanitiser.</i></p> <ul style="list-style-type: none"> <li>• use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')</li> <li>• ensure that bins for tissues are emptied throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Catch it, Bin it, Kill it guidance is promoted to catch coughs and sneezes in tissues and throw them in the bin immediately (hands to be washed immediately after disposal)</b></li> <li>• <b>Posters are displayed on government guidelines on good respiratory hygiene</b></li> <li>• <b>Tissues are readily available around school including in all classrooms</b></li> <li>• <b>Sufficient lidded bins are in place for the disposal of tissues</b> in all classrooms, staffroom, toilets, hall and group room</li> <li>• <b>Pupils are reminded how to catch coughs and sneezes if a tissue is not readily available i.e. in the crook of the elbow rather than in the hands</b></li> <li>• Pupils are reminded not to touch their eyes, nose or mouth</li> <li>• Pupils are reminded to wash hands or use sanitiser after coughing or sneezing</li> <li>• <b>Young pupils and pupils with complex needs are supported to follow the catch it, bin it, kill it guidance</b></li> </ul>	
<b>PREVENTION – ENHANCED CLEANING ARRANGEMENTS</b>					
<b>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach - must be in place in all schools, all the time</b>					
Spread of COVID-19 virus via germs on surfaces and furniture within the building	Insufficient cleaning  Potential spread of infectious disease	Ch, S, P, V, C	<ul style="list-style-type: none"> <li>• <i>putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:</i> <ul style="list-style-type: none"> <li>• <i>more frequent cleaning of rooms / shared areas that are used by different groups</i></li> <li>• <i>frequently touched surfaces being cleaned more often than normal</i></li> </ul> </li> <li>• <i>different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</i></li> </ul> <p><i>By the end of the summer term, Public Health England will publish revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the current advice on <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></i></p> <p><i>Regular cleaning plays a vital role in limiting the transmission of COVID-19.</i></p> <p><i>Reducing clutter and removing difficult to clean items can make cleaning easier. Increase the frequency of cleaning, using standard</i></p>	<ul style="list-style-type: none"> <li>▪ <b>An enhanced cleaning schedule is followed which includes</b></li> <li>▪ <b>More frequent cleaning of rooms/shared areas that are used by different groups</b></li> <li>▪ <b>More frequent cleaning of touched objects such as door and window handles, taps, desk/table tops, play equipment, toys, sports equipment, teaching &amp; learning aids, computer equipment, telephones and bathroom facilities</b></li> <li>▪ <b>Thorough cleaning of all occupied areas at the end of the day</b></li> <li>▪ Increased cleaning regime includes use of 1 member of welfare staff over lunch period to clean classroom tables, door handles, sinks and toilets.</li> <li>▪ Tables and contact points will be cleaned by cleaner at least once daily, including taps, toilet flushes, toilet seats, table surfaces, door handles, handrails, armrests, light switches etc. However, staff will be required to clean surfaces and touch points when used, including electronic devices .and remote controls.</li> <li>▪ Toilets are only shared within a bubble</li> <li>▪ Toilets will be cleaned at the end of each day.</li> <li>▪ Disinfectant spray in staff toilets to enable all users to wipe taps, flush handle etc before and after using</li> <li>▪ Equipment that needs disinfecting should be identified by staff at the end of the day (message on whiteboard for cleaner).</li> </ul>	

			<p><i>cleaning products such as detergents and bleach, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices.</i></p> <p><i>As a minimum, frequently touched surfaces should be wiped down at the beginning and at the end of each day, and more frequently depending on: the number of people using the space, whether they are entering and exiting the setting, and access to hand washing and hand-sanitising facilities. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.</i></p> <p><i>When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used.</i></p> <ul style="list-style-type: none"> <li>• discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</li> <li>• clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hall is timetabled for PE so that only classes within a bubble use it on same day</li> <li>▪ Staff to leave swiftly to enable cleaning to take place more safely.</li> <li>▪ Cleaning staff do not need PPE over and above what is usually worn.</li> <li>▪ <b>When cleaning, the usual products i.e. detergents and bleach will be used as these are effective at getting rid of the virus on surfaces</b></li> <li>▪ Disinfectant to be used to clean items which cannot be done with soap which then is removed by water into a sink.</li> <li>▪ Teachers have a spray bottle and disposable cloth to use in classrooms; disinfectant spray to be kept out of the reach of children</li> <li>▪ Staff will spray tables</li> <li>▪ <b>A documented cleaning checklist is in place to ensure the enhanced cleaning schedule is followed and maintained</b></li> <li>▪ <b>Staff have been instructed on cleaning and sanitising requirements including the use of chemicals and cleaning materials and instructions on the use of PPE;</b></li> <li>▪ <b>PPE is provided for staff to wear during cleaning activities and must be worn as instructed e.g. gloves etc.</b></li> <li>▪ <b>COSHH risk assessments are in place and followed for cleaning products and have been shared with staff as necessary</b></li> <li>▪ Supplies of soap, sanitiser, disinfectant spray, paper towels and tissues are checked by site supervisor at the start of day; staff will report shortages to headteacher immediately they become aware of any.</li> </ul>	
<p><b>Cleaning areas possibly infected with Covid 19</b></p>			<ul style="list-style-type: none"> <li>• follow <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></li> </ul> <p><i>The minimum PPE to be worn for cleaning an area after a person with symptoms of, or confirmed COVID-19 has left the setting possible is disposable gloves and an apron. Wash hands with soap and water for 20 seconds after all PPE has been removed.</i></p> <p><i>Public areas where a symptomatic person has passed through and spent minimal time but which are not visibly contaminated with body fluids, such as corridors, can be cleaned thoroughly as normal. All surfaces that the symptomatic person has come into contact with should be cleaned and disinfected, including all potentially contaminated and frequently touched areas such as bathrooms, door handles, telephones, grab rails in corridors and stairwells</i></p> <p><i>Use disposable cloths or paper roll and disposable mop heads, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings – think one site, one wipe, in one direction.</i></p> <p><i>Use one of the options below:</i></p>	<ul style="list-style-type: none"> <li>▪ <b>The school will follow the procedures as set out in the Government guidance <a href="#">Cleaning in Non-Health Care Settings</a> following a confirmed or suspected case of COVID-19 on site;</b></li> <li>▪ A strict colour coding system of cleaning equipment is in place to reduce the risk of cross contamination;</li> <li>▪ Member of staff who has treated person possibly infected should clean and disinfect the area once the person has left using disposable cloth /paper roll and disinfectant spray using one site, one wipe, one direction principles</li> <li>▪ This should include all potentially contaminated areas including             <ul style="list-style-type: none"> <li>✓ Any areas visibly contaminated with body fluids</li> <li>✓ High contact areas including door handles, surfaces</li> <li>✓ Toilets if used</li> <li>✓ Avoid creating splash or spray</li> </ul> </li> <li>▪ Cloths and highly contaminated items should be disposed of – see Waste Management</li> <li>▪ <b>Non-healthcare workers should be trained in the correct use of a surgical mask, to protect them against other people’s potentially infectious respiratory droplets when within 2 metres, and the mask use and supply of masks would need to be equivalent to that in healthcare environments</b></li> </ul>	

		<ul style="list-style-type: none"> <li>• <i>a combined detergent disinfectant solution at a dilution of 1,000 parts per million available chlorine (ppm av.cl.)</i></li> <li>• <i>a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer’s instructions for dilution, application and contact times for all detergents and disinfectants</i></li> <li>• <i>if an alternative disinfectant is used within the organisation ensure that it is effective against enveloped viruses</i></li> </ul> <p><i>Avoid mixing cleaning products together as this can create toxic fumes.</i></p> <p><i>Avoid creating splashes and spray when cleaning.</i></p> <p><i>Any cloths and mop heads used must be disposed of and should be put into waste bags as <u>outlined below</u>.</i></p> <p><i>When items cannot be cleaned using detergents or laundered, for example, upholstered furniture and mattresses, steam cleaning should be used.</i></p>	<ul style="list-style-type: none"> <li>▪ All staff have trained by watching Covid 19 PPE donning and doffing video for health care workers</li> </ul>	
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<p><b>Waste management</b></p>			<p><i>Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for COVID-19. Dispose of routine waste as normal, placing any used cloths or wipes in 'black bag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away.</i></p> <p><i>Personal waste from individuals with symptoms of COVID-19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues):</i></p> <ol style="list-style-type: none"> <li>1. <i>Should be put in a plastic rubbish bag and tied when full</i></li> <li>2. <i>The plastic bag should then be placed in a second bin bag and tied</i></li> <li>3. <i>This should be put in a suitable and secure place and marked for storage until the individual's test results are known</i></li> </ol> <p><i>This waste should be stored safely and kept away from children. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours.</i></p> <p><i>If the individual tests negative, this can be put indisposed of immediately with the normal waste.</i></p> <p><i>If COVID-19 is confirmed this waste should be stored for at least 72 hours before disposal with normal waste.</i></p> <p><i>If during an emergency you need to remove the waste before 72 hours, it must be treated as Category B infectious waste. You must:</i></p> <ul style="list-style-type: none"> <li>• <i>keep it separate from your other waste</i></li> <li>• <i>arrange for collection by a specialist contractor as hazardous waste</i></li> </ul> <p><i>There will be a charge for this service.</i></p> <p><i>Other household waste can be disposed of as normal.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Waste bins are emptied at least daily or more often as necessary and the contents disposed of safely</b></li> <li>▪ <b>Contaminated or suspected contaminated waste will be double bagged, labelled and stored for 72 hours before being disposed of with general waste;</b></li> <li>▪ Contaminated waste will be stored in the group room during the school day, and moved to the blue storage container by the site supervisor once everyone has left the building</li> <li>▪ <b>Waste cleaning materials are disposed of in the usual way unless it is confirmed or suspected that they are contaminated as a result of a member of staff or pupil displaying symptoms.</b></li> </ul>	
<p><b>PREVENTION – FORMAL CONSIDERATION OF HOW TO REDUCE CONTACTS AND MAXIMISE DISTANCING ....</b></p> <p><i>5) minimise contact between individuals and maintain social distancing wherever possible - must be properly considered and schools must put in place measures that suit their particular circumstances.</i></p>					
<p><i>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on:</i></p> <ul style="list-style-type: none"> <li>• <i>children's ability to distance</i></li> <li>• <i>the lay out of the school</i></li> <li>• <i>the feasibility of keeping distinct groups separate while offering a broad curriculum</i></li> </ul> <p><i>It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible.</i></p>					
<p><b>Consistent groups</b></p>	<p><b>Potential spread of</b></p>	<p><b>Ch, S, P, V, C</b></p>	<p><i>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools</i></p>	<ul style="list-style-type: none"> <li>• <b>The school has applied the Government's principles of keeping groups separate (bubbles), keeping bubble sizes as small as is reasonably practicable and maintaining social distancing based on the age and ability of the pupils and the feasibility of measures when offering a broad curriculum</b></li> </ul>	



