


Mayfield School



This Addendum must be read in conjunction with the School's own Health & Safety Policy, brought to the attention of those currently employed or volunteering in the school and shared with those individuals upon induction to the setting.

HEALTH & SAFETY POLICY – COVID-19 ADDENDUM

September 2020

Approved by ¹	
Name:	David Batten
Position:	Chair of Governors
Signed:	
Date:	30/09/2020
Proposed review date ² :	Autumn Term 2021 (or sooner if required)

¹ The Employer free to determine how to implement.

² The Governing Body or Proprietor free to determine review period.

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1. Introduction

This addendum has been created following DfE guidance [Actions for schools during the coronavirus outbreak \(Full Opening: Schools\)](#), [Actions for Early years and childcare providers](#) and [Actions for Special schools and other specialist settings](#) and applies to all schools (mainstream and alternative provision): It is an addendum to the School's existing Health and Safety (H&S) Policy and must be read and understood in conjunction with that Policy (available on request) by all individuals who come into contact with children and young people.

All staff have a responsibility to be aware of systems in school which support safeguarding and any temporary amendment or addendums to these will be explained to them by senior managers. This includes (but is not limited to) our H&S Policy, Child Protection Policy and procedures, Code of Conduct or Staff Behaviour Policy, Behaviour policy and procedures, Online Safety Policy and the associated Acceptable Use Agreements.

2. Context

From 20 March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the Covid-19 response - who absolutely need to attend.

From 01 June 2020, schools were asked to open to more pupils in addition to the children of key workers and those who are deemed vulnerable.

From the beginning of the autumn 2020 term, all pupils, in all year groups, should return to school full-time.

Despite the changes, **our Health and Safety Policy is fundamentally the same** with this addendum setting out some of the adjustments we are making in line with the altered arrangements and following advice from government and local agencies.

Some settings will have additional responsibilities arising from their regulation e.g. EYFS settings, or Special Schools as a result of their responsibility for young people over the age of 18.

Once adopted, this Addendum may be referred to in any disciplinary proceedings following unacceptable action by staff or other adults.

3. Variations to Arrangements / Procedures

3.1 Consultation, Communication and Competence

- We will consult staff and Trade Union (TU) or staff appointed H&S Representatives particularly on the protective measures required in school to prevent coronavirus (Covid-19) infection/spread. They will be involved in the risk assessment process allowing them to raise concerns and influence decisions. We will ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure those on term-time only contracts have adequate time to contribute.
- We will ensure staff feel supported and listened to. Regular staff meetings/briefings will be held (face to face following social distancing or remotely online) to discuss any issues and anxieties. Minutes/notes outlining briefing contents will be kept and shared with staff (including those not currently in school).
- We will ensure communication links are maintained with those who are self-isolating or home working to ensure they still feel part of the team and involved.
- Staff returning to school will undergo Induction into any new or temporary arrangements in place – records of Induction, training, instruction or information supplied will be kept (see [model Addendum to the Staff Induction Checklist](#)).
- The H&S Committee will still meet regularly (face-to-face physically distanced or online), with members reporting back directly to their own teams/departments.
- Whilst social distancing rules remain, the Governing Body will adopt alternative arrangements for holding meetings e.g. online (following DfE [guidance on help with technology and remote education](#) and the National Governance Association [guidance for business continuity and holding virtual meetings](#)).
- The Governing Body will take a pragmatic approach to handling urgent business assessing whether it is reasonable to do so in virtual online committee meetings. Availability of governors or trustees will be considered to ensure that committee meetings are quorate. It may be more practical for the urgent business of any committee to be discussed at a full governing or trust board meeting instead.
- Required staff training that was due or which lapsed during lockdown, including refresher training will be planned and where practical, completed remotely online. Necessary face-to-face training will go ahead if social distancing can be maintained and the risk assessment suggests all reasonable steps have been taken to prevent infection spread.

3.2 Risk Assessment

- It is important for everyone to understand that risk assessments produced in relation to the Covid-19 pandemic are dynamic and will undoubtedly change as we move forward and as the Government produces additional information and guidance. Staff and others must keep themselves abreast of any changes affecting their working practices which will be communicated to them in a timely manner.
- As 3.1 above. Control measures determined by the Covid-19 related Risk Assessment(s) for the FULL Re-Opening of Schools will be monitored for effectiveness and the risk assessment(s) reviewed and revised as necessary and in line with any changes to Government guidance, in consultation with staff and TU Reps.
- Following the government's pausing of shielding measures from 01/08/20, we expect that most staff will attend school from September. Additional risk factors will be taken into consideration with regard to individual staff and pupils returning to school, including those who were previously shielding (clinically extremely vulnerable), those who are clinically vulnerable (including pregnant staff) or those with particular characteristics such as those from the Black, Asian, and Minority Ethnic (BAME) community who may be at comparatively increased risk from Covid-19 to ensure they are appropriately supported (refer to [clinically-vulnerable people](#), [COVID-19: review of disparities in risks and outcomes report](#) and [Schools and COVID-19: guidance for Black, Asian and minority ethnic \(BAME\) staff and their employers in school settings](#)).
- In consultation with these staff, decisions on alternative working arrangements may be made such as deployment to roles where it is possible to minimise contacts and maintain social distancing or home working where feasible and appropriate. Specific Individual Risk Assessments will be carried out with them using template [Risk Assessment for staff and students previously shielding or BAME](#) on the KAHSC website.
- Should Home Visits be required (i.e. they cannot be undertaken remotely), these will be conducted in line with our existing Home Visits Risk Assessment along with a Covid-19 specific Risk Assessment (see KAHSC model [Covid-19 Home Visits Risk Assessment](#)).

3.3 Health and Safety Inspections and Maintenance Activities

Prior to reopening for the autumn term, all the usual pre-term building checks were undertaken to ensure site safety. Where part of, or a whole school site or building has been closed for many weeks, we will undertake a H&S inspection of the buildings, grounds and equipment concerned to ensure its ongoing safety and suitability. Refer to the [CIBSE: Emerging from Lockdown](#).

All routine in-house monitoring, testing and inspection commenced / continued as normal.

Restarting plant and equipment

- We will recommission all systems before re-opening, as would normally be done after a long holiday period, including gas, heating, water supply, mechanical and electrical systems and catering equipment.
- We will establish a clear plan for restarting any equipment that has been taken out of service during lockdown to ensure the safety of those who are undertaking the maintenance as well as protecting the equipment from damage. The restart process may require electrical and mechanical isolations to be reconnected, fluids to be refilled and plant and equipment to be reenergised in a specific sequence or order. Planning will therefore be based on manufacturers' instructions, commonly accepted technical guidance and by making reference to specialist contractors (where required). We will ensure that those who are carrying out the work are competent to do so and the work is correctly coordinated between them to avoid risks.

Statutory inspections

- The HSE have stated that 'the law for Lifting Operations and Lifting Equipment Regulations (LOLER) and Pressure Systems Safety Regulations (PSSR)' remain in place. As such, we must ensure that statutory inspections on lifting equipment (including passenger lifts and stair lifts), pressure systems, fixed electrical systems, PAT, gas appliances, etc are 'in date' prior to the reoccupation of buildings.
- We will consider whether equipment which has not been used for an extended period of time needs a statutory inspection even if one is not due.

Ventilation

- Good ventilation is essential at all times in work and learning spaces, particularly during a pandemic, so we will ensure all systems work in their normal operating mode.
- Natural ventilation via openable windows or vents will be maximised by keeping them open (particularly in classrooms) and propping open doors (bearing in mind significant safeguarding or fire issues).
- Ceiling or desk fans can be used to improve air circulation, provided there is good ventilation of fresh air.
- Where centralised or local mechanical ventilation is present, recirculatory systems will be adjusted to full fresh air. If this is not possible systems will be operated as normal. Where ventilation units have filters present we will

ensure enhanced precautions are taken when changing filters. See HSE guidance [HSG53: Respiratory protective equipment at work](#) and HSE [air conditioning and ventilation during the coronavirus outbreak](#).

- Forced ventilation in toilets will be kept running where possible and we will avoid opening windows if they interfere with the direction or effectiveness of the forced ventilation.
- Ventilation in chemical stores will be operated as normal.