<p><b>Transmission of Covid-19 through airborne particles due to interaction with a large number of other pupils</b></p>	<p>infectious disease</p>		<p><i>in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. 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.</i></p> <p><i>However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools. In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.</i></p> <p><i>At primary school, schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</i></p> <p><i>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of group, they should be kept apart from other groups where possible</i></p>	<ul style="list-style-type: none"> <li>● <b>Pupils have been kept in class sized groups for lessons, playtime and lunchtimes; and interaction between other classes minimised as far as is reasonably practicable</b></li> <li>● <b>Following an assessment of the school circumstances and the practical logistics, Year 1 and Year 2/3 form one bubble, and Year 4/5 and Year 6 form a second bubble. This is for sharing rooms only.</b></li> <li>● Year 1 and Year 2/3 will share toilets and the side playground; Year 4/5 and Year 6 will share toilets and the front playground.</li> <li>● <b>Measures have been put in place to limit interaction between classes as much as possible</b></li> <li>● <b>Playtimes and lunchtimes will be staggered, so that although the same facilities are being used by two classes, any mixing will be minimal</b></li> <li>● <b>Children in early years settings are kept in small groups as far as possible; EYFS form a separate bubble</b></li> <li>● <b>Classrooms are not shared with other class groups</b></li> <li>● The same staff will be assigned to each group and, as far as possible, these will stay the same during the day and on subsequent days</li> </ul>	
<p>Non mixing of groups</p>	<p>Potential spread of infectious disease</p>	<p>Ch, S, P, V, C</p>	<p><i>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. 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.</i></p> <p><i>Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</i></p>	<ul style="list-style-type: none"> <li>● <b>As far as practicable groups will be kept apart with only brief transitory contact if this is unavoidable</b></li> <li>● <b>Pupils in different groups are encouraged not to play together / socialise at break times</b></li> <li>● <b>Timetabling has been carefully managed to reduce movement around the building and prevent mixing of different groups of pupils</b></li> <li>● Pupils will be encouraged to socially distance themselves from staff and to stay within their groups</li> <li>● Mixing classes for wraparound care is unavoidable. Wraparound care will be moved into the hall where there is more space; children will be divided into 3 bubble groups and separated as far as is possible.</li> </ul>	

			<p><i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</i></p>	<ul style="list-style-type: none"> <li>• Most staff will remain within one class.</li> <li>• Miss Whittle, Miss Marsden, Mrs Stevenson will work with two classes within the same bubble.</li> <li>• Mrs Noblet (teaching EYFS, Year 4/5 and Year 6) and Mrs Aldwin (supporting EYFS and lunchtime supervision of Year 4/5 and Year 6) will work across bubbles</li> </ul>	
<p>Social distancing</p> <p><b>Transmission of Covid-19 through airborne particles due to close proximity to others</b></p>	<p>Potential spread of infection</p>	<p>Ch, S</p>	<p><b>Measures within the classroom</b>  <i>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and care support should be provided as normal.</i></p> <p><i>Older children should be encouraged to keep their distance within groups. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</i></p>	<ul style="list-style-type: none"> <li>• <b>Staff maintain a 2 metre distance from each other at all times</b></li> <li>• <b>Staff maintain a 2 metre distance from pupils as far as is reasonable and when circumstances allow</b></li> <li>• <b>Staff avoid close face to face contact and minimise time spent within 1 metre distance of anyone</b></li> <li>• <b>All staff and pupils are expected to adhere to the current social distancing guidelines as far as is reasonably practicable</b></li> <li>• <b>Where space allows, pupils who are old enough are supported to maintain a distance from each other and are encouraged not to touch staff and their peers where possible</b></li> <li>• <b>Where staff or pupils cannot maintain social distancing due to space restrictions the risk is reduced by keeping pupils in smaller, class-sized group bubbles</b></li> <li>• Older pupils (Year 4 onwards) will be encouraged to keep their distance within groups</li> <li>• We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. EYFS and Year 1 children cannot be expected to keep distance; they are in smaller class groups</li> </ul>	
<p>Physical contact</p>			<p><i>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</i></p>	<ul style="list-style-type: none"> <li>• Physical contact such as handshakes and hugs should be avoided; children will be encouraged not to touch staff or peers</li> </ul>	

**BUILDING – SOCIAL DISTANCING MEASURES**

*You should, as much as possible, alter the environment of your setting (such as classroom layout) and your timetables (such as staggered break time) to minimise contact and mixing.*

Classrooms other than EYFS	Potential spread of infectious disease	Ch, S, P, V, C	<i>When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</i>	<ul style="list-style-type: none"> <li>● All rooms are accessed directly from outside</li> <li>● Classrooms have been adapted to support social distancing where possible including                             <ul style="list-style-type: none"> <li>- seating pupils side by side and facing forwards, rather than face to face or side on for Years 2 – 6 and positioned at least 2m from teacher’s desk</li> <li>- moving unnecessary furniture out of classrooms to make more space</li> </ul> </li> <li>● Seats have been assigned to individuals and children will not move around the classroom for different lessons</li> <li>● Where table sharing cannot be avoided (in EYFS and Year 1), tables are wiped down between changes of pupils</li> <li>● EYFS and Year 1 classrooms will continue to have areas of continuous provision</li> <li>● Doors and windows will be kept open where possible to aid ventilation (bearing in mind safeguarding)</li> <li>● Unnecessary furniture will be removed from the classroom</li> <li>● Teachers will make appropriate social distancing arrangements with TAs in class.</li> </ul>
Toilets	Potential spread of infectious disease	Ch, S, P, V, C	<i>ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time Bathrooms - Clean frequently touched surfaces regularly.</i>	<ul style="list-style-type: none"> <li>● Specific toilet areas are designated to different groups of children;</li> <li>● Access to the toilets will be controlled to limit the number of pupils who use them at one time in order to manage social distancing;</li> <li>● Year 6 and Year 4/5– junior girls and junior boys toilets (1 person at a time in each)</li> <li>● Year 1 and Year 2/3 – infant toilets</li> <li>● Staggered playtime timetable in place to eliminate congestion in toilets.</li> <li>● EYFS – EYFS toilets</li> <li>● Staff – disabled toilet. Use disinfectant spray and wipe down before/after use.</li> <li>● One adult should accompany pupils to toilet to support management of hand washing and ensure crossover to other bubbles does not occur.</li> <li>● Caretaker / cleaner to check soap supply is adequate</li> </ul>
Shared spaces	Potential spread of infectious disease	Ch, S, P, V, C		<ul style="list-style-type: none"> <li>● Shared work areas are avoided. Where this is not possible work areas are thoroughly sanitised before and after use by different people</li> <li>● Sanitising wipes are available to enable shared desks and equipment to be cleaned before and after use, staff are reminded of this requirement regularly</li> <li>● Hall will not be used for lunchtime or worship but will be used for wraparound care, and for PE if wet. PE will be timetabled so Year 1 and Year 2/3 have the same day; Year 4/5 and Year 6 have the same day.</li> <li>● Where Year 4/5 class or Year 2/3 class are split between 2 activities, the appropriate end of the hall wraparound care area or the mobile classroom should be used.</li> <li>● The library, staffroom, group room and resource area will not be used for group activities or class lessons</li> </ul>

Movement around school – toilets, worship	Potential spread of infectious disease	Ch, S, P, V, C	<p><i>Measures elsewhere</i></p> <p><i>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</i></p> <p><i>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</i></p>	<ul style="list-style-type: none"> <li>● <b>Large gatherings such as assemblies or collective worship with more than one group is prohibited</b></li> <li>● Worship and lunch held in classrooms.</li> <li>● Access to toilets will be supervised by staff to ensure social distancing and to avoid queues building up in narrow corridor.</li> <li>● Movement around school will be limited and supervised closely</li> <li>● Classes will remain in their own room or outside – no movement around building other than to toilet, for PE if inside and for split lessons in Year 4/5 or Year 2/3 where 2 rooms are needed</li> </ul>	
Cloakrooms	Potential spread of infectious disease	Ch, S, P, V, C		<ul style="list-style-type: none"> <li>● EYFS and Y1 will be supervised to use coat pegs in resource area</li> <li>● From Year 2 onwards, children will hang coat on back of their chair</li> <li>● Children will be discouraged from bringing anything unnecessary to school.</li> </ul>	
Outside areas	Potential spread of infectious disease	Ch, S, P, V, C	<p>Use outside space:</p> <ul style="list-style-type: none"> <li>● for exercise and breaks</li> <li>● for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff</li> <li>● although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Read <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> <li>● consider which lessons or classroom activities could take place outdoors</li> </ul> <p><i>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</i></p>	<ul style="list-style-type: none"> <li>● When possible, groups will work outdoors as this can limit transmission and more easily allow for social distancing between children and staff;</li> <li>● Outdoor equipment is cleaned between groups of pupils using it. Multiple groups are not permitted to use outdoor equipment simultaneously;</li> <li>● Year 1 and Year 2/3 will use the side yard but have different play and lunch times ; Year 4/5 and Year 6 will use the front yard but have different play and lunch times</li> <li>● EYFS will remain in their own play area</li> <li>● Playtime equipment will be allocated to each group and disinfected before passing to another group ( Weekly)</li> <li>● Areas will be timetabled to allow all to use the trimtrail and field on rotation 1 week in 2 per bubble; tunnel will not be used</li> <li>● Where lessons and weather permit, use of outdoor space will be encouraged for learning during the day, teachers using outdoor education wherever possible</li> </ul>	
PPA room; Staffroom  <b>Transmission of Covid-19 staff work and rest areas</b>	Potential spread of infectious disease	Ch, S, P, V, C	<p><i>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</i></p>	<ul style="list-style-type: none"> <li>● <b>The occupancy of the PPA room is restricted to 2 people to ensure social distancing rules can be observed</b></li> <li>● Staff should avoid gathering in PPA room and maintain social distancing</li> <li>● Disinfectant spray available for wiping photocopier before and after use</li> <li>● <b>The number of staff allowed in the staff room at any one time is restricted to 2 people from the same bubble to enable social distancing to be maintained</b></li> <li>● Staff should minimise time in staffroom</li> <li>● <b>Staff room furniture has been reconfigured to maintain social distancing and reduce face to face contact</b></li> <li>● <b>Lunch breaks for staff are staggered to limit the occupancy of the staff room and additional space for breaks will be created by using other parts of the school if available;</b> Mobile classroom may be used as an additional space for lunch breaks</li> </ul>	