Cleaning

New cleaning arrangements in line with Covid-19 preparations will also include regular systematic checks:

- on drainage systems, checking traps have not dried out and ensuring water seals are in place to prevent smells within the building, for example, hygiene rooms, sports hall showers;
- where toilets are put back into use, ensuring the flushing of the toilets occur with the lids down (where fitted) and toilet ventilation systems are working.

3.4 Water Hygiene Management

Water systems

- When increasing operational capacity or re-opening we will follow the usual water system building management procedures as we would at the end of the summer holidays.
- Chlorinating and flushing water systems may not be necessary if the system has remained operational through routine flushing as advised in the cold water systems and domestic hot water services sections of our Legionella Risk Assessment.
- We will contact our legionella competent person who will advise on the action required. If a full system flush is required but not immediately available, we will seek advice from your competent person on alternative options.

Drinking Water

If it has not been possible to maintain our system throughput of water from routine flushing to all outlets or a competent person has not tested the water and provided satisfactory bacterial test results, the water may not be safe to drink. In these circumstances, we will supply bottled drinking water until a thorough flushing and chlorination can be undertaken by a water treatment specialist.

Hot water services

- Water temperatures will be kept within limits recommended for the control of legionella bacteria in water systems.
- We will regularly check hot water generation for functionality and if required, temperature recording.
- If the hot water system has been left operational the hot water will be circulating as normal and regular checks will be carried out.
- Refer to [HSE: Legionella Risks during the Coronavirus Outbreak](#).

3.5 Control of Asbestos

The condition of asbestos containing materials (ACMs) will be checked prior to re-occupation following a lengthy school closure and will continue to be inspected as per our usual termly monitoring programme.

3.6 Wellbeing

Staff

- The Governing Body and senior leaders will be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.
- Workloads will be carefully managed and we will assess whether staff who have to stay at home due to health conditions are able to support remote education. This will be factored into our resource and curriculum planning and consideration given to where additional resources could be safely brought in if necessary
- Particular regard will be given to ensuring staff who are BAME and those with existing health conditions (but do not fall into the category of critically vulnerable) are appropriately supported, given that they may be at increased risk of severe ill-health should they contract Covid-19. We will refer to [BAMEed Network guidance](#) template [Risk Assessment for staff and students previously shielding or BAME](#) on the KAHSC website to help us complete an individual risk assessment before affected staff return to work.
- We may need to alter the way in which we deploy staff and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals.

- Management will promote mental health & wellbeing awareness to all staff during the pandemic and offer appropriate support including regular communication of mental health information and the open door policy for those who need additional support.
- We will monitor the wellbeing of people who are working from home or self-isolating and help them stay connected to the rest of the workforce, especially if the majority of their colleagues are on-site. We will keep in touch with off-site staff on their working arrangements including their welfare, mental and physical health and personal security.
- We will consider how to support the mental wellbeing of staff who are returning after a significant period of either home working or furlough. Where issues are identified as work-related, we will follow the HSE's published stress Management Standards. We will also review how we can support staff on broader issues, such as bereavement and general pandemic anxiety (for example by signing up for a formal Employee Assistance Programme providing confidential telephone advice and counselling).
- In consultation with staff, our existing Wellbeing (Stress) Risk Assessment will be reviewed and mechanisms put in place to support the reporting of work related issues. The [Education Support Partnership](#) provides a free helpline for school staff and targeted support for mental health and wellbeing.

Pupils

- Staff will consider how to support:
 - individual children who have found the long period at home hard to manage;
 - those who have developed anxieties related to the virus;
 - those about whom there are safeguarding concerns;
 - those who may make safeguarding disclosures once they are back in schools;
 - children from BAME communities and their families who may be at increased risk of serious ill-health as a result of contracting Covid-19 and may have additional or heightened worries about returning to school;
 - those who have experienced bereavements in their family or wider circle of friends or who have increased/new caring responsibilities.
- We will provide more focused pastoral support where we identify pupils who need more individual help, drawing on external support where necessary and possible.
- We will consider the support needs of particular groups we already know need additional help (e.g. children in need), and any groups identified as newly vulnerable on their return to school (refer to MindEd learning platform for professionals, which includes a [coronavirus \(COVID-19\) staff resilience hub](#) with materials on peer support, stress, fear and trauma and bereavement).
- We will consider how we work with school nursing services to support the health and wellbeing of pupils. We will work with school nurses to ensure delivery of the [healthy child programme](#) (which includes immunisation) and identify health and wellbeing needs which will underpin priorities for service delivery.
- If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (e.g. the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc.) and we will refer to [BAMEed Network guidance](#) for assistance in completing an individual risk assessment before affected pupils return to school and the template [Risk Assessment for staff and students previously shielding or BAME](#) from the KAHSC website.
- If safeguarding issues come to light, they will be addressed using our Child Protection policy, which may then need to be updated in light of emerging issues. As a priority our Head teacher will consider how any increase in referrals will be managed as pupils return to school.

3.7 Accidents, Incidents, Ill Health and Dangerous Occurrences

If any individual with symptoms is believed to have contracted the Covid-19 virus 'whilst at work', the relevant information must be reported to the HSE under RIDDOR legislation. We will follow our usual Accident Reporting Procedures i.e. **VA/Foundation Schools and Academies:** report to KAHSC via the on-line Accident system; **Cumbrian Community & VC Schools:** report to the LA via the CCC Accident Form. Our Health & Safety Services provider (KAHSC or LA) will continue to report to the HSE on our behalf.

In the sad event of the death of a worker in children's services from Covid-19 follow: [Actions for employers and providers following a coronavirus \(COVID-19\) related death of a carer or colleague across children's services](#)

Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying Covid-19.

When to Stay Home and Isolation

- We will implement Government advice and communicate to pupils/parents, staff and contractors. Currently any person developing a new continual cough, a temperature in excess of 37.8°C or a loss of, or change in their normal sense of taste or smell (anosmia) or have tested positive in the last 10 days must be sent home ([Stay at home guidance for households with possible Covid-19 infection](#)).
- From 01/08/20, clinically extremely vulnerable persons will no longer be advised to shield. Those who need to work and cannot do so from home will be able to return to work as long as their workplace is Covid secure. They should continue to follow strict social distancing measures, taking particular care to minimise contact with others outside their household and practise good, frequent handwashing (see also below) - [Guidance on shielding & protecting extremely vulnerable persons from Covid-19](#)).
- Clinically vulnerable people including pregnant women and those who are BAME should take extra care in observing social distancing. They will be offered the safest available on-site roles, strictly observing social distancing guidelines wherever possible. If they cannot maintain social distancing, we will carefully risk assess and discuss with them whether this involves an acceptable level of risk. Refer to the template [Risk Assessment for staff and students previously shielding or BAME](#) on the KAHSC website.
- From 01/08/20 there will be far fewer children advised to shield and majority of pupils will be able to return to school (refer to [COVID-19 - 'shielding' guidance for children and young people](#)). However:
 - A small number of pupils will still be unable to attend in line with public health advice as 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 Covid-19;
 - 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);
 - 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 in September (usually at their next planned clinical appointment).
 - Where children do not attend school as parents are following clinical &/or public health advice (self-isolation, family isolation, quarantine or the clinically extremely vulnerable during a future local lockdown), we will be able to **immediately** offer them access to remote education and we will monitor engagement with this activity. Their absence will not be penalised (record as Code 'X') – see [Recording attendance in relation to Covid-19](#).
- Anyone who lives with those who are clinically extremely vulnerable, clinically vulnerable or with particular characteristics (such as BAME) can attend school/work.
- Staff **who live alone** and have symptoms of Covid-19, however mild, will be directed to stay at home for **10 days** from when their symptoms started.
- Anyone **living with others** and they are the first in the household to have symptoms of Covid-19, then they will be directed to stay at home for 10 days, but all other household members who remain well must stay at home and not leave the house for **14 days**. The 14-day period starts from the day when the first person in the house became ill.
- For **anyone else in the household** who starts displaying symptoms, that individual must stay at home for 10 days from when the symptoms appeared, regardless of what day they are on in the original 14-day isolation period.
- If someone in a child or staff member's [support bubble](#) is showing Covid-19 symptoms, or otherwise self-isolating, everyone in that support bubble should stay home. If the child/staff member or a member of their support bubble is contacted as part of the [NHS Test and Trace programme](#), the individual contacted should stay at home. If the individual becomes symptomatic, everyone in the support bubble should then isolate.
- If a member of staff has helped someone who was unwell with Covid-19 symptoms, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see below). The staff member will wash their hands thoroughly for 20 seconds after any contact with someone who is unwell. Cleaning the affected area with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. Refer to [COVID-19: cleaning of non-healthcare settings outside the home](#).

Test and Trace

- We will ensure all staff and parents understand the NHS Test and Trace process and ensure that staff and parents/carers understand that they will need to be ready and willing to:
 - [book a test](#) if they or their child are displaying symptoms (or order via Tel No. 119). 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 it is a difficult and invasive procedure so children aged 11 and under will need to be helped by their **parents/carers** if using a home testing kit;
- provide details of anyone they or their child have been in close contact with if they were to test positive for Covid-19 if asked by NHS Test & Trace or local Public Health;
 - [self-isolate](#) if they have been in close contact with someone who develops Covid-19 symptoms or someone who tests positive for Covid-19.
- All schools will receive a small number of home testing kits that can be given directly to parents/carers collecting a child who has developed symptoms at school, or staff who have, where we think providing one will significantly increase the likelihood of them getting tested - [Refer to Home test kits for schools](#).
 - We will ask parents and staff to inform us immediately of the results of a test:
 - if a child or member of staff tests negative, if they feel well and no longer have symptoms similar to Covid-19, they can stop self-isolating although it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.
 - if a child or member of staff tests positive, they should follow the '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)' 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 (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.
 - At this stage, all those who have been in close contact with the pupil or member of staff in their group or bubble will be asked to self-isolate for 14 days.
 - If a further child who is self-isolating develops symptoms, they should be tested for Covid-19. If this result is positive, they will begin the 10 day isolation from the day they became ill. All those in the second child's household will need to self-isolate for 14 days from the onset of the symptoms. If the result is negative, the second child will continue with their 14 day isolation period as a result of being in contact with the first child.
 - In the majority of cases, school and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, school can take the decision to refuse the child if in our reasonable judgement it is necessary to protect our pupils and staff from possible infection with Covid-19). Any such decision will be carefully considered in light of all the circumstances and the current public health advice.
 - We will take swift action when we become aware that someone who has attended has tested positive for Covid-19. We will contact the local health protection team. This team will also contact us directly if they become aware that someone who has tested positive for Covid-19 attended the school – as identified by NHS Test and Trace.
 - The Cumbria County Council Covid-19 Call Centre (Tel: **0800 783 1968** - 9am – 5pm Monday to Friday and 9am – 2pm Saturday and Sunday) has been set up as a single point of contact for Head teachers in Cumbria **only** to notify Cumbria County Council Public Health of any suspected or confirmed cases of Covid-19 in the setting in order for them to initiate the local test and trace system.
 - We will contact the call centre immediately if we have one or more members of staff or children who work at or attend the school (regardless of where they normally reside) and who develop symptoms of Covid-19 whilst at school.
 - 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 us in this situation to guide us through the actions we need to take. Based on the advice from the health protection team, we 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 they were last in close contact with that person when they were infectious. Close contact means:
 - 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);
 - proximity contacts - extended close contact (within 1 to 2m for more than 15 minutes) with an infected individual;
 - travelling in a small vehicle, like a car, with an infected person.
 - The health protection team will provide definitive advice on who must be sent home. To support them, we will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This will be a proportionate recording process - we 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.

- A template letter will be provided to us, on the advice of the health protection team, to send to parents and staff about any new diagnosed cases if needed. We will not share the names or details of people with coronavirus (Covid-19) with anyone except the public health authority for public health reasons e.g. to trace contacts and protect against the serious threat to public health
- 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 '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'. They should get a test, and:
 - 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 Covid-19 within the remaining days.
 - if the test result is positive, they should 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). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following '[stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#)'

We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

- If we have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where Covid-19 is suspected, we may have an outbreak, and will continue to work with the local health protection team who will advise if additional action is required.
- 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 we implement the controls from this risk assessment, 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.
- In consultation with the local Director of Public Health, where an outbreak in our 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.
- We will assist the Test and Trace service by keeping a temporary record of staff shift patterns for 21 days and assist NHS Test and Trace with requests for that data if needed. Refer to [Maintaining records of staff, customers and visitors to support NHS Test and Trace](#).

Those returning from abroad

- Staff (or pupils) returning from holidays/work abroad must follow current Government guidance and quarantine for 14 days on their return from **certain countries** ([coronavirus \(COVID-19\): how to self-isolate when you travel to the UK](#) and [Travel Corridors](#)).
- As would usually be the case, most staff will need to be available to work in school during term time. There is a risk that where staff have travelled abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to Covid-19, such as the potential for reinstatement of lockdown measures in the place they are visiting.
- Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home.

Further guidance can be found in the [CCC Public Health Resource Pack for Schools in Cumbria](#) and [KAHSC Responding to a case of COVID-19 in school](#).

3.8 New and Expectant Mothers

Clinically vulnerable people including pregnant women should take extra care in observing social distancing. They will be offered the safest available on-site roles, strictly observing social distancing guidelines wherever possible. If they cannot maintain social distancing, we will carefully risk assess and discuss with them whether this involves an acceptable level of risk. Refer to the template [Risk Assessment for staff and students previously shielding or BAME](#) on the KAHSC website and 'When to Stay Home and Isolation' within Section 3.7 above.

This is **in addition to** initial and ongoing risk assessments throughout each staff member's pregnancy and on return to work after the birth of their baby.

3.9 First Aid and Intimate Care

- We will review the first aid 'assessment of need' to ensure that it is still sufficient. Based on this, more first aiders may need to be trained to ensure that there is adequate coverage. We will review levels of first aid equipment to ensure that these are still adequate. In particular, consideration will be given to the purchase of additional resuscitation face shields, disposable gloves and aprons.
- Where children are aged 2-5, we will use our 'best endeavours' to ensure one person with a full paediatric first aid (PFA) certificate is on-site when children are present. If after using best endeavours we are still unable to secure a member of staff with full PFA to be on site then we will carry out a written risk assessment and ensure that someone with a current First Aid at Work or emergency PFA certification is on site at all times children are on premises. *The HSE have relaxed their advice in relation to first aid certificate expiry dates and have agreed to an extension for requalification to all First aid certificates to 30 September 2020 ([HSE first aid requalification guidance](#)). In line with the [EYFS disapplication arrangements](#) and [Actions for early years and childcare providers during the coronavirus outbreak](#) if, exceptionally paediatric requalification training is still unavailable, a further extension is possible to no later than 25 November 2020. However, if asked to do so, we should be able to explain why the first aider hasn't been able to requalify and demonstrate what steps have been taken to access the training. The School or certificate holders must do their best to arrange requalification training at the earliest opportunity.*
- If a child displaying Covid-19 symptoms needs direct personal care until they can return home – refer to Section 3.11 below.
- Where staff are performing intimate care procedures and/or nappy changing, the normal procedures and usual PPE will be used – disposable apron and disposable gloves.
- When changing children, and where the child can understand, we will ask the child to turn their head to the side during the changing process.
- Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the PHE guidance [personal protective equipment \(PPE\) guidance on aerosol generating procedures](#), and wear the correct PPE which is:
 - a FFP2/3 respirator (which must be fit-tested)
 - gloves
 - a long-sleeved fluid repellent gown
 - eye protection
- If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE.
- Variations to first aid procedures including the use of any additional PPE and the need for paediatric first aid trained staff (EYFS Statutory Framework Disapplications) will be made as necessary and shared with all relevant persons – refer to the school Risk Assessment for Covid-19, the Covid-19 Paediatric First Aid Risk Assessment and the **Addendum to First Aid procedures and Supporting Pupils with Medical Conditions Policy** held separately.

3.10 Supporting Pupils with Medical Conditions

Variations to our procedures for supporting pupils with medical conditions including the use of any additional PPE will be made as necessary and shared with all relevant persons – refer to the school Risk Assessment for Covid-19, Section 3.9 above and the **Addendum to First Aid procedures and Supporting Pupils with Medical Conditions Policy** held separately.