				<ul style="list-style-type: none"> <li>• Staff are encouraged to bring their own food to work. Staff are encouraged not to purchase food off site to prevent possible transmission of the COVID-19 virus through contact with other people and/or contaminated surfaces</li> <li>• Disinfectant spray available for wiping areas of contact such as hot water boiler and fridge door handle</li> <li>• Staff have been instructed to store personal items and clothing in areas not widely accessible during the working day e.g. in lockers, classroom cupboards</li> </ul>																									
Office  <b>Transmission of Covid-19 staff work areas</b>	Potential spread of infectious disease	Ch, S, P, V, C		<ul style="list-style-type: none"> <li>• Measures have been put in place to protect office staff when dealing with contractors, parents and visitors.</li> <li>• Glazed panels will not be opened</li> <li>• Wherever possible, contractors, parents and visitors should only attend by prior appointment.</li> <li>• The occupancy of the school office is restricted to ensure social distancing rules can be observed; office manager and headteacher only to access office.</li> </ul>																									
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Staggered drop off and collect times  <b>Spread of Covid-19 when arriving at school</b>	Potential spread of infectious disease  Pupils stranded or missing	Ch, S, P	<p><i>Measures for arriving at and leaving school</i> We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.</p> <p><i>Staggered start and finish times should not reduce the amount of overall teaching time.</i></p> <p><i>A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection</i></p>	<ul style="list-style-type: none"> <li>▪ Arrangements are in place for parents/carers to drop off and collect children at specified times, without physically entering the premises</li> <li>▪ Start and finish times are staggered to reduce mixing between groups and keep groups apart as they arrive and leave school.</li> <li>▪ Staggered drop off and collect times are in place at 5 minute intervals</li> </ul> <table border="1"> <thead> <tr> <th>Class</th> <th>Drop off</th> <th>Class</th> <th>Collect</th> </tr> </thead> <tbody> <tr> <td>Y4/5</td> <td>8.50</td> <td>Y1</td> <td>3.15</td> </tr> <tr> <td>Y1</td> <td>8.55</td> <td>Y4/5</td> <td>3.20</td> </tr> <tr> <td>EYFS</td> <td>9.00</td> <td>EYFS</td> <td>3.25</td> </tr> <tr> <td>Y6</td> <td>9.05</td> <td>Y2/3</td> <td>3.30</td> </tr> <tr> <td>Y2/3</td> <td>9.10</td> <td>Y6</td> <td>3.35</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>▪ Parents have been advised that only one parent should accompany their child to the school entrance</li> <li>▪ A one-way system will be operated, entering through the yellow gate, dropping off/collecting child, then going through the green playground gates and along path between the mobile and hall before leaving through the blue gates</li> <li>▪ Teacher or TA will stand by the classroom door (EYFS gate for EYFS children) to welcome children and apply hand sanitiser.</li> <li>▪ Dinner time play has been reduced by 5 minutes for Year 1 and Year 2/3 to maintain teaching hours but allow a staggered finish</li> <li>▪ Parents should maintain social distancing from staff and other parents whilst on site</li> </ul>	Class	Drop off	Class	Collect	Y4/5	8.50	Y1	3.15	Y1	8.55	Y4/5	3.20	EYFS	9.00	EYFS	3.25	Y6	9.05	Y2/3	3.30	Y2/3	9.10	Y6	3.35	
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Gathering	Potential spread of infectious disease	Ch, S, P	<p><i>gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</i></p> <p>Tell parents that if their child needs to be</p> <ul style="list-style-type: none"> <li>• accompanied to the education or childcare setting, only one parent should attend</li> </ul> <p>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)</p>	<ul style="list-style-type: none"> <li>▪ <b>Parents have been advised that only one parent should accompany their child to the school</b></li> <li>▪ Parents should leave the school site swiftly by the blue gate, and at a safe distance from other parents</li> <li>▪ Parents should not stop to talk to other parents anywhere on the school site including the playground and car park</li> <li>▪ Parents should keep their child at their side until the teacher has called for them, and should leave the site as soon as the child has come out at the end of the day</li> <li>▪ Children must not play on the field or playground at the start or end of the day</li> </ul>																									
<p><b>TIMETABLE</b></p> <p><i>You should, as much as possible, alter the environment of your setting (such as classroom layout) and your timetables (such as staggered break time) to minimise contact and mixing.</i></p>																													
Entering and exit	Potential spread of infectious disease	Ch, S, P	<p><i>schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Arrangements are in place for parents/carers to drop off and collect children at specified times, without physically entering the premises</b></li> <li>▪ <b>Start and finish times are staggered to reduce mixing between groups and keep groups apart as they arrive and leave school</b></li> </ul> <p>Staggered drop off and collect times are in place at 5 minute intervals The gates will be opened by Ms Marsden just before 8.50 am and locked by Miss Whittle at 9.15 am.</p> <table border="1" data-bbox="1205 683 1957 847"> <thead> <tr> <th>Class</th> <th>Drop off</th> <th>Class</th> <th>Collect</th> </tr> </thead> <tbody> <tr> <td>Y4/5</td> <td>8.50</td> <td>Y1</td> <td>3.15</td> </tr> <tr> <td>Y1</td> <td>8.55</td> <td>Y4/5</td> <td>3.20</td> </tr> <tr> <td>EYFS</td> <td>9.00</td> <td>EYFS</td> <td>3.25</td> </tr> <tr> <td>Y6</td> <td>9.05</td> <td>Y2/3</td> <td>3.30</td> </tr> <tr> <td>Y2/3</td> <td>9.10</td> <td>Y6</td> <td>3.35</td> </tr> </tbody> </table>	Class	Drop off	Class	Collect	Y4/5	8.50	Y1	3.15	Y1	8.55	Y4/5	3.20	EYFS	9.00	EYFS	3.25	Y6	9.05	Y2/3	3.30	Y2/3	9.10	Y6	3.35	
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Play		Ch, S, P	<p><i>Schools should also consider staggered break times</i></p>	<ul style="list-style-type: none"> <li>• <b>Breaks are staggered to reduce mixing between groups</b></li> <li>• <b>Pupils in different groups are encouraged not to play together / socialise at break times</b></li> <li>• <b>Breaks are staggered to restrict the number of children playing at one time and groups are supervised and kept apart as far as possible</b></li> </ul> <table border="1" data-bbox="1205 1002 1957 1139"> <thead> <tr> <th>Class</th> <th>Am play</th> <th>Pm play</th> <th>Yard</th> </tr> </thead> <tbody> <tr> <td>Y4/5</td> <td>10-15-10.30</td> <td>1.45 – 2.00</td> <td>Front</td> </tr> <tr> <td>Y1</td> <td>10-15-10.30</td> <td>1.45 – 2.00</td> <td>Side</td> </tr> <tr> <td>Y6</td> <td>10-45-11.00</td> <td>2.15 – 2.30</td> <td>Front</td> </tr> <tr> <td>Y2/3</td> <td>10-45-11.00</td> <td>2.15 – 2.30</td> <td>Side</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Each class has a different playtime and designated area</li> <li>• Playground is accessible by external door from all bubbles</li> <li>• Wet playtimes will be held in the classroom</li> <li>• EYFS have no designated playtimes due to having continual access to continuous provision indoors and outdoors</li> <li>•</li> </ul>	Class	Am play	Pm play	Yard	Y4/5	10-15-10.30	1.45 – 2.00	Front	Y1	10-15-10.30	1.45 – 2.00	Side	Y6	10-45-11.00	2.15 – 2.30	Front	Y2/3	10-45-11.00	2.15 – 2.30	Side					
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Lunch		Ch, S, P, V, C	<p>... and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p><i>(EYFS) Settings should consider staggering mealtimes</i></p> <p><i>It is very unlikely that COVID-19 is transmitted through food. However, as a matter of <u>good hygiene practice</u>, anyone handling food should wash their hands often with soap and water for at least 20 seconds before doing so. Crockery and eating utensils should not be shared. Clean frequently touched surfaces regularly.</i></p> <p><i>Food business operators should continue to follow the Food Standard Agency's (FSA) <u>guidance on good hygiene practices in food preparation, Hazard Analysis and Critical Control Point (HACCP) processes, and preventative practices (pre-requisite programmes (PRPs))</u>.</i></p>	<ul style="list-style-type: none"> <li>● <b>Lunch breaks are staggered to reduce mixing between groups</b></li> <li>● Handwashing routine before lunch is eaten</li> <li>● Lunch to be eaten in classrooms. Each child from Y2 onwards at their own desk / chair.</li> <li>● EYFS will be split into two sittings for lunch and tables cleaned between groups</li> <li>● Y1 will use 2 tables and a picnic-style area on mats</li> <li>● Each class has their own timetable for lunch</li> </ul> <table border="1" data-bbox="1205 392 1830 584"> <thead> <tr> <th>Class</th> <th>Lunch - eat</th> <th>Lunch - play</th> <th>Yard</th> </tr> </thead> <tbody> <tr> <td>Y4/5</td> <td>11.45 – 12.00</td> <td>12.00 – 12.30</td> <td>Front</td> </tr> <tr> <td>Y1</td> <td>11.45 – 12.15</td> <td>12.15 – 12.40</td> <td>Side</td> </tr> <tr> <td>EYFS(1)</td> <td>12.00 – 12.30</td> <td>12.30 – 1.15</td> <td>EYFS</td> </tr> <tr> <td>EYFS(2)</td> <td>12.30 – 1.15</td> <td>12.00 – 12.30</td> <td>EYFS</td> </tr> <tr> <td>Y6</td> <td>12.15 – 12.30</td> <td>12.30 – 1.00</td> <td>Front</td> </tr> <tr> <td>Y2/3</td> <td>12.15 – 12.45</td> <td>12.45 – 1.10</td> <td>Side</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>● Lunchboxes will be kept on lunchbox trolleys outside the classroom</li> <li>● Hot “grab and go” bags have been ordered for children having school lunches – to be delivered to each classroom; this will be reviewed at half term</li> <li>● Children will be encouraged to use the toilet before going out for lunchtime play to reduce the need to come inside</li> <li>● Children are not to access the building during lunch time other than via their own classroom door to use their own bubble’s toilet, with permission from the adult on duty.</li> <li>● Teacher from each bubble to supervise children eating their lunch</li> <li>● TAs supervise children playing at lunchtime, while teacher has break</li> <li>● Miss Whittle (12.15 – 1.15) and Miss Roberts (12.15 – 12.40) supervising Y1-3 on side yard; Mrs Aldwin (12.00 – 1.00) and Ms Marsden (12.00 – 12.30) supervising Y4-6 on front yard</li> <li>● Miss Buckley (12 – 12.30) and Mrs Bethell (12.30 – 1.15) supervising EYFS outdoor play with welfare assistant supervising EYFS lunch indoors</li> <li>● TA to administer first aid outside on playground</li> <li>● <b>Lunch breaks for staff are staggered to limit the use of the staff room;</b> Staff room should only be used for collecting food and drink– staff should not mix with staff other than from their own class</li> </ul>	Class	Lunch - eat	Lunch - play	Yard	Y4/5	11.45 – 12.00	12.00 – 12.30	Front	Y1	11.45 – 12.15	12.15 – 12.40	Side	EYFS(1)	12.00 – 12.30	12.30 – 1.15	EYFS	EYFS(2)	12.30 – 1.15	12.00 – 12.30	EYFS	Y6	12.15 – 12.30	12.30 – 1.00	Front	Y2/3	12.15 – 12.45	12.45 – 1.10	Side	
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<b>PARENTS</b>																																	
Communication with staff	Potential spread of infectious disease	S, P	<ul style="list-style-type: none"> <li>● Parents should come into school buildings only when strictly necessary, by appointment, and ideally only one (unless for example, an interpreter or other support is required). Any such meetings should take place at a safe distance (and so the use of small offices may not be suitable).</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Parents/carers are requested not to enter the school unless absolutely necessary and by appointment only. When it is necessary for the parent/carer to enter the school building they will be instructed to follow handwashing and social distancing guidelines</b></li> </ul>																													

			<ul style="list-style-type: none"> <li><i>(EYFS settings) should discourage parents and carers from gathering at setting entrances. As far as possible, parents and carers should not enter early years premises.</i></li> </ul>	<ul style="list-style-type: none"> <li>Meetings to be held via remote working tools wherever possible;</li> <li>Only when absolutely necessary will a face to face meeting take place. This will be with the minimum number of participants, whilst observing social distancing rules either in an outdoor space or well ventilated area indoors.</li> <li>Any communication for staff from parents should be telephoned or emailed to the school office</li> </ul>	
Lateness	Potential spread of infectious disease	Ch, S, P		<ul style="list-style-type: none"> <li>All parents are asked to be punctual in bringing their child to school to avoid interaction with other classes</li> <li>Families who arrive after their class's allotted time must remain in their car until 9.15 am when all classes have been admitted and parents have left the site.</li> <li>No children will be allowed into school via the main entrance</li> </ul>	
Nursery lunchtime				<ul style="list-style-type: none"> <li>Nursery children who attend mornings only should be collected from the yellow gates at 12 noon, where they will be handed over by a member of EYFS staff</li> <li>Nursery children arriving at 12.30 for an afternoon session should be brought to the main entrance where they will be collected by a member of EYFS staff</li> <li>Parents are asked to be punctual, observe social distancing and to wait outside the building unless the weather is inclement</li> </ul>	<p>3 – 4 children – no one on side yard</p> <p>1-2 children</p>
<b>RESOURCES</b>					
Resources moving between home and school	Potential spread of infectious disease	Ch, S, P	<p><i>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education.</i></p> <p><i>It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones.</i></p> <p><i>Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</i></p>	<ul style="list-style-type: none"> <li><b>Pupils are only allowed to bring essentials into school each day including lunch boxes, water bottles and hats, coats</b> as appropriate for weather conditions.</li> <li>Book bags will only be needed for library books. Children will take home a library book; these will be changed weekly on a given day and returned books will be quarantined before being returned to the library</li> <li><b>Pupils and teachers are permitted to take books and other shared resources home that contribute to the pupil's education and development. Unnecessary sharing including the sharing of items that do not contribute to a pupil's education or development is not permitted</b></li> <li>Work produced in continuous provision in EYFS and Year 1 may be sent home; parents are advised to quarantine it as necessary</li> <li>Children will be encouraged to read using Bug Club (EYFS/KS1) online resources; where children struggle with reading online, a reading book will be sent home at parents request</li> <li>PE bags will not be needed – pupils will be asked to come in PE kits on PE days.</li> <li>Birthday cakes cannot be accepted at this time; however birthday treats may be sent in in sealed bags (such as Haribo) to be given out at hometime</li> <li>Pupils are strongly discouraged from bringing mobile phones to school. Any phone brought must be placed by the child in a zipped bag; the teacher will wipe the bag and keep it in a drawer until the end of the day.</li> </ul>	