3.11 Infection Control

- If a child who is unwell with Covid-19 symptoms is awaiting collection, they will be moved to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Where available, a window will be opened for ventilation. If it is not possible to isolate them, the child will be moved to an area which is at least 2m away from other people. An isolation room has been identified and labelled with access and cleaning strictly controlled.
- If the individual needs to go to the toilet while waiting to be collected or prior to them leaving for home, they will be directed to use a separate toilet if possible. The toilet area will then be cleaned and disinfected using standard cleaning products before being used by anyone else.
- If a child needs direct personal care until they can return home, fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m 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 will be worn by the

supervising adult. 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.

- 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 disinfectant after they have left to reduce the risk of passing the infection on to other people. Refer to COVID-19: cleaning of non-healthcare settings outside the home.
- In an emergency, we will call 999 if they are seriously ill or injured or their life is at risk.
- Additional measures will be put in place during the Covid-19 pandemic in line with PHE guidance – including not being at work or school if symptomatic, self-isolation measures, test and trace, social distancing, increased hand and respiratory hygiene measures and more stringent/frequent cleaning regimes - refer to the school Risk Assessment for Covid-19.
- As normal, we will engage with our local immunisation providers to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures.

3.12 Hygiene Measures

- Staff should wear clean clothes for work each day that are easy to wash. Work clothes can be brought to work and staff can change at school and before leaving at the end of the day if they wish, taking their work clothes home to wash. Work shoes can be left at school.
- Children must wear **clean** school uniform every day
- Everyone will be reminded to wash their hands before leaving home, on arrival at school, on return from breaks, when they change rooms and before and after handling cleaning chemicals, eating/drinking, using the toilet, sports activities, donning/doffing PPE, administering first aid/personal care, using public transport and after coughing or sneezing and not to touch face (eyes, mouth, nose) with hands that are not clean.
- Everyone will be encouraged to cough and sneeze into tissues (or the crook of the elbow) and to dispose of tissues appropriately ('catch it, bin it, kill it'). Supplies of tissues will be made available in each classroom along with lined bins (lidded and foot operated where possible – they do **NOT** need to be double lined) which will be emptied throughout the day and particularly between each cohort.
- We will 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.
- Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. This will 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.
- Where in place, toilet lids will be closed prior to flushing and remain closed after use. Where not in place, staff and children will be instructed to move away from the toilet as soon as it has been flushed, more frequent cleaning of the toilets and most importantly, ensuring that **strict hand hygiene** measures are observed following every visit to the toilet.
- Wash with liquid soap & water for a minimum of 20 seconds (see hand wash guidance). Where there is no sink nearby, adequate supplies of hand-gel (containing at least 60% alcohol) will be provided in the classroom or work area.
- Wherever possible, staff will supervise children washing hands.
- Different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it but toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet.
- Hands must be dried properly to prevent infection and drying out. Pat dry rather than rub to avoid discomfort. Supplies of hand cream (aqueous cream or similar) will be made available to help prevent soreness.
- We will ensure suitable hand washing facilities are available including running water, liquid soap and paper towels or hand driers.
- sanitiser units will be installed in the school at the main entrance to the school and in the dining hall.
- Each classroom in use will have a box/tray containing hand sanitiser, disposable cloths/roll, anti-bacterial spray, disposable gloves and aprons, spare bin liners, tissues

3.13 Daily Routine

General operation

- Reduce contact between children and staff by maintaining distinct groups or 'bubbles' that do not mix with other bubbles, and by encouraging everyone who can to maintain social distancing.
- Focus more on keeping bubbles separate with our younger children and those with complex needs now that the Early Years can return to normal class sizes and do not have to maintain separate groups within a setting.

- Focus more on social distancing in KS4 and KS5 where bubbles are likely to encompass an entire year group to enable us to deliver the full range of curriculum subjects and so students receive the proper specialist teaching. We aim to achieve this with the smallest groups we can physically timetable and accommodate.
- Try to keep children in their class groups for the majority of indoor activities but may need to allow mixing in wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. We will endeavour to keep these groups at least partially separate and minimise contacts between children.
- 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 2m from other adults. 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.
- Try to ensure that supply teachers, peripatetic teachers and/or other temporary staff who can move between schools minimise contact and maintain social distancing measures as fully as possible (refer to [COVID-19 Guidance for Supply Agencies, Head teachers and Supply Staff](#)). We will also work to facilitate specialists, therapists, clinicians and other support staff for pupils with SEND in providing interventions as usual.

Arriving at and Leaving School

- Under no circumstances must **anyone** displaying symptoms of Covid-19 attempt to enter the school site. This information will be included in the letter to parents, suppliers and contractors prior to the school opening or contract work starting. Notice to be displayed on the main school entrance door.
- Details of who is eligible to drop off/collect children will be checked– they may be different.
- Parents will be informed and, if necessary, regularly reminded that they must maintain 2m social distancing from the next adult or child at all times when bringing their child to or collecting them from school.
- Where possible, we will implement separate entrance/exit gates or one-way systems.
- Children will be collected from the school entrance gate by staff at the beginning of their allotted session. Parents will then be asked to leave immediately. Parents may only enter the site with agreement by the Head teacher and appointments must be made prior to the visit. Parents may, however, telephone the school at any time should they have any concerns or issues which school needs to be informed of.
- At the end of the allotted session, parents may collect their children from the same entrance area where they will be supervised by staff.
- We require all used PPE and any disposable face coverings that staff or children arrive wearing be placed in a refuse bag and disposed of as normal domestic waste unless the wearer has symptoms of Covid-19 in which case it will be disposed of in accordance with the [guidance on cleaning for non-healthcare settings](#). Any non-disposable washable cloth face coverings that staff or children are wearing when they arrive at school must be removed by the wearer and placed into a plastic bag that the wearer has brought with them in order to take it home. The wearer must then wash their hands. Staff, children and parents will be so instructed. Refer to [safe working in education, childcare and children's social care](#)
- Staff & pupils will be required to wash their hands on entry (or use sanitiser supplied if this is more practical) Staff should sign in and out in the usual manner (using their own pen or electronic system, wiping the screen before and after use with wipes we provide, disposing of wipes in a foot-operated and lidded bin).
- We require pupils to still limit the amount of equipment they bring into school each day to essentials such as lunch boxes, hats, coats, books, stationery, sun/weather protection and mobile phones. Bags are allowed.

In the classroom

- Staff must maintain distance from pupils, staying at the front of the class, and away from colleagues where possible. Ideally, adults should maintain 2m distance from each other, and from children, although this will not always be possible with younger children.
- Avoid close face to face contact and minimise time spent within 1m of anyone. This will not be possible when working with pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.
- Children mature enough, will be supported to maintain distance and not touch staff, their peers, or things they don't need to touch where possible while recognising and trying to mitigate risks when this is not possible for the youngest children and those with complex needs.
- When staff or children cannot maintain distancing, we will reduce risks by keeping pupils in the smaller, class-sized groups described above.
- We will endeavour to make small adaptations to the classroom to support distancing where possible e.g. seating pupils side by side and facing forwards, rather than face to face or side on, and moving unnecessary furniture out of classrooms to make more space.

- Spaces used will be well ventilated with natural ventilation where possible - opening windows and propping open doors
- Doors will be held open to avoid all contact with them and aid ventilation, but only where the room is occupied and doors will be fully closed once the group has left the room. At the end of the day, all doors to all rooms must be closed for fire control purposes.
- Where possible pupils will use the same classroom or area of a setting throughout the day, with a thorough cleaning of rooms at the end of the day. Consideration will be given to seating pupils at the same desk each day where possible.
- Pupils and staff will be asked to bring in their own water bottles. Water drinking stations and water fountains will be temporarily taken out of use unless it can be guaranteed that the drinking station will be appropriately sanitised between each cohort use. Staff may fill their bottles from the staffroom (observing social distancing) and must clean surface they touched after each use.
- For individual and very frequently used equipment, such as pencils and pens, staff and pupils will need their own items that are not shared.
- Classroom based resources, such as books and games, will be used and shared within a single bubble; and cleaned regularly (daily), along with all frequently touched surfaces.
- Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles or rotated to allow them to be quarantined (left unused and out of reach) for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- Pupils and teachers will take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand washing, cleaning the resources and quarantining them before rotation will apply to these resources.
- Sand and water trays will be taken out of use unless ONLY being shared within one particular class/group. Malleable resources such as play dough will also NOT be shared between different classes/groups.
- Outdoor playground equipment will be more frequently cleaned.
- To facilitate cleaning, we have removed unnecessary items from learning environments where we had space to store them elsewhere. In line with Public health advice, we have also removed all soft and intricate or hard to clean toys, and, where practicable, soft furnishings like pillows, bean bags and rugs.
- Dressing up clothing and other fabric items will only be used by a single bubble or will be used across more than one bubble if we apply our 3-day quarantine and rotate rule as above.
- IT suite workstations, keyboards and mice will be disinfected after each class/bubble uses it. Headphones will not be shared unless we can adequately sanitise them between users, quarantine and rotate them after 3 days. Pupils may be asked to bring in their own headphones/earphones and they will be reminded not to let anyone else touch them.
- Practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between bubbles.

Measures elsewhere

- Groups will be kept apart – we will avoid large gatherings such as assemblies or collective worship with more than one group.
- Music and singing – refer to ‘Music, Dance and Drama’ (Section 3.26).
- When timetabling, groups will be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, we will avoid creating busy corridors, entrances and exits.
- To reduce movement around the building, wherever possible, groups/classes will remain in the same classroom(s) as much as possible with teachers moving between classes rather than pupils.
- Where considered wide enough to do so, corridors will be marked with tape showing the direction of travel on each side. We may introduce marked one way systems in corridors that are already narrow.
- Floor marking tape will also be used where queues may develop.
- Lockers will be brought back into use but not shared unless by pupils in the same group.
- Normal shielding will be used for reception staff – where this is not in place, an area will be marked over which any visitors will be informed not to cross.
- Maintain social distancing between people who work in one place such as office or reception staff. Office staff to work in separate offices where possible.
- Desks/workstations should allow staff to maintain social distancing wherever possible or if it not possible arrange people to work side by side or facing away from each other rather than face-to-face; use screens to separate people from each other; use a consistent pairing system if staff have to be in close proximity; manage occupancy levels to enable social distancing; and avoid use of hot desks and spaces or clean and sanitise workstations between different occupants including shared equipment.

- Keep distance between individuals when speaking or sharing a room, regularly wash hands and sanitise surfaces when the individual leaves including telephones, keyboards/mice etc.
- Staff to observe social distancing when using communal equipment such as photocopiers wiping key pads after each use OR only allowing one person only to carry out all photocopying (pupils NOT to use copiers).
- Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day.
- Minimise contact between staff and avoid skin-to-skin and face-to-face contact - work side by side or facing away from each other as opposed to face to face. Where face-to-face contact is essential, this must be kept to a minimum. Consideration will be given to wearing face coverings in this situation.
- As much as possible, keep groups of staff working together in teams that are as small as possible (cohorting).
- Try to use stairs in preference to lifts. Where lifts must be used (including platform lifts), we will lower their capacity to reduce congestion and contact at all times, and regularly clean touchpoints, such as doors and buttons.
- Reduce transmission through contact with objects that come into school such as post and deliveries and limit those accepting and putting away deliveries and implement cleaning procedures for goods and merchandise entering the site.
- Encourage increased handwashing and introducing more handwashing facilities for staff handling goods and merchandise or providing hand sanitiser where this is not practical.
- Restrict non-business deliveries, e.g. personal deliveries to staff.
- Revise pick-up and drop-off collection points, procedures, signage and markings.
- Consider methods to reduce frequency of deliveries, e.g. by ordering larger quantities less often.
- Minimise contact during payments and exchange of documentation, e.g. by using electronic payment methods and electronically signed and exchanged documents.
- We will take steps to avoid people needing to unduly raise their voices to each other. This includes, but is not limited to, refraining from playing music or broadcasts that may encourage shouting, including if played at a volume that makes normal conversation difficult.
- For detail on the use of face coverings, refer to Section 3.21 – PPE & Face Coverings.

Break and lunch times

- We will stagger pupil break and lunch times (and make time for cleaning surfaces in the dining hall between groups). Where dining halls are used, social distancing will be considered and no mixing of groups must take place. Adequate supervision of break/lunch times will be maintained.
- Separate dining areas will be assigned for each group/bubble and queueing will be kept to a minimum with floor markings designating social distancing.
- Where pupil numbers do not allow for each group to use the dining facilities, lunches may be served which are 'take-away' to be eaten elsewhere in the school to reduce the need for groups to mix or delivered to each classroom to be eaten at pupil desks.
- Lunches will be ordered in advance (by staff and pupils). Alternatively, pupils may bring their own packed lunch. Packed lunch boxes brought in from home (staff or pupils) should be washed at home each day.
- Children that are not in school can still order lunches in the usual way and collect from the main entrance.
- Playgrounds will be divided to minimise mixing between groups where possible - where there is more than one group using the outdoor space, the space will be zoned so that groups are kept apart.
- Where possible (weather permitting) children will make use of outdoor spaces and outdoor equipment.
- Where possible, external doors from classrooms will be used to access outside areas thus reducing the need to use internal areas.
- The toilet regime will remain as stated above.
- Use of staff rooms will be minimised, although staff must still have a break of a reasonable length during the day – staff breaks may need to be staggered. Use safe outdoor areas for staff breaks or their allotted classroom.
- Reconfigure seating and tables in staff room/staff common areas to maintain spacing and reduce face-to-face interactions.
- Encourage staff to remain on-site at lunch time and, when not possible, to maintain social distancing while off-site & to wear face coverings in all enclosed public spaces.

Behaviour

Refer to Section 3.22.

Cleaning

Refer to Section 3.20.

Hygiene

Refer to Section 3.12.

Further details of our preventive measures can be found in our Covid-19 related Risk Assessment(s) for the FULL Re-Opening of Schools.

3.14 Child Protection

The school has established a separate Child Protection Policy and supporting procedures in line with the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the Cumbria Safeguarding Children Partnership (SCP) and in line with [Keeping Children Safe in Education \(from September 2020\)](#).

Addendums to the Child Protection Policy and Safe Recruitment Policy have been produced for variations to working practices during the Covid-19 pandemic – the Child Protection Addendum is published on the school website and both have been shared with all relevant staff and volunteers.

3.15 Fire Safety Management

The Fire Risk Assessment and Evacuation Plan have been reviewed to take account of any variations such as reduced staffing/pupil numbers or alterations in building layout or use during the Covid-19 pandemic.

All relevant fire safety equipment and systems will be tested **before** staff and others are allowed back on site. This will typically include:

- a full functional test of the fire detection and alarm system (using multiple call points across the site and involving the call receiving centre if appropriate);
- a full discharge test of the emergency lighting system across the site;
- a visual inspection of all fire extinguishers to ensure that they are correctly located, full and not obviously damaged;
- checking that fire escape routes are clear of any obstructions;
- checking that final fire escape doors are unlocked and operational;
- checking the operation of internal fire doors to ensure that they close properly;
- checking that automatic fire dampers, smoke venting and smoke extraction systems are operational.

Additionally, and for the duration of the Covid-19 pandemic, consideration will be given to the following:

- Where fire doors are temporarily held open, these will be closed by a member of staff using the room in the event of the fire alarm activating. At the end of each day, all fire doors will be closed. Rooms which are not being used will have the doors closed at all times.
- Regular fire updates provided to staff and pupils, particularly where pupils are not being taught in their 'normal classroom' so that they can familiarise themselves with the nearest fire route and ultimate exit.
- The closing of windows should the fire alarm activate. Because of the need for increased ventilation in the school during the Covid-19 pandemic, there may not be time to close all windows prior to evacuation. This situation is only permissible where to close all the windows would result in increased risk to staff and pupils.
- The layout of muster points and whether the schools existing system works appropriately in relation to social distancing and the advice not to mix groups or bubbles – fire drills will continue as normal.

3.16 Visitors and Use and Control of Contractors and Construction Work

- Visitors to the premises will be minimised and meetings held remotely where possible. Visitors will be by appointment only.
- Where we need to use other essential professionals such as social workers, speech and language therapists or counsellors, or professionals to support delivery of a child's EHC plan, we will assess whether the professionals need to attend in person or can do so virtually. If they need to attend in person, they should closely follow the protective measures in the school, and the number of attendances should be kept to a minimum. Where possible to do so, social distancing should be maintained.
- We will consider how to manage other visitors to the site, such as contractors, and ensure that the risks associated with managing contractors, visitors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout the school and across different groups, are addressed. This will require close cooperation between both school and the other relevant employers. We will have discussions with key contractors about the school's control measures and ways of working as part of planning for the autumn term.
- Access to contractors/external maintenance personnel should be by appointment only and wherever possible, arranged after school, holidays or weekends to reduce contact with others and appropriate hygiene and social distancing arrangements will be followed (including in an emergency situation where access is required urgently to undertake repairs).