Own stationery	Potential spread of infectious disease	Ch, S, C	<i>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.</i>	<ul style="list-style-type: none"> <li>▪ <b>For individual and very frequently used equipment, such as pencils and pens, staff and pupils are instructed to have their own items that are not shared</b></li> <li>▪ Children will have their own pencil case with equipment in for use to avoid sharing</li> <li>▪ Children will complete all work in exercise books kept in their own tray</li> <li>▪ Resources used on a regular basis will be assigned to individual children and kept in their tray</li> <li>▪ Children will take responsibility for their own equipment, and tidying their desk area will be built into lunchtime and hometime routines</li> </ul>	
Increased risk of normal school activities through sharing equipment	Potential spread of infectious disease	Ch, S, P	<i>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</i>	<ul style="list-style-type: none"> <li>• <b>Classroom based resources, such as books and games are used and shared within the bubble; these are cleaned regularly, along with all frequently touched surfaces</b></li> <li>• <b>Shared resources are rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) before being shared and taken home;</b> Resources used frequently in the classroom (eg reading books, toys) will be rotated and quarantined</li> <li>• Unnecessary items have been removed from classrooms and other learning environments and placed in storage where they do not pose increased trips or fire risks.</li> <li>• Soft furnishings are removed into storage</li> <li>• Stationery and other equipment is not shared where possible by either staff or pupils;</li> <li>• Good housekeeping is maintained at all times</li> <li>• Planning for lessons will minimise use of shared equipment</li> <li>• Children will be allocated their own set of maths equipment</li> <li>• Resources used occasionally may be used if easily washable or wipeable</li> </ul>	
			<i>Resources that are shared between classes or bubbles, such as sports, art and science equipment 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.</i>	<ul style="list-style-type: none"> <li>• <b>Resources that are shared between classes or bubbles, such as sports, art and science equipment are cleaned frequently and meticulously between bubbles</b></li> <li>• PE lessons must be non-contact and equipment will be allocated for a half-term unit of work, then quarantined before allocation to a different class</li> <li>• Art equipment will be allocated for a half term unit of work and then quarantined before returning</li> <li>• Subject leaders will review risk assessments for their subject areas and determine subject specific approaches to equipment</li> </ul>	
Ipad / PCs– cleaning	Potential spread of infectious disease	Ch, S, C		<ul style="list-style-type: none"> <li>▪ iPad trolley will be allocated to each class for a full week</li> <li>▪ Children will wipe down their own iPad at the end of the day before putting it away</li> <li>▪ Teachers will charge iPads overnight in the charging trolley on a rotational basis, ensuring that the trolley handles and cables are disinfected before using</li> <li>▪ Staff will wipe down all touchpoints on the computer, mouse and interactive board prior to use</li> </ul>	

**VISITORS, DELIVERIES AND CONTRACTORS**

<p>Supply teachers and other temporary or peripatetic teachers</p>	<p>Potential spread of infectious disease</p>	<p>Ch, S, P, V, C</p>	<p><i>Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.</i></p> <p><i>Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE's and Crown Commercial Service's agency supply deal when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge. Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs.</i></p>	<ul style="list-style-type: none"> <li>● Supply teachers, peripatetic teachers and/or other temporary staff are permitted and can move between schools</li> <li>● They will be instructed to ensure they minimise contact and maintain as much distance as possible from other staff</li> <li>● Supply teachers will be used only where necessary, and will be kept within 1 bubble, minimising contact with school staff and maintaining distance from children where possible</li> <li>● Sports coach will work with 1 bubble (initially Y4-6, working with Y4/5 am, Y6 pm and Y4-6 over lunch)</li> <li>● After school extra-curricular activities will not be organised for the Autumn term</li> <li>● Peripatetic groups (eg guitar) must be from the same bubble</li> </ul>	
<p>Volunteers</p>			<p><i>Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of <u>keeping children safe in education</u>. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible</i></p>	<ul style="list-style-type: none"> <li>● Any parent volunteers hearing readers will work within a parallel class in the bubble (eg Y4/5 parent works with Y6, Y1 parent works with Y2/3)</li> <li>● Any volunteers used will be DBS checked in the normal way; existing volunteers will need to be rechecked</li> <li>● Volunteers will remain 2m from pupils and staff</li> </ul>	
<p>Visitors</p> <p><b>Transmission of Covid-19 through airborne particles from visitors and contractors accessing the building</b></p>			<p><i>Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of <u>keeping children safe in education</u>. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible</i></p>	<ul style="list-style-type: none"> <li>● Visitors to site are limited to essential persons only and wherever possible by appointment;</li> <li>● All visitors will follow the Government's guidance and the school's strict hygiene and social distancing rules e.g. hand washing/sanitisation upon entry;</li> <li>● Visitor/Contractor site rules &amp; procedures have been revised to include additional controls to mitigate the risk of transmission of COVID-19;</li> <li>● Reception staff responsibilities have been established in relation to COVID-19 and the communication of procedures required by contractors and visitors to site;</li> <li>● Office staff are aware of and explain additional hygiene and social distancing rules required by contractors and visitors on arrival;</li> <li>● Signing in/out arrangements for visitors have been modified to prevent the handling of pens and paper by multiple people. Office staff sign-in and sign-out all visitors</li> <li>● A record of all visitors is kept in the event this may be required for track and trace purposes</li> <li>● Visitors may be arranged but with limited contact, working with 1 bubble only per visit and at a distance from the children</li> <li>● Visitors to be greeted and escorted by headteacher – appointments must therefore be made during times the headteacher is available</li> <li>● Parents should not enter the school building under any circumstances. Any communication should be done via email, telephone or conference call.</li> </ul>	

Contractors	Potential spread of infectious disease	Ch, S, P, V, C	<p><i>Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</i></p>	<ul style="list-style-type: none"> <li>Contractors must obtain permission before attending site</li> <li>When necessary, contractors to familiarise themselves with the asbestos survey for the building prior to works commencing – this can be downloaded from the PAM system</li> <li>Alternatively, the executive summary to be provided as a laminate which must be wiped clean with disinfectant wipes after use. Confirmation of sight of the survey will be signed in the Contractors file by school staff. Laminated sheets handled by the Contractor will be wiped clean using gloves and disinfectant wipes following use;</li> <li>Contractors will wear appropriate PPE as determined by their employer, however they may be asked to wear additional PPE (provided by the school) upon arrival e.g. gloves, mask, coveralls, shoe covers, etc. where this is considered necessary. Contractors will comply with any additional PPE or hygiene requirements made by the school prior to entry;</li> <li>Contractors will keep the time spent on site to a minimum and will make all efforts to only attend site to carry out work during periods of reduced occupation;</li> <li>Alternative routes around or through the premises will be used as instructed by the school e.g. the school may usher the contractor through a fire escape door to access an adjacent room, rather than walking them through the school to reach their destination.</li> </ul>	
Deliveries	Potential spread of infection	S, V, C		<ul style="list-style-type: none"> <li>The number of site deliveries has been reduced where possible;</li> <li>A procedure is in place to wipe down with sanitizer deliveries entering the school premises where possible; Caretaker to wipe down deliveries</li> <li>Staff handling deliveries will observe good hand hygiene, washing hands using warm running water and soap for a minimum of 20 seconds or using sanitiser after handling new deliveries that have not been sanitised.</li> </ul>	
<b>PREVENTION</b>					
<p><i>6) where necessary, wear appropriate personal protective equipment (PPE) - applies in specific circumstances.</i></p>					
Need for Personal Protective Equipment (PPE)	Potential spread of infectious disease	Ch, S, P, V, C	<p><i>When cleaning surfaces, it is not necessary to wear PPE or clothing over and above what would normally be used. The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:</i></p> <ul style="list-style-type: none"> <li><i>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</i></li> <li><i>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</i></li> </ul> <p><i>Read the guidance on <a href="#">safe working in education, childcare and children's social care</a> for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.</i></p>	<ul style="list-style-type: none"> <li>Staff are aware of the need to use the appropriate PPE when completing specific tasks e.g. cleaning or supporting an individual with coronavirus symptoms;</li> <li>PPE is sourced through the schools usual procurement routes</li> <li>Disposable gloves and impermeable aprons must be worn when cleaning areas that have been occupied by someone displaying symptoms of COVID-19</li> <li>When caring for someone with symptoms of COVID-19 a face mask should be worn if a distance of 2 metres cannot be maintained and if contact is necessary, gloves, an apron and a face mask should be worn</li> <li>If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing, spitting, or vomiting, eye protection will also be worn by the supervising adult</li> <li>Staff and pupils are instructed on the need to wear a face covering by law on public transport and have been given guidance on wearing and making face coverings</li> </ul>	

		<ul style="list-style-type: none"> <li>A fluid-resistant surgical face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical 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</li> </ul> <p><i>Education, childcare and children’s social care settings and providers are responsible for sourcing their own PPE. Read <a href="#">technical specifications for personal protective equipment (PPE)</a>. If education or childcare settings cannot obtain the PPE, they need they should approach their local authority.</i></p> <p><i>Staff should follow their normal practice when changing nappies, provided the child is not showing symptoms of coronavirus (COVID-19). This includes continuing to use the PPE that they would normally wear in these situations, for example, aprons and gloves. If a child shows symptoms, they should not attend a childcare setting. They should be at home and get tested.</i></p>	<ul style="list-style-type: none"> <li>Staff are provided with information and instruction on the use and disposal of PPE including face masks</li> <li>Further guidance is available on <a href="#">safe working in education, childcare and children’s social care</a> :             <ul style="list-style-type: none"> <li><i>How to work safely in specific situations, including where PPE may be required</i></li> <li><i>Face masks must:</i> <ul style="list-style-type: none"> <li>cover both nose and mouth</li> <li>not be allowed to dangle around the neck</li> <li>not be touched once put on, except when carefully removed before disposal</li> <li>be changed when they become moist or damaged</li> <li>be worn once and then discarded - hands must be cleaned after disposal</li> </ul> </li> </ul> </li> <li>Staff should not wear gloves unless for medical emergencies</li> <li>Faeces is potentially a source of infection; staff changing nappies and dealing with toileting accidents should take particular care with positioning themselves to the side, using PPE normally used and cleaning their hands thoroughly afterwards</li> </ul>	
		<p><i>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education</i></p> <p>Wearing a face covering or face mask in schools or other education settings is not recommended. Face coverings may be beneficial for short periods indoors where there is a risk of close social contact with people you do not usually meet and where social distancing and other measures cannot be maintained, for example on public transport or in some shops. This does not apply to schools or other education settings. Schools and other education or childcare settings should therefore not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus.</p> <p><i>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their</i></p>	<ul style="list-style-type: none"> <li>Staff are not required to wear a face covering but will not be prevented from doing so should they wish to do so</li> <li>Children will not be permitted to wear face coverings at school – they may wear them on the journey to and from school but should take these off and leave them with a parent before entering the building. This is to avoid spreading germs through playing with face coverings or picking up discarded face coverings</li> <li><b>Pupils have been instructed not to touch the front of their face covering during use or when removing them on arrival at school</b></li> <li><b>Those removing face coverings are required to wash or sanitise their hands immediately after removing it</b></li> <li><b>A covered bin is in place for non-reusable face coverings on arrival at the school grounds</b></li> <li><b>The contents of the bin will be disposed of as normal domestic waste unless the wearer has symptoms of Covid-19 in which case it will be disposed of in line with the <a href="#">guidance on cleaning for non-healthcare settings</a></b></li> <li><b>All staff and pupils wash their hands thoroughly with warm, running water and hand soap for at least 20 seconds on arrival at school</b></li> <li></li> </ul>	<p><i>This will be kept under review as the guidance has now changed for secondary schools.</i></p>

			<p><i>classroom. Guidance on <a href="#">safe working in education, childcare and children's social care</a> provides more advice.</i></p> <p>Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</p>		
<p><b>RESPONSE TO ANY INFECTION – ACTIVE ENGAGEMENT WITH NHS TEST AND TRACE</b></p>					
<p><i>7) engage with the NHS Test and Trace process - must be followed in every case where relevant.</i></p>					
Test and trace		Ch, S, P, V, C	<p><i>Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</i></p> <ul style="list-style-type: none"> <li>• <i><a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</i></li> <li>• <i>provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</i></li> <li>• <i><a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</i></li> </ul> <p><i>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the <a href="#">NHS testing and tracing for coronavirus website</a>, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</i></p> <p><i>The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff</i></p>	<ul style="list-style-type: none"> <li>• School understands the NHS Test and Trace process</li> <li>• Public Health England health protection team contact information is known.</li> <li>• Staff showing symptoms are sent home and reminded to self-isolate following current government guidance for staying at home</li> <li>• Staff will book a test if displaying symptoms</li> <li>• Staff will isolate if advised to do so by the test and trace programme</li> <li>• Anyone displaying symptoms of coronavirus must not come onto the school site, and will be sent home to self-isolate if they develop symptoms in school; they will be advised to get a test which can be booked online or ordered by telephone from NHS119. Tests are available to anyone who has symptoms</li> <li>• If a pupil displays symptoms they will not be permitted to remain in school. Their parent/carer etc will be required to take them home. Where this is not immediately possible, the pupil will be placed in a separate room (Group room, observed by a member of staff, ideally from the doorway) until they can be collected, whilst being mindful of individual pupils' needs;</li> <li>• Staff and families will be asked to abide by advice from NHS and the test and trace programme in order to keep the school community safe</li> <li>• Once school has received testing kits, these will be made available to symptomatic families who are unable to access a testing centre</li> <li>• Schools should ask parents and staff to inform them immediately of the results of a test:</li> <li>• If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> <li>• If someone tests positive, they are instructed to follow the <b>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</b> self-isolating for at least 10 days from the onset of their symptoms and will only be allowed to return to school when they do not have symptoms including; a high</li> </ul>	<p>Cumbria and Lancashire HPT: PHE North West Lancashire County Council Pitt Street Reception County Hall Preston PR1 8XB</p> <p>Email <a href="mailto:chlpt@phe.gov.uk">chlpt@phe.gov.uk</a>; <a href="mailto:PHE.chlpt@nhs.net">PHE.chlpt@nhs.net</a></p> <p>Telephone 0344 225 0562 ;</p> <p>Out of hours 0151 434 4819</p>

			<p>who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits. Schools should ask parents and staff to inform them immediately of the results of a test:</p> <ul style="list-style-type: none"> <li>• if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</li> <li>▪ if someone tests positive, they should follow the <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</li> </ul>	<p>temperature, cough or loss of sense of smell/taste. They will be advised that other members of their household must continue self-isolating for the full 14 days;</p>	
<b>RESPONSE TO ANY INFECTION</b>					
<i>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community - must be followed in every case where relevant.</i>					
<b>Staff, pupils &amp; household members test positive for COVID-19</b>	Potential spread of disease	Ch, S, P, V, C	<p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate. The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since</p>	<ul style="list-style-type: none"> <li>▪ If someone tests positive, they are instructed to follow the <u>'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</u> self-isolating for at least 10 days from the onset of their symptoms and will only be allowed to return to school when they do not have symptoms including; a high temperature, cough or loss of sense of smell/taste. They will be advised that other members of their household must continue self-isolating for the full 14 days;</li> <li>▪ The School will contact the local health protection team as soon as they have been notified of a positive result. (This team may also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace)</li> <li>▪ The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate</li> </ul>	

		<p>they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>• proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• travelling in a small vehicle, like a car, with an infected person</li> </ul> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see <a href="#">section 5 of system of control</a> for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>• if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Based on the advice from the health protection team, school will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:             <ul style="list-style-type: none"> <li>○ direct close contact - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin);</li> <li>○ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual;</li> <li>○ travelling in a small vehicle, i.e. a car, with an infected person</li> </ul> </li> <li>▪ School will keep a record of pupils and staff in each group (bubble) and any close contact that takes places between children and staff in different groups. School will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others;</li> <li>▪ Household members of those contacts who are sent home do not need to self-isolate themselves unless the pupil or staff member who is self-isolating subsequently develops symptoms;</li> <li>▪ If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they are instructed to follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and instructed to get a test;</li> <li>▪ If the test is negative they are instructed to remain in isolation for the remainder of the 14-day isolation period as they could still develop the coronavirus (COVID-19) within the remaining days;</li> <li>▪ If the test result is positive, they are instructed to inform school immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period);</li> </ul> <p>They are advised that their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms.</p>	
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			<p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</p>		
<b>RESPONSE TO ANY INFECTION</b>					
<i>9) contain any outbreak by following local health protection team advice - must be followed in every case where relevant.</i>					
<b>Outbreak of Covid-19 within school</b>	Spread of infectious disease	Ch, S, P, V, C	<p><i>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</i></p> <p><i>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</i></p> <p><i>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>The school will work closely with the local health protection team if there are two or more confirmed cases within 14 days, or there is an overall rise in sickness absence where coronavirus (COVID-19) is suspected. The local health protection team will advise if additional action is required</b></li> <li>▪ <b>Schools is aware that in consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice</b></li> <li>▪ <b>Parents will be notified by Parentmail of any school closure; parents are asked to ensure they keep Parentmail up to date to make sure they do not miss key information</b></li> </ul>	



## Section 2: School operations

### TRANSPORT

<b>Travel to school</b>			<p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using ‘walking buses’ (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes. The government has announced a £2 billion package to promote cycling and walking, including to support pop-up bicycle lanes and widened pavements. For some families, driving children to school will also be an option.</p>	<ul style="list-style-type: none"> <li>▪ <b>Staff and pupils are encouraged to walk or cycle to school where possible</b></li> <li>▪ Parents are reminded to park safely and considerately in the car park</li> <li>▪ Parents are asked to keep children close to them when arriving at and leaving school</li> </ul>	
<b>Dedicated school transport, including statutory provision</b> <b>Spread of Covid-19 during travel to and from school on dedicated transport</b>	Potential spread of infectious disease	Ch, S, P, V, C	<p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply from the autumn term on dedicated transport.</p> <p><i>It is important to consider:</i></p> <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>• use of hand sanitiser upon boarding and/or disembarking</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible</li> <li>• distancing within vehicles wherever possible</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dedicated school transport is only used on occasional school visits. If school visits are planned, these guidelines will be fully considered</li> <li>▪ <b>School have been assured that drivers have been instructed that they must not undertake duties for school if they or a member of their household are displaying any symptoms of coronavirus</b></li> <li>▪ Assurances have been given by transport providers that transport is cleaned regularly and that high touch points are sanitised prior to a school pick up/drop off</li> <li>▪ School have been assured that transport providers, as far as possible, follow hygiene rules and try to keep distance from passengers</li> <li>▪ Hand sanitiser used upon boarding and/or disembarking transport</li> <li>▪ Where possible social distancing within vehicles will be maintained</li> <li>▪ A system is in place to manage queuing, boarding and disembarking from transport to prevent unnecessary close contact with others</li> </ul>	
<b>Wider public transport</b>	Potential spread of infectious disease	Ch, S, P, V, C	<p>Families using public transport should refer to the <a href="#">safer travel guidance for passengers</a></p>	<ul style="list-style-type: none"> <li>▪ <b>If public transport has to be used, staff, parents and pupils are advised to follow social distancing rules and to wear a face covering when on public transport</b></li> <li>▪ Families who use public transport have been referred to <a href="#">safer travel guidance for passengers</a> which includes guidance on how to wear a face covering</li> </ul>	

**ATTENDANCE**

<p><i>Attendance</i></p>		<p><i>In March when the coronavirus (COVID-19) outbreak was increasing, we made clear no parent would be penalised or sanctioned for their child’s non-attendance at school. Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children’s education, wellbeing and wider development. Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</i></p> <ul style="list-style-type: none"> <li>• <i>parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</i></li> <li>• <i>schools’ responsibilities to record attendance and follow up absence</i></li> <li>• <i>the availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct</i></li> </ul>	<ul style="list-style-type: none"> <li>• All children are expected to attend school from September</li> <li>• School will record attendance using laminated register sheets sent electronically to the office.</li> <li>• Absence will be followed up in the usual manner</li> </ul>	
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<p><i>Action for all schools and local authorities</i></p>			<p><i>We are asking schools to work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.</i></p> <p><i>We are asking schools and local authorities to:</i></p> <ul style="list-style-type: none"> <li>● <i>communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year</i></li> <li>● <i>identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic</i></li> <li>● <i>use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance</i></li> <li>● <i>work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance</i></li> </ul> <p><i>We will issue further technical guidance for schools to record attendance and absence, including what data schools will be asked to return to the department.</i></p>	<ul style="list-style-type: none"> <li>● Clear and consistent expectations for attendance in September will be communicated before the end of summer term</li> <li>● Surveys have been sent out with school reports to identify children who are anxious or in danger of being disengaged</li> <li>● Transition activities on Seesaw give new teachers an opportunity to meet the new children; transition discussions are planned</li> <li>● Further support through nurture may be implemented in the Autumn term as needed</li> </ul>	
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<p><i>Pupils who are shielding or self-isolating</i></p>	<p>Becoming seriously ill from the effects of coronavirus, potential to be life threatening</p>	<p>Ch</p>	<p><i>We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:</i></p> <ul style="list-style-type: none"> <li>● <i>a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19)</i></li> <li>● <i>shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the <a href="#">current advice on shielding</a></i></li> <li>● <i>if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).</i></li> <li>● <i>some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at <a href="#">COVID-19 - 'shielding' guidance for children and young people</a>.</i></li> </ul> <p><i>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).</i></p> <p><i>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</i></p>	<ul style="list-style-type: none"> <li>● Pupils who were considered to be clinically extremely vulnerable and received a letter advising them to shield are/were advised by the Government that they can/could return to school from 1 August 2020 (when the rest of their class returns)</li> <li>● If infection rates rise in local areas, individuals (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore may be temporarily absent</li> <li>● Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school. The school works closely with parents of children who are extremely vulnerable to support a return to school, carrying out an individual risk assessment as necessary</li> <li>● People who live with those who are clinically extremely vulnerable or clinically vulnerable attend the workplace as normal</li> <li>● Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>. If people with significant risk factors express concerns <a href="#">an individual risk assessment</a> will be completed to assess the risks to that individual and identify ways to reduce them to an acceptable level</li> <li>● People who live with those who have comparatively increased risk from coronavirus (COVID-19) attend the workplace as normal</li> <li>● (Advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a>)</li> </ul>	
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<p><i>Pupils and families who are anxious about return to school</i> Anxiety – reluctance to leave carer</p>	<p>Potential spread of infectious disease</p>	<p>Ch, S, P</p>	<p><i>All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</i></p> <p><i>If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc).</i></p>	<ul style="list-style-type: none"> <li>• Transition activities have been planned and delivered via Seesaw to support moving to new classes in September</li> <li>• Photographs of classrooms will be shared in advance</li> <li>• Adults in class will support pupils who are anxious about returning to class</li> </ul>	
<b>STAFFING</b>					
<p><i>School workforce</i></p>			<p><i>Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school.</i></p> <p><i>It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.</i></p>	<ul style="list-style-type: none"> <li>• No staff members have advised that they have been shielding, therefore all are expected to attend school in September</li> </ul>	
<p><b>Employer health and safety and equalities duties</b></p>			<p>Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm.</p>	<ul style="list-style-type: none"> <li>• The full measures in Government guidance have been applied</li> </ul>	