- A record must be kept of all visitors/contractors. Create a signing in sheet – with date, times, name, company (where relevant), contact Tel No., where in the building they are going to be for the majority of the time and who they are meeting with - refer to: [Template Visitor Record Form \(Covid-19\)](#). Do not leave a pen available – they should use their own. If a touch screen is used, anti-viral wipes must be available along with a bin for disposal.
- Site guidance on physical distancing and hygiene should be documented & explained to visitors/contractors on or before arrival - make it clear via a notice on the inner door that all visitors must wash their hands as soon as they enter the building or sanitise their hands. Ensure that any keypads or electronic entry systems are regularly sanitised throughout the day (as above).
- Where possible, we will limit the areas that visitors/contractors can go in the building and reduce the number of people they come into contact with.
- We will undertake effective liaison with contractors **BEFORE** they attend site, asking them to provide key information on how they will manage infection control (risk assessments) and outlining our expectations of them regarding the infection control measures we have in place. We will refer to the [Construction Leadership Council - Site-Operating-Procedures](#) if we are unsure about a construction contractor's practices.

3.17 Outdoor Playground Equipment

During the Covid-19 pandemic, only one group at a time may use play equipment externally. Equipment will be kept to a minimum and disinfected with spray after use by each cohort. Playground equipment may only be used if adequate cleaning takes place. In circumstances where there are only 2 groups, play equipment may be alternated between use with a delay of 48 hours (72 hours for plastics) between each group's use.

3.18 School Cleaning

Cleaning non-healthcare settings where no-one has symptoms of, or a positive test result for Covid-19

We will:

- Follow government guidance which currently tells us that, during the pandemic, we do not need to implement anything more than normal personal hygiene and washing of clothes for staff following a work day in an educational or childcare setting, except to increase frequency and provide additional PPE supplies (see below). Other than in clinical settings, staff do not need to change at or before leaving school although, if changing facilities will allow for social distancing and avoids face to face interaction, staff can if they want to. Work shoes can be left at the workplace for use the following day. If staff do change, at the end of the shift, work clothes should be removed and bagged to take home for washing in line with manufacturer's instructions. 'Home' footwear should be worn.
- Amend site and cleaning staff working hours in consultation with them to allow more hours for cleaning throughout the school day, with limited cleaners designated to particular tasks like cleaning door handles etc. with suitable chemicals.
- Require staff to facilitate appropriate hand washing by not wearing jewellery other than a plain wedding band at work and being bare below the elbow (sleeves can be rolled up for handwashing); keeping finger nails short and removing false nails. Any cuts or abrasions should be covered with a plaster and long hair tied up.
- Define a new cleaning schedule that ensures cleaning is generally enhanced e.g. more frequent cleaning of areas used by different groups, wiping down frequently touched surfaces more often. As a minimum, frequently touched surfaces will 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.
- Implement a cleaning log to track cleaning frequency for toilets, classrooms and communal areas focussing on frequently touched surfaces.
- Increase the frequency of cleaning throughout school with our usual cleaning products. **All** school staff are expected to clean as they go, wiping frequently touched surfaces and **not** waiting for cleaners to start work.
- Use disposable cloths or paper roll and disposable mop heads where possible which are disposed of after use.
- Provide cleaning and site staff with their own equipment where possible and if not, implement a cleaning regime between users.
- Consider whether site/cleaning teams can meet/congregate in their usual office/store, if regularly used equipment/materials need to be dispersed to more locations that are less centralised to minimise staff contact/cross site contamination and implement and communicate necessary changes.
- Provide additional supplies of our usual task specific PPE to account for increased use i.e. a cleaner who has agreed to split shifts or multiple roles in school like midday supervisor as well will need more changes of PPE for

specific tasks than before the pandemic. Staff will be reminded of their past PPE training and will be trained in the safe use, donning/doffing and disposal of any new PPE.

- Wash laundry items in accordance with manufacturer's instructions with no additional steps, other than to avoid shaking dirty laundry which may disperse any virus on it into the air.
- Segregate and quarantine waste **only** when an individual in the setting shows symptoms of or tests positive for Covid-19 (see below).
- Dispose of routine waste as normal, placing any used cloths or wipes or used PPE in 'black bag' waste bins. We do not need to put them in an extra bag or store them for a time before throwing them away. All bins will be lidded and foot operated where possible.

Cleaning after an individual with symptoms of, or a positive test result for Covid-19 has left the setting or area

- The minimum PPE to be worn for cleaning an area after a person with symptoms of or confirmed Covid-19 has left the setting is disposable gloves and an apron and hands must be washed with soap and water for 20 seconds after removing it all.
- If a risk assessment indicates that a higher level of virus may be present (e.g. where someone unwell has spent the night such as in a hotel room or boarding school dormitory) then additional PPE to protect the cleaner's eyes, mouth and nose will be provided if necessary.
- 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, will be cleaned thoroughly as normal.
- All surfaces that a symptomatic person has come into contact with will be cleaned and disinfected, including all potentially contaminated and frequently touched areas such as bathrooms, door handles, door push plates, work surfaces, computer keyboards/mice, telephones, grab rails in corridors/bannisters, stairwells.

We will also:

- 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.
- Avoid mixing cleaning products together as this can create toxic fumes.
- Avoid creating splashes and spray when cleaning.
- Dispose of all used cloths and mop heads as outlined below.
- Steam clean items that cannot be laundered or cleaned using detergents e.g. upholstered furniture and mattresses.
- Wash dirty laundry in accordance with manufacturer's instructions using the warmest water setting and drying items completely. Dirty laundry that has been in contact with an unwell person can be washed with other people's items.
- Avoid shaking dirty laundry before washing to minimise the possibility of dispersing virus through the air.
- Clean and disinfect anything used for transporting laundry with our usual products, in line with the cleaning guidance above.
- Dispose of personal waste from individuals with symptoms of Covid-19 and waste from cleaning areas where they have been (including PPE, disposable cloths and used tissues) as follows:
 - put into a plastic rubbish bag and tie when full;
 - put the tied plastic bag into a second bin bag and tie;
 - put the double-bagged waste into a suitably secure place marked for storage until the individual's test results are known.
- Store potentially contaminated waste safely away from children and others ensuring it does not go into communal waste areas until negative test results are known, or the waste has been quarantined for at least 72 hours. If possible we will keep an area closed off and secure for 72 hours.
- Dispose of quarantined waste in the normal waste immediately an individual tests negative.
- Store waste generated by a person who has tested positive for Covid-19 for at least 72 hours before disposal with normal waste.
- If during an emergency we need to remove the waste before 72 hours, it will be treated as Category B infectious waste which means:
 - keeping it separate from our other waste
 - arranging for collection by a specialist contractor as hazardous waste
- Other household waste can be disposed of as normal.
- Any items that are heavily contaminated with body fluids and cannot be cleaned by washing will be disposed of.

Where cleaning contractors are employed, we will ensure that their risk assessments are suitable and sufficient and follow the same stringent procedures outlined in the Government guidance.

3.19 Personal Protective Equipment (PPE) and Face Coverings

PPE

- We have reviewed tasks in school which require PPE like first aid, intimate care, cleaning, food preparation etc. and have identified where we need extra equipment (like visors where splashing to the eyes is a new significant risk) or more of it (because we change it more often) following [Covid-19 : Personal Protective Equipment \(PPE\) to help us decide](#). Where PPE is required, staff will be trained in and must scrupulously follow the guidance [how to put PPE on and take it off safely](#) to reduce cross and self-contamination.
- Where staff are performing intimate care procedures and/or nappy changing, our normal PPE procedures and usual PPE (disposable apron and disposable gloves) will be used, unless the individual staff or child risk assessment indicates more controls are necessary i.e. a visor if a child habitually spits. If a child shows symptoms of Covid-19 they must not attend the school and stay at home.
- When changing children, and where the child can understand, we will ask the child to turn their head to the side during the changing process.
- Staff dealing with children with complex medical needs have an increased risk of transmission through aerosols being transferred from the child to the care giver. Staff performing tracheostomy care and other similar procedures will follow the PHE guidance [personal protective equipment \(PPE\) guidance on aerosol generating procedures](#), and wear the correct PPE which is:
 - a FFP2/3 respirator (which must be fit-tested – refer to [HSE Face Fit Testing Guidance](#))
 - gloves
 - a long-sleeved fluid repellent gown
 - eye protection
- If non-symptomatic children present behaviours which may increase the risk of droplet transmission (such as spitting), they will continue to receive care in the same way, including any existing routine use of PPE.