<p><i>Staff who are clinically vulnerable or extremely clinically vulnerable</i></p>	<p>Becoming seriously ill from the effects of coronavirus, potential to be life threatening</p>	<p>S</p>	<p><i>Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall. Advice for those who are <u>clinically-vulnerable, including pregnant women</u>, is available. Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the <u>guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</u>. School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</i></p>	<ul style="list-style-type: none"> <li>● Adults who were considered to be clinically extremely vulnerable and received a letter advising them to shield are/were advised by the Government that they can/could return to work from 1 August 2020 as long as they maintain social distancing</li> <li>● If infection rates rise in local areas, individuals (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore may be temporarily absent</li> <li>● School applies the measures set out in the government <a href="#">Guidance for full opening: schools</a> as far as is reasonably practicable to reduce the risk to all staff including those who are extremely clinically vulnerable and clinically vulnerable</li> <li>● Staff members who are in the most at risk categories are reminded to take particular care. Where an employee expresses concerns, <a href="#">An individual risk assessment</a> will be completed to assess the risks to that individual and identify ways to reduce these risk to an acceptable level including where possible the need for any reasonable adjustments such as temporarily working from home or temporary deployment to a role where it is possible to maintain social distancing. This will be done in consultation with the member of staff and will be reviewed on a regular basis or in the event of any significant changes</li> <li>● People who live with those who are clinically extremely vulnerable or clinically vulnerable attend the workplace as normal</li> <li>● Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>. If people with significant risk factors express concerns <a href="#">an individual risk assessment</a> will be completed to assess the risks to that individual and identify ways to reduce them to an acceptable level</li> <li>● People who live with those who have comparatively increased risk from coronavirus (COVID-19) attend the workplace as normal</li> <li>● (Advice for those who are extremely clinically vulnerable can be found in the <a href="#">guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a> No staff members have advised that they are extremely clinically vulnerable</li> </ul>	
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<p><i>Supporting staff</i></p> <p>Workload and wellbeing / anxiety</p>	<p>Increased levels of stress/ anxiety and lower than normal levels of wellbeing</p>	<p>S</p>	<p><i>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <a href="#">extra mental health support for pupils and teachers</a> is available. The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</i></p>	<ul style="list-style-type: none"> <li>• Senior personnel monitor working arrangements and offer support and advice where necessary;</li> <li>• Staff are able to contact colleagues or managers for advice and support, or just for reassurance, during the normal working day;</li> <li>• Staff are asked to check in regularly with the Headteacher</li> <li>• Wellbeing governor offers telephone support on a termly basis</li> <li>• Colleagues in each class asked to support and reassure each other; Y6 teacher will identify a colleague to support her if needed</li> <li>• A process is available for individuals to report concerns over breaches of school safe working policy/guidelines so that intervention can occur;</li> <li>• Where a member of staff returning to the workplace has raised concerns about their safety or wellbeing due to the risk of COVID-19, where necessary their line manager will complete a <b>risk assessment addressing COVID-19 concerns for an employee</b> to help identify key concerns and any further adjustments required to support them at work;</li> <li>• Staff are made aware of sources of information that will assist staff wellbeing such as:             <ul style="list-style-type: none"> <li>○ <b>Employee Wellbeing</b></li> <li>○ <b>MIND web site</b></li> <li>○ <b>H&amp;S COVID-19 web page</b></li> <li>○ Staff signposted to Mental health training – Schudio TV anxiety training</li> <li>○ Signposting to SAS wellbeing service</li> </ul> </li> <li>• The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the <a href="#">extra mental health support for pupils and teachers</a> is available</li> <li>• The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</li> </ul>	
<p><i>Staff deployment</i></p> <p>Allocation of roles – stress</p>	<p>Increased stress/ anxiety</p>	<p>Ch, S</p>	<p><i>Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals. It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE’s <a href="#">workload reduction toolkit</a>. DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this includes case studies on managing wellbeing. If, having pursued all the immediate options available, you still have concerns about your staffing capacity talk to your local authority</i></p>	<ul style="list-style-type: none"> <li>• All staff have clear roles and responsibilities which are within their capabilities and are aware of how to raise any concerns;</li> <li>• School may use existing staff more flexibly to welcome back all pupils at the start of the autumn term.</li> <li>• Teachers and some TAs will continue to cover lunch breaks between them; this will be built into directed time for teachers and working hours for TAs</li> <li>• Managers should discuss and agree any changes to staff roles with individuals.</li> </ul>	

Working hours	Increased stress	S		<ul style="list-style-type: none"> <li>▪ Teachers are encouraged to keep shorter working hours on site than usual (eg 8am – 4pm) to enable effective and safe cleaning and to support work-life balance</li> <li>▪ Other staff are not expected to work on site beyond their contracted hours</li> </ul>	
Staff meetings  <b>Transmission of Covid-19 through airborne particles due to face-face meetings</b>	Potential spread of infectious disease	S		<ul style="list-style-type: none"> <li>• <b>Meetings to be held via remote working tools wherever possible</b> ; Staff meetings will be kept to the minimum required and will be held on Zoom where possible</li> <li>• <b>Only when absolutely necessary will a face to face meeting take place. This will be with the minimum number of participants, whilst observing social distancing rules either in an outdoor space or well ventilated area indoors</b></li> <li>• <b>Hand sanitiser is provided in designated meeting rooms where handwashing facilities are not immediately available</b></li> <li>• <b>Disinfectant wipes are available in designated meeting rooms to enable staff to wipe down shared equipment before and after use</b></li> <li>• <b>Meetings are held outdoors or in a well-ventilated designated rooms</b></li> <li>• Staff will bring their own stationery/equipment to any meeting on site</li> </ul>	
Staff breaks		Ch, S		<ul style="list-style-type: none"> <li>• Staff should maintain social distancing from colleagues at all times, and especially from staff in other bubbles</li> <li>• Y2/3 or Y4/5 TA to cover Y6 teacher for comfort break after duty</li> </ul>	
PPA cover		Ch, S		<ul style="list-style-type: none"> <li>• PPA will be covered by staff from within the same bubble:                             <ul style="list-style-type: none"> <li>- EYFS PPA taken off site on a non-working day</li> <li>- Y1 and Y2/3 PPA covered by Y2/3 TA</li> <li>- Y4/5 PPA covered by Y4/5 TAs (1/2 class each swapped)</li> <li>- Y6 PPA covered by Y4/5 TA – French and another subject</li> <li>- Mrs Noblet PPA taken on her Y4/5 day – French and PE – covered by Y4/5 TA and sports coach</li> </ul> </li> </ul>	
Staff illness – non Covid		Ch, S, P, V, C		<ul style="list-style-type: none"> <li>• Staff should follow normal procedures if ill, contacting head and office manager as soon as possible</li> <li>• Supply cover will be used if necessary and available</li> </ul>	
Lone working	Accident/injury	S,C		<ul style="list-style-type: none"> <li>• <b>Lone working will be monitored by a nominated member of staff on site e.g. any building maintenance by the site supervisor, will be noted on the whiteboard along with their whereabouts, a check-out and expected check-in time</b></li> </ul>	
Training	Spread of infection	Ch, S, P, V, C	talk to staff about the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful	<ul style="list-style-type: none"> <li>• All staff will familiarise themselves with the risk assessment</li> <li>• All staff have completed basic COVID-19 training and trained in donning /doffing PPE</li> <li>• Opportunity will be given for staff to discuss issues arising and raise questions prior to returning to work</li> </ul>	



<p>Staff taking leave</p>			<p><i>We recognise that school staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return from the start of the autumn term. Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at <a href="#">coronavirus (COVID-19): how to self-isolate when you travel to the UK</a>.</i></p> <p><i>As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term.</i></p> <p><i>There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</i></p> <p><i>Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</i></p>	<ul style="list-style-type: none"> <li>• The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at <a href="#">coronavirus (COVID-19): how to self-isolate when you travel to the UK</a>.</li> <li>• There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</li> <li>• Staff will need to be available to work in school from the start of the autumn term.</li> <li>• Staff intending to return from abroad later than 18<sup>th</sup> August should inform the headteacher of this prior to 20<sup>th</sup> July to inform planning for the autumn term</li> <li>• The Schools HR adviser will be consulted and advice followed</li> </ul>	
<p><b>Safeguarding</b> Safeguarding concerns reported on return to school</p>	<p>Risk of harm</p>	<p>Ch, P</p>	<p><i>Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, <a href="#">keeping children safe in education</a> and should refer to the <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</a>.</i></p> <p><i>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</i></p> <p><i>Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.</i></p>	<ul style="list-style-type: none"> <li>• Safeguarding disclosures made in school by a child will be followed up by staff and reported to the DSL in the usual way</li> <li>• Additional DSL time will be allocated if possible</li> </ul>	

CATERING				
Catering	Inadequate supply of food	Ch	<p>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p><i>School kitchens can continue to operate, but must comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</i></p>	<ul style="list-style-type: none"> <li>• Liaison has taken place with school kitchen to ensure dinner arrangements are in place</li> <li>• Hot grab bags in classrooms for half term, review then</li> </ul>
PREMISES				
Reduced premises inspections, tests, servicing and maintenance	Accidents or incidents resulting in injury, occupational disease, or a risk to health e.g. electrocution, fire, asbestosis	Ch, S, V, C	<p><i>Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools, based on their particular circumstances.</i></p> <p><i>It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. If buildings have been closed or had reduced occupancy during the coronavirus (COVID-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on <a href="#">Legionella risks during the coronavirus outbreak</a>.</i></p> <p><i>Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <a href="#">emerging from lockdown</a>.</i></p> <p><i>Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</i></p> <p><i>In classrooms, it will be important that schools improve ventilation (for example, by opening windows).</i></p>	<ul style="list-style-type: none"> <li>• Premises management inspections, testing and servicing of plant, equipment, etc. have been brought up to date for all parts of the building from September 2020 onwards</li> <li>• Records of all testing and checks are stored and available to all interested parties</li> </ul>

EDUCATIONAL VISITS				
Educational visits			<p><i>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings</a>.</i></p> <p><i>In the autumn term, schools can resume non-overnight domestic educational visits. This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits.</i></p>	<ul style="list-style-type: none"> <li>▪ No overnight visits are planned until Summer term</li> <li>▪ Local visits may resume subject to risk assessments</li> <li>▪ Visits involving transport will not be planned in the autumn term</li> </ul>
UNIFORM				
School uniform	Potential spread of infectious disease	Ch, S, P, V, C	<p><i>It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</i></p> <p><i>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</i></p> <p><i>Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</i></p> <p><i>Items should be washed in accordance with the manufacturer's instructions. There is no additional washing requirement above what would normally be carried out.</i></p>	<ul style="list-style-type: none"> <li>▪ Normal uniform and cleaning requirements will apply</li> <li>▪ Some second-hand uniform is available from school should parents be experiencing financial pressures</li> <li>▪ Children should come to school in PE kits on their PE days; however, jogging bottoms or leggings may be worn instead of shorts, and school sweatshirts may also be worn.</li> <li>▪ Children may wish to wear school shoes on PE days, and bring their trainers in a separate PE bag – this is acceptable</li> </ul>

EXTRA-CURRICULAR PROVISION					
<p><i>Extra-curricular provision</i> Extended provision</p>		<p>Ch, P, S</p>	<p><i>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</i></p> <p><i>We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their 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 schools should use small, consistent groups.</i></p> <p><i>Schools can consult the guidance produced for summer holiday childcare, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a> as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.</i></p>	<ul style="list-style-type: none"> <li>▪ Breakfast club will resume operation, running from 7.30 in the school hall. Children will be collected from breakfast club by their class teacher or TA just before the start of the morning session. (Y4/5 8.50 ; Y1 8.55; EYFS 9.00; Y6 9.05)</li> <li>▪ After school club will resume operation, running until 6pm. Miss Marsden will collect children from Year 1 at 3.15 and take them down to the hall. Mrs Bethell will walk down with EYFS at the end of their day, and Miss Whittle with Y2/3. Year 4/5 and Year 6 will make their own way to the hall at the end of their day.</li> <li>▪ Breakfast and after school club will operate in the hall, divided into 3 areas – EYFS, Year 1-3 and Year 4-6. Miss Whittle will supervise Year 1-3 for both breakfast and after school club. Mrs Gibirdi will supervise Year 4-6 for breakfast club and Ms Marsden for after school club. Once numbers have been established for EYFS this group will be allocated to an appropriate adult.</li> <li>▪ Parents are advised to limit the number of wraparound providers they access as far as possible, and where they use other providers or out of school activities, they should seek assurance that these providers are also carefully considering their own protective measures</li> <li>▪ Contact sports should not take place</li> </ul>	

### Section 3: Curriculum, behaviour and pastoral support

**Curriculum expectations**

This section sets out some key principles and expectations for curriculum planning in school based nursery, mainstream and special schools, and alternative provision (AP), so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

The key principles that underpin our advice on curriculum planning are:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading
- Aim to return to the school’s normal curriculum in all subjects by summer term 2021: 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.
- Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils’ work) while avoiding the introduction of unnecessary tracking systems.
- Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best 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.

Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

<p>EYFS</p>	<p>Potential spread of infectious disease</p>	<p>Ch, S, P, C</p>	<p><i>For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the <a href="#">EYFS disapplication guidance</a>.</i></p> <p><i>For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</i></p> <p><i>Because it is challenging to reduce contact between young children in early years settings, regular cleaning and disinfection of surfaces, objects and toys, as well as handwashing, are particularly important. The use of soft toys and toys with intricate parts or that are otherwise hard to clean should be avoided. Read guidance on <a href="#">cleaning for non-healthcare settings</a>. Settings should manage risks by keeping children in small groups and trying, as far as possible, to keep the same children and staff</i></p>	<ul style="list-style-type: none"> <li>▪ In EYFS, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.</li> <li>▪ Teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary.</li> <li>▪ <b>As the ability to social distance in early years setting is limited, additional meticulous attention is given to the cleaning regime</b></li> <li>▪ <b>Soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) have been removed and placed in storage</b></li> <li>▪ Soft furnishings will be removed</li> <li>▪ No toys can be brought from home.</li> <li>▪ Malleable resources, such as play dough, should not be shared and consideration should be given to their safe use, depending on circumstances.</li> <li>▪ Resources for activities such as painting, sticking, cutting, small world play, indoor and outdoor construction activities should be washed before and after use (see guidance for early years settings) and where possible, children should be discouraged from sharing these.</li> </ul>	
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			<i>members together from day to day. Settings should consider staggering mealtimes and should discourage parents and carers from gathering at setting entrances. As far as possible, parents and carers should not enter early years premises.</i>	<ul style="list-style-type: none"> <li>▪ Children should be taught to wash their hands frequently, but particularly after using wheeled bikes, trikes and other large, movable toys.</li> <li>▪ Children should be encouraged where possible not to touch their faces or to put objects in their mouths.</li> <li>▪ Sharing stories and playing outdoor games will help all children to socialise and settle into everyday classroom routines.</li> <li>▪ Any objects the children touch should be disinfected once use has finished.</li> </ul>	
Transition to school				<ul style="list-style-type: none"> <li>▪ EYFS staff will not be making home visits this year; instead, for those new to school, one parent is invited to bring the child to school at a given time on Tuesday 1<sup>st</sup> or Wednesday 2<sup>nd</sup> September to meet the staff and play in the classroom for a short while. Half-hour appointments will be made, with a 10 minute gap between appointments to minimise contact and allow for cleaning.</li> <li>▪ Those children who have previously attended our nursery will be invited for a stay and play session on Thursday 3<sup>rd</sup> September</li> <li>▪ Reception and Nursery children will start school on Monday 7<sup>th</sup> September attending part-time, either mornings or afternoons for the first week.</li> <li>▪ Reception children will start school full time on Monday 14<sup>th</sup> September unless parents request a more gradual induction</li> <li>▪ Nursery children will start their chosen pattern of attendance on Monday 14<sup>th</sup> September</li> </ul>	
Key Stage 1 and 2			<i>For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</i>	<ul style="list-style-type: none"> <li>▪ <b>Teachers should</b></li> <li>- identify gaps and re-establish good progress in phonics and reading, increasing vocabulary, writing and mathematics</li> <li>- identify opportunities across the curriculum for pupils to read widely, and develop their knowledge and vocabulary.</li> <li>- teach a broad curriculum covering a full range of subjects over the year</li> </ul>	
Marking and feedback	Potential spread of infection	Ch, S	<i>Teachers should make sure they wash their hands and surfaces, before and after handling pupils' books.</i>	<ul style="list-style-type: none"> <li>• Maths will be marked by children during the lesson.</li> <li>• Other lessons may be peer reviewed or oral feedback given by teachers</li> <li>• No books will be collected in; each child will keep their books in their tray</li> </ul>	
Music  Transmission of Covid-19 through airborne particles due to singing, chanting,	Potential spread of infection	Ch, S,	<i>Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger</i>	<ul style="list-style-type: none"> <li>• <b>Singing, and playing wind and brass instruments will not take place in larger groups such as school choirs and ensembles, or school assemblies.</b></li> <li>• <b>During music lessons or clubs involving singing, shouting or the playing of wind and brass instruments group sizes will be restricted to 15</b></li> <li>• <b>A 2 metre social distance will be maintained and pupils will be positioned back to back or side by side</b></li> <li>• <b>Instruments will not be shared where at all possible, where this is not possible frequent cleaning of instruments between use will take place</b></li> <li>• <b>When practical, singing and wind/brass instruments will be played outside. If this is not possible windows will be opened to encourage good ventilation</b></li> <li>• Charanga scheme is being adapted to include units which meet these requirements</li> </ul>	<i>Further detailed DfE guidance will be published shortly</i>

<p><b>playing wind or brass instruments or shouting.</b></p>			<p><i>groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.</i></p>		
<p>Physical activity / PE</p>			<p><i>Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools should refer to the following advice:</i></p> <ul style="list-style-type: none"> <li>• <i><a href="#">guidance on the phased return of sport and recreation</a> and <a href="#">guidance from Sport England</a> for grassroot sport</i></li> <li>• <i>advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></i></li> </ul> <p><i>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</i></p>	<ul style="list-style-type: none"> <li>• <b>Pupils are kept in consistent groups during PE lessons and outdoor sports are prioritised where possible</b></li> <li>• <b>When indoor sport is unavoidable, a large indoor space is used maximising distancing between pupils, and scrupulous attention is given to cleaning and hygiene</b></li> </ul>	
<p>Catch up support</p>			<p><i>We have announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most. £650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published <a href="#">guidance on effective interventions to support schools</a>. We will set out how this funding will be distributed between individual schools shortly. Alongside this universal offer, we will roll out a <a href="#">National Tutoring Programme</a>, worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap</i></p>	<ul style="list-style-type: none"> <li>• Catch up funding will be used to provide additional support</li> </ul>	

			<i>between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.</i>		
PUPILS					
Pupil wellbeing and support	Increased anxiety	Ch	<p><i>Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</i></p> <p><i>The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. The Department for Education, Public Health England and NHS England are <a href="#">hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students</a>, and a recording will be available to access online afterwards - see <a href="#">DfE - Supporting pupil and student mental wellbeing</a> for further details. This includes hearing from experts on the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and from education leaders about the actions they have been taking.</i></p> <p><i>The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the <a href="#">events page</a> of the SEND Gateway. You can opt to join Whole School SEND's <a href="#">community of practice</a> when you sign up for an event to receive notifications about future training and resources as they are published.</i></p> <p><i>DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on <a href="#">teaching about mental wellbeing</a>, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils' mental health and wellbeing at this time.</i></p>	<ul style="list-style-type: none"> <li>• Information is being gathered from families via reports to help staff understand children's lockdown experiences</li> <li>• Mental and physical wellbeing will initially be a daily curriculum focus in all classes</li> <li>• Time will be spent supporting pupils to adjust back to classroom routines</li> <li>• Opportunities will be provided for children to talk through their experiences in lockdown if they wish</li> <li>• Opportunities may be available for 1:1 conversations with an adult</li> <li>• Nurture support will be made available if appropriate, to support pupils with anxiety, stress or low mood, in order to help children understand these are normal responses</li> <li>• Curriculum activities will promote opportunity to rebuild and develop friendships</li> <li>• Staff are encouraged to access the online recording of the Department for Education, Public Health England and NHS England webinar- see <a href="#">DfE - Supporting pupil and student mental wellbeing</a> , and DfE training module on <a href="#">teaching about mental wellbeing</a></li> <li>• External support will be accessed where necessary to support individual pupils eg school nursing service, <a href="#">coronavirus (COVID-19) staff resilience hub</a></li> </ul>	



			<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> <li>• support the rebuilding of friendships and social engagement</li> <li>• address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>• support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a <a href="#">coronavirus (COVID-19) staff resilience hub</a> with materials on peer support, stress, fear and trauma and bereavement.</p> <p>Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the <a href="#">healthy child programme</a> can offer a range of support including:</p> <ul style="list-style-type: none"> <li>• support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>• support for pupils with additional and complex health needs</li> <li>• supporting vulnerable children and keeping children safe</li> </ul> <p>Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</p>		
Pupils with SEND including those requiring physical contact	Potential spread of infectious disease	Ch, S	<p>Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</p> <p>Young children and children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines</p> <p>If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as biting, licking, kissing or spitting) or require care that cannot be provided without close</p>	<ul style="list-style-type: none"> <li>• Staff have undertaken training on Preparing for ASD children to return to school</li> <li>• Social stories/ video / photos will be prepared to explain changes to children returning to school</li> <li>• Staff will be particularly aware of the needs of SEND pupils, and will support them in understanding rules and give reassurance</li> <li>• <b>Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual</b>, following the guidance for visitors</li> <li>• Individual risk assessments will be made, specific to children who display biting, licking or spitting behaviours, those who have medical conditions which increase the risk of droplet transmission, and those who require close hands-on contact for behaviour management.</li> <li>• No additional PPE is required</li> </ul>	

			<p><i>hands-on contact, they should continue to receive care in the same way, including any existing routine use of PPE.</i></p> <p><i>The issues will be specific to each child or young person and individual responses will be required. Staff should review and update existing risk assessments.</i></p> <p><i>In these circumstances, to reduce the risk of coronavirus (COVID-19) transmission, no additional PPE is necessary because these are non-symptomatic children in a non-healthcare setting and so the risk of viral transmission is very low. However, additional space and frequent cleaning of surfaces, objects and toys will be required.</i></p>	
Bereavement				<ul style="list-style-type: none"> <li>• HT has undertaken child bereavement training</li> <li>• Staff will be available to support any children and families who have been bereaved through 1:1 conversations</li> <li>• Signposting to helpful resources such as Winstons Wish</li> <li>• Colleagues have offered support to staff who have been bereaved</li> </ul>
Behaviour	Potential spread of infectious disease	Ch, S	<p><i>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at <a href="#">Behaviour and discipline in schools</a>. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</i></p> <p><i>It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</i></p> <p><i>We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact</i></p>	<ul style="list-style-type: none"> <li>• Behaviour policy addendum has been written</li> <li>• New behaviour expectations will be made clear to pupils, parents and staff</li> <li>• New expectations will be proactively taught and rigorously reinforced throughout the day</li> <li>• Time will be spent supporting pupils to adjust back to classroom routines and enabling them to rebuild positive relationships with peers and staff</li> <li>• Pupils must follow staff instructions for hygiene, social distancing</li> <li>• Pupils must keep to their own room and designated outdoor spaces</li> <li>• Pupils must not share drink bottles or lunches</li> <li>• Pupils must not have physical contact with other pupils (eg hitting or kicking) or deliberately cough or spit at others</li> <li>• Pupils will be given a warning if they fail to comply with rules</li> <li>• Parents have been asked to share any experiences during lockdown that may have adversely affected their child eg bereavement, separation, safeguarding issues</li> <li>• Pupils who struggle to reengage in school will be helped to reintegrate back into school life by the class teacher and/or TA</li> <li>• Staff will be mindful that poor behaviour may be the result of experiences during lockdown</li> <li>• Any exclusion must be consistent with legislation</li> <li>• Permanent exclusion will continue to be used only as a last resort</li> </ul>

			<p><i>on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</i></p> <p><i>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.</i></p>		
<b>Section 4: Assessment and accountability – has no bearing on risk assessment</b>					
<b>Section 5: Contingency planning for outbreaks</b>					
<b>Process in the event of local outbreaks</b>			<p><i>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.</i></p>	<ul style="list-style-type: none"> <li>• School will follow DfE and PHE health protection team advice</li> </ul>	
<b>Contingency plans for outbreaks</b>			<p><i>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on <a href="#">remote education support</a>.</i></p> <p><i>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</i></p>	<ul style="list-style-type: none"> <li>• School will follow DfE and PHE health protection team advice if instructed to close temporarily to help control transmission</li> <li>• School contingency plan is likely to involve remaining open for vulnerable children and children of critical workers only, staffed by teaching assistants</li> <li>• Remote education will be provided for all other pupils</li> </ul>	

<p><i>Remote education support</i></p>		<p><i>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</i></p> <p><i>In developing these contingency plans, we expect schools to:</i></p> <ul style="list-style-type: none"> <li>• <i>use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations</i></li> <li>• <i>give access to high quality remote education resources</i></li> <li>• <i>select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</i></li> <li>• <i>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</i></li> <li>• <i>recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</i></li> </ul> <p><i>When teaching pupils remotely, we expect schools to:</i></p> <ul style="list-style-type: none"> <li>• <i>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</i></li> <li>• <i>teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</i></li> <li>• <i>provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</i></li> <li>• <i>gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</i></li> <li>• <i>enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</i></li> <li>• <i>plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</i></li> </ul>	<ul style="list-style-type: none"> <li>• A contingency plan will be in place by the end of September to support remote education for individuals, classes or local lockdown, which meets the DfE requirements</li> </ul>	
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			<ul style="list-style-type: none"> <li>• <i>a network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the <a href="#">EdTech Demonstrator Programme</a>.</i></li> <li>• <i>laptops, tablets and 4G wireless routers have been made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils). Local authorities and academy trusts will continue to own and use these devices (including for catch up purposes) following pupils returning to school in the autumn term. They will be responsible for loaning them in the event that a school is required to close temporarily due to coronavirus (COVID-19). If required, the department will look to provide further device and connectivity support for disadvantaged pupils who would otherwise lack access during a school closure. These devices will be owned by the school.</i></li> <li>• <i>In addition to 4G routers provided to local authorities and academy trusts, the Department for Education is working in partnership with BT to offer free access to BT WiFi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on <a href="#">increasing internet access for vulnerable and disadvantaged children</a> is available.</i> Further support is available from:             <ul style="list-style-type: none"> <li>• <i>The National Cyber Security Centre, on <a href="#">which video conference service is right for you</a> and <a href="#">using video conferencing services securely</a></i></li> <li>• <i>annex C of the guidance on <a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a>, as well as statutory guidance on online safety in Annex C of <a href="#">keeping children safe in education</a>.</i></li> </ul> </li> </ul>		
COMMUNICATION AND GUIDANCE					
Lack of consultation on safe working practices and provision of information & instruction on	Spread of infectious disease	Ch, S, P, V, C		<ul style="list-style-type: none"> <li>▪ <b>Guidance and training is provided for staff to ensure they understand, and can enforce, the new routines and support pupils in understanding them and are familiar with revised physical arrangements</b></li> <li>▪ <b>Senior leaders within school ensure staff are consulted when considering local arrangements and there is ongoing engagement with staff to monitor and understand any unforeseen impacts of changes to working environments</b></li> <li>▪ <b>Senior personnel, are available to offer support and advice and to monitor the current working arrangements on a daily basis</b></li> </ul>	

safe ways of working.				<ul style="list-style-type: none"> <li>▪ All new staff and volunteers are provided with a site induction and adequate information, instruction and training on local health, safety and COVID secure arrangements and their key roles and responsibilities</li> <li>▪ Up to date information and guidance on how to manage the risks associated with COVID -19 are available on the Health &amp; Safety Website</li> </ul>	
Signage	Potential spread of infectious disease	Ch, S, P, V, C		<ul style="list-style-type: none"> <li>▪ Signage, posters and other instructions are displayed to support implementation of COVID secure measures</li> <li>▪ Social distancing posters are visible in classrooms</li> <li>▪ Posters for hand washing and sanitizing stations are in place throughout school</li> </ul>	
Responsive-ness to change	Potential spread of infectious disease	Ch, S, P, V, C		<ul style="list-style-type: none"> <li>• Current risk assessments are referenced for pupil activities and work tasks. Where necessary these have been updated to reflect any new risks and control measures due to COVID-19.</li> <li>• A dynamic risk assessment is completed to consider the impact on safety where there are reduced staffing levels and to clarify what, if any, changes to existing control measures are required. The outcome from this exercise will identify whether an activity or task can be carried out safely or if an alternative is required</li> </ul>	
Communication prior to returning to explain procedures	Potential spread of infectious disease	Ch, S, P		<ul style="list-style-type: none"> <li>▪ Communication with all parents via Parentmail to explain arrangements for return to school including drop-off/collection times, places and protocols; safety measures in place</li> <li>▪ Communicate with all parents with new home/school agreement to be signed and returned by parentmail</li> <li>▪ Video / photo walkthrough of new measures in place to be posted on the website over the summer holiday</li> <li>▪ Clear signage to be in place to support return</li> </ul>	
Communication between staff	Stress, isolation	Ch, S, P		<ul style="list-style-type: none"> <li>▪ If additional emergency support is needed in Y6, a Y6 pupils will be sent to Y4/5 to ask for TA support</li> <li>▪ Online systems are being explored to maintain a whole school community ethos whilst classes are having to be kept separate</li> </ul>	

**Annex A – Risk Assessment**

<p><i>Risk assessment</i></p>			<p><i>Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.</i></p> <p><i>As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term.</i></p> <p><i>Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.</i></p> <p><i>School employers should have active arrangements in place to monitor that the controls are:</i></p> <ul style="list-style-type: none"> <li>• <i>effective</i></li> <li>• <i>working as planned</i></li> <li>• <i>updated appropriately considering any issues identified and changes in public health advice</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Risk assessment is in place, developed from summer term risk assessment and review of practices in place</li> <li>▪ Risk assessment takes account of government and LA advice</li> <li>▪ Risk assessment has been discussed with and shared with staff</li> <li>▪ Risk assessment will be published on website</li> <li>▪ Wider risk assessments have been reviewed</li> <li>▪ Risk assessments will be regularly monitored and reviewed by Headteacher and Governing Board and updated in the light of new public health advice</li> </ul>	
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**HEALTH AND SAFETY**

<p><b>Dealing with emergency situations including accidents, security and evacuation during the COVID-19 pandemic</b></p>	<p>Untreated injuries, potential spread of infectious disease</p>	<p>Ch,S,V,C</p>	<p><i>Children, young people or learners who require first aid should continue to receive care in the same way. No additional PPE is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms.</i></p>	<ul style="list-style-type: none"> <li>• <b>In an emergency, e.g. an accident or fire, people do not have to stay 2m apart if it would be unsafe but should do so where this is possible</b></li> <li>• <b>First Aiders are aware of and follow the <a href="#">Government guidance for first responders</a></b>; current guidance is that mouth to mouth resuscitation will be administered to children only, using a face shield. CPR only for adults.</li> <li>• <b>First Aid Needs Assessment has been reviewed and amended to take account of current occupancy, numbers of first aiders required and additional PPE needed during the COVID-19 pandemic including provision of disposal gloves, disposal plastic aprons and fluid repellent surgical face masks and visors as required;</b></li> <li>• <b>Pupils who require first aid will continue to receive care in the same way; No additional PPE is needed because of COVID-19 for any pupil who does not have symptoms;</b></li> <li>• <b>If a risk assessment determines that there is a risk of splashing to the eyes, e.g. from coughing or vomiting, eye protection will also be worn by the first aider</b></li> <li>• <b>When administering first aid to an adult a face mask should be worn if a distance of 2 metres cannot be maintained. If direct contact is necessary, gloves, an apron and a face mask should be worn</b></li> <li>• <b>Staff involved in the provision of assistance to others in an emergency including first aiders will pay particular attention to sanitation measures immediately</b></li> </ul>	
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				<p>before and following the administration of first aid; washing their hands with warm running water and soap for a minimum of 20 seconds</p> <ul style="list-style-type: none"> <li>For instances where first aid qualifications are due for renewal and may expire during the current crisis i.e. due for renewal on or after 16 March 2020, the HSE had granted a 3 month extension. School will endeavour to provide training ASAP but is aware that if this is not possible a further extension may be granted to no later than 30 September 2020 subject to evidence to support the reason why it has not been possible to arrange training. This applies to one first aider only</li> <li>First aid to be administered outdoors where possible</li> <li>First aid boxes will be relocated from staffroom, office and resource area so each class has its own box</li> <li>First aiders advised to consider where they stand when administering first aid – behind and above if possible</li> <li>Vomit cleaned up as soon as possible, following guidance on cleaning.</li> </ul> <p>First aiders will keep their boxes</p> <ul style="list-style-type: none"> <li>adequately stocked, informing office manager when supplies are getting low</li> <li>Staff will collect cold compress prior to each playtime and return it disinfected after play</li> </ul>	
Security	Intruder entering, child running off	Ch, S, V		<ul style="list-style-type: none"> <li>Door entry system operational for staff, controlling access to building</li> <li>Gate security: gates will be opened by Y4/5 TA just before 8.50am and locked by Y2/3 TA once all parents have left at 9.15am</li> </ul>	
Manual Handling	Musculo-skeletal injuries	S		<p>Dynamic risk assessment is carried out when moving furniture/ resources which takes into account;</p> <ul style="list-style-type: none"> <li>task being undertaken;</li> <li>capabilities of individual carrying out the task;</li> <li>load being lifted or moved;</li> <li>surroundings (environment).</li> <li>consideration of social distancing in 2 person manual handling activities/lifts.</li> </ul>	
Sun	Sunburn	Ch, S		<ul style="list-style-type: none"> <li>Parents asked to send children in appropriate clothes for outdoor play, and with sunhats</li> <li>Parents asked to ensure children have suncream on before coming to school where forecast indicates this is necessary</li> <li>Parents asked to send children with suncream and ensure their child is able to apply their own suncream</li> <li>Existing areas of shade on the site will be utilised to ensure children can access outdoors safely in hot weather; additional sources of shade will also be investigated (eg gazebos)</li> </ul>	

Risk assessment completed by Joy Headley (Headteacher) on 14/7/2020, following Government and Lancashire CC guidance; updated 23/7/2020 taking account of revised guidance; updated 27/8/2020 taking account of revised isolation periods  
 Agreed by Governing Board on 15/7/2020; updates sent 23/7/2020  
 Communicated to staff via email on 14/7/2020; updates sent 23/7/2020  
 Planned review date – August 2020

[Implementing protective measures in education and childcare settings – updated 1/6/2020](#)

[Safe working in education, childcare and children’s social care settings, including the use of personal protective equipment \(PPE\) - updated 21/7/20](#)

**Lancashire County Council Schools Covid19 Risk Assessment – July 2020**

[Guidance for full opening – schools 2/7/2020 updated 26/8/2020](#)

[COVID-19: cleaning in non-healthcare settings – updated 15/7/2020](#)