Face Coverings

Refer to: [Face coverings in Education](#)

The Government is not recommending universal use of face coverings in all schools. Face coverings will not be necessary in the classroom even where social distancing is not possible.

- Face coverings will not generally be necessary in the classroom even where social distancing is not possible.
- In addition, and consistent with WHO's new advice, additional measures will be taken in areas where the transmission of the virus is high. In these areas, defined as [areas of national government intervention](#), face coverings should be worn by adults and pupils in secondary schools when moving around the school, such as in corridors and communal areas where social distancing is difficult to maintain. It will not be necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and where they can inhibit learning. Refer also to [COVID-19 contain framework: a guide for local decision-makers](#)
- In line with [Coronavirus Covid-19 safer travel guidance for passengers](#) it is mandatory to wear a face covering when using public transport or when attending a hospital as a visitor or outpatient. Note: children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport.
- Responsible adults or carers travelling with children on public transport must follow this guidance, wear face coverings, minimise the surfaces they touch and maintain their distance from others, where possible. Children under the age of 3 should not wear face coverings.
- It is also mandatory to wear face coverings in enclosed public spaces such as indoor transport hubs, shops, banks, takeaways, places of worship, cinemas, theatres, galleries, concert halls, aquariums/indoor zoos/visitor farms, other indoor tourist, heritage or cultural sites, public areas in hotels/hostels, libraries, youth centres, social clubs, indoor entertainment venues (amusement arcades, funfairs, adventure activities e.g. laser quest, go-karting, escape rooms, etc.) (list not exhaustive) (*exemptions apply as above*).
- Refer also to 'Arriving at and leaving school' (Section 3.13) and 'Transport' (Section 3.27).

3.20 Behaviour Management

In light of the need for children to behave differently when they return to school, and any new systems we have put in place to support that, we have produced **Addendums to the Whole School Behaviour Policy** and **Code of Conduct for Staff and Other Adults** – these have been shared with staff, parents and pupils and are displayed on the school website.

Staff have been trained in the new rules and routines, including the use of sanctions and rewards, so that they can support pupils to understand them and enforce them consistently.

3.21 Outdoor Provision / Sun Protection

- During the pandemic, where possible and weather permitting, staff and children will make use of outdoor spaces for learning and play. However, when the sun is strong we will encourage pupils to stay in available shade and plan activities to do this safely.
- Extra regard will be given to implementing the 'Sun Safety Procedures' in our Health and Safety Policy.
- We will continue to encourage parents to apply sunscreen before the start of school. There are proprietary products on the market which only need to be applied once per day – however, these may need to be reapplied.
- We will ask parents to provide individually labelled sunscreen, sun hat, sunglasses etc. for their child and no child will be allowed to share products belonging to other children (unless from the same household).
- School will hold a stock of spare sun screen if needed (sun protection factor SPF15+) for children that forget. Written parental consent to apply sunscreen is not required, but we will make efforts to double check that parents are happy for their child to use school's e.g. allergies etc. & keep a log.
- Pupils are already encouraged to apply their own sunscreen ('roll on' styles being easiest) under the supervision of an adult. Staff will apply sunscreen to pupils who cannot apply it effectively themselves e.g. pupils with special educational/physical needs or very young pupils. As with intimate care, children having sunscreen applied by staff will be asked to turn their face away and staff will wear disposable gloves and wash their hands thoroughly afterwards.

3.22 Science, Art and Design Technology

PRIMARY SCHOOLS: We will follow the CLEAPSS guidance: [P104 - Managing hands-on activities in a partially reopened school](#), [P097 - Practical activities for primary school children attending school during a closure](#), [P098 - Practical activities for primary aged children at home during extended period of closure](#) and [CLEAPSS Explore Issue 9](#) when considering or pursuing practical activities in relation to Food Technology, D&T and Science.

Any guidance to those staff in particular is over-arched by the information we have in our overall school risk assessment (and supporting policy addendums e.g. behaviour) which all staff will be made aware of – in terms of social distancing, washing hands, etc. particularly in relation to practical areas and how the social distancing/regular cleaning will be managed in those areas for the groups coming in.

Teams will also need to consider the management of small equipment items, but again, this will be the task of staff who know the areas and ultimately the numbers of pupils who will be needing to access it and when. For example in a cooking area, children will touch multiple surfaces during a lesson; work surfaces, sinks, utensils etc. and this will be managed by the staff involved in line with CLEAPSS guidance and our overall school risk assessment but tailored to their particular practical rooms or areas. Existing related curriculum risk assessments will be reviewed and where necessary, revised to reflect any altered practices.

SECONDARY SCHOOLS: Science and Design Technology departments will not need a separate Risk Assessment in relation to Covid-19 as such, although rules (control measures) which can be consistently applied across the practical areas concerned which may differ from room to room depending on the facilities/equipment available and which will be developed by each department which can be used to support the teams in the management of behaviour of pupils. These rules or control measures can be referenced as a separate document in our general risk assessment and will take into account the latest CLEAPSS guidance:

Science:

- [GL336 - CLEAPSS Advice during the COVID-19 / Coronavirus Pandemic](#)
- [GL338 - Practical activities for pupils attending school during extended periods of closure](#)
- [GL339 – Practical activities for pupils at home during extended periods of school closure](#)
- [GL343 – Guide to doing practical work during the COVID-19 Pandemic – Science](#)
- [GL345 – Guidance for science departments returning to school after an extended period of closure](#)
- [GL352 - Managing practical work in non-lab environments \(COVID-19 pandemic\)](#)
- [GL353 - Guidance for schools where pupils spend all day in a lab \(COVID-19 Pandemic\)](#)

D&T:

- [GL344 Guidance on practical work during the COVID-19 pandemic - D&T](#)
- [GL360 Advice for schools with small numbers of pupils on site](#)
- [GL356 Guidance for spending all day in a practical room](#)
- [GL355 Using workshops, food rooms and art studios for alternative activities](#)
- [GL347 Returning to school after an extended period of closure](#)
- [GL348 Practical DT activities for pupils at home](#)
- [GL354 Managing Practical Work in non-specialist rooms](#)

Any guidance to those staff in particular is over-arched by the information we have in our overall school risk assessment (and supporting policy addendums e.g. behaviour) which all staff will be made aware of – in terms of social distancing, washing hands, spacing for students and their belongings, use of equipment, movement around rooms etc. particularly in relation to practical areas and how the social distancing/regular cleaning will be managed in those areas for the groups coming in.

Teams will also need to consider the management of small equipment items, but again, this will be the task of staff and technicians who know the areas and ultimately the numbers of pupils who will be needing to access it and when. For example in a food technology area, students will touch multiple surfaces during a lesson; work surfaces, fridge, sinks, utensils etc. and this will be managed by the staff involved in line with CLEAPSS guidance, and our overall school risk assessment but tailored to their particular practical rooms. Existing related curriculum risk assessments and texts in daily use will be reviewed and where necessary, revised to reflect any altered practices.

3.23 Physical Education, School Sport and Physical Activity (PESSPA)

We have the flexibility to decide how PESSPA will be provided whilst following the measures in our 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.

Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. We must only provide team sports on the list available in [Guidance on the phased return of sport and recreation](#).

Outdoor sports will 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.

We will follow the Guidance outlines in the [AfPE COVID-19: Interpreting the Government Guidance in a PESSPA Context](#) and also refer to [Working safely during coronavirus \(COVID-19\) for providers of grassroots sports and gym / leisure facilities](#), [Sport England](#) for grassroot sport, [Youth Sport Trust](#) and [Swim England](#) – for guidance on school swimming.

- Pupils should be kept in class groups for PE.
- We will agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.
- We will consider the impact on staff and pupils with protected characteristics, including race and disability, in developing our approach.
- We will decide the physical and organisational structures needed to limit risks and limit movement around the building(s) e.g. classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas.
- We will agree how safety measures and messages will be implemented and displayed around school.
- We will ensure there are sufficient tissues available for ensuring good respiratory hygiene – i.e. 'catch it, bag it, bin it' approach.

Changing areas

- If used, these will be cleaned after every lesson – wiping of surfaces is a reasonable approach.
- We will consider permitting pupils to attend school with PE kit on to limit the need to use changing rooms (see below).
- We will ensure sufficient standard cleaning equipment is available in all changing areas.
- Social distancing measures will still apply and we will out areas which cannot be used to help manage the area effectively.

Teaching areas

- We will encourage outdoor PE and PA to support social distancing.
- Students will work in their own zone which may be marked out, depending on allocated teaching space. PE outside is preferable to indoor PE.

Social distancing within lessons and group sizes

- We will ensure that all lesson activity adheres to the social distancing rules in place at the time of delivery. This means team games involving contact are currently not possible.
- One solution is for each student to have their own zone which they can work in.

- Class sizes will adhere to Government guidance and be reduced to a level where social distancing rules can be applied.

PE Clothing

We will consider modifications/adaptions to clothing expectations e.g. permitting pupils to attend in their PE kit for the whole day on the day when they have a timetabled PE lesson in order to limit or avoid the use of the changing areas. We will also consider back up clothing for when the weather is inclement.

PE Equipment

- Equipment will need to be cleaned after each use.
- We will decide which equipment is easier to build into lessons and take into account the cleaning regime at the end of the sessions.
- Hand washing routines will mean more equipment is available to pupils, however it is often easier to plan for and discourage the sharing of equipment to mitigate against virus transmission.

Hand Washing

- We will pay scrupulous attention to cleaning and hygiene.
- Opportunities for handwashing before and after the lesson will be available.
- Hand sanitiser will be readily available for students to use throughout the day. This is in addition to regular handwashing.

3.24 Music, Dance and Drama

- Singing, wind and brass instrument playing can be undertaken in line with [Working safely during coronavirus \(COVID-19\) for performing arts](#).
- We will do everything possible to minimise contacts, mixing and reduce the number of contacts between pupils/students and staff by keeping groups separate (in bubbles) and through maintaining the social distance between individuals. If 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.
- We take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.
- Additionally, we will keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, we will use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, we will not share microphones. If they are shared, we will follow the guidance on handling equipment.

Performances

If planning an indoor or outdoor face-to-face performance in front of a live audience, we will follow [Working safely during coronavirus \(COVID-19\) for performing arts](#), implementing events in the lowest risk order as described. If planning an outdoor performance we will also give particular consideration to the [guidance on delivering outdoor events](#).

Peripatetic teachers

- We can continue to engage peripatetic teachers during this period, including staff from music education hubs – refer to 'Other Considerations' above and 'Ratios/Qualifications' below.
- They should avoid situations where distancing requirements are broken; e.g. demonstrating partnering work in dancing.
- Further information on the music education hubs, including contact details for local hubs, can be found at [music education hub](#) published by the Arts Council England.

Music teaching including singing, and playing wind and brass instruments in groups

- Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, we will limit the numbers in relation to the space.
- If indoors, we will use a room with as much space as possible, e.g. larger rooms; rooms with high ceilings. If playing indoors, we will limit the numbers to account for ventilation of the space and the ability to social distance and ensure good ventilation.
- Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation can be maintained.

- In the smaller groups where these activities can take place, we will observe strict social distancing between singers and players, and any other people such as conductors, other musicians, or accompanists. If the activity is face-to-face and without mitigating actions, 2 metres is appropriate.
- Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible.
- Position wind and brass players so that the air from their instrument does not blow into another player.
- Use microphones where possible or encourage singing quietly.

Handling equipment and instruments

- Increase handwashing before and after handling equipment, especially if being used by more than one person.
- Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, e.g. percussionists' own sticks and mallets.
- If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users.
- Instruments should be cleaned by the pupils playing them, where possible.
- Limit handling of music scores, parts and scripts to the individual using them.
- Limit the number of suppliers when hiring instruments and equipment. We will agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use.
- Equipment and instruments should be stored in a clean location if we take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.
- Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.

Individual lessons and performance in groups

- Individual lessons in music, dance and drama can resume in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so we will need to take particular care, in line with the measures set out above on peripatetic teachers.
- If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.
- In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.
- Specific safety measures for individual music lessons are set out in the following sections.
- Measures will include specific social distancing between pupil and teacher (as above), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.
- Avoid sharing instruments and equipment and limit handling music scores, parts and scripts wherever possible as above.

3.25 Transport

As set out in the guidance for [full opening for schools](#), and for [full opening of special schools and other specialist settings](#) from the autumn-term local authorities, schools or operators commissioned by those other than the LA or school (parental commissioned) will not be required to uniformly apply the social distancing guidelines for public transport on dedicated school transport. However, the full opening for schools guidance also sets out that distancing should still be put in place within vehicles wherever possible. It is of vital importance that Local Authorities and schools work through the steps set out in [Transport to school and other places of education: autumn term 2020](#). In particular: those involved in the provision of home-to-school transport must do all that is reasonably practicable to maximise social distancing within vehicles wherever it is possible, between individuals or 'bubbles'; it is very important to maximise the ventilation of fresh air (from outside the vehicle) on dedicated school transport, particularly through opening windows and ceiling vents. Both control measures along with other measures will minimise the risk of transmission of Covid-19.

The suggested control measures set out in the Government guidance are believed to be an appropriate balance because:

- the overall risk to children and young people of serious illness as a result of coronavirus (COVID-19) is very low;
- they do not mix with the general public on dedicated school transport journeys;
- home to school transport often carries the same group of children and young people on a regular basis, and they may also be together in school;

- the predictability of home-to-school transport will allow for planning so that protective measures can be put in place.

It is now the law that children and young people aged 11 years and over must wear a face covering on public transport. This law does not apply to dedicated school transport. However, it is recommended that LA's and schools advise young people aged 11 years and over to wear a face covering when travelling on dedicated school transport to secondary school from the start of the autumn term. This does not apply to those who are [exempt from wearing a face covering on public transport](#).

Dedicated school transport, including statutory provision

The LA is responsible for arranging school transport for those pupils legally entitled to travel to and from school. The [LA School Transport guidance](#) states, in brief:

- Unless it is possible on the transport used, social distancing will not apply on dedicated school transport from the Autumn term 2020 (although should still be put in place wherever possible).
- Even if children are entitled to free or subsidised education transport, they should only use this transport if absolutely necessary.
- Parents and carers are responsible for supporting their child to maintain social distancing whilst queuing at bus stops.
- Schools and colleges should put in place appropriate queuing or other arrangements needed for picking up and dropping off children at school.
- Where possible, children should try to sit within their school bubbles on vehicles.
- All pupils should wash their hands prior to boarding the bus.
- Hand Sanitiser will be provided on board the vehicle and it should be used by pupils when getting on and getting off the bus. Child(ren) should also carry their own hand sanitiser.
- Although the wearing of face coverings on home to school transport is not mandatory, we will encourage students aged 11 years and over to wear them on home to school transport (these will not be provided). Younger children can wear face coverings where the child understands how to wear a mask properly. This does not apply to those who are [exempt from wearing a face covering](#).
- Where possible, the ventilation of fresh air (from outside the vehicle) will be maximised, particularly through opening windows and ceiling vents.
- Vehicles will be cleaned and sanitised after each journey.
- Refer also to [Coronavirus Covid-19 Safer transport guidance for operators](#) and [Transport to school and other places of education: autumn term 2020](#).

School or parent commissioned transport (including use of school minibuses)

We organise our own transport for children to attend school and will take all necessary steps to ensure that the vehicle is safe to use by the children concerned. We may collect children in cohorts and/or stagger start/finish times in order to accommodate the pupils on the bus safely. If the children being transported do not have symptoms of Covid-19, there is no requirement for a driver to use PPE although they may choose to.

For further details, refer to KAHSC [COVID-19: Model risk assessment for the FULL reopening of schools/settings in September 2020](#), KAHSC Model [Protocol for using the School minibus to transport students during the Covid-19 pandemic](#) and GOV UK [Transport to school and other places of education: autumn term 2020](#).

Wider public transport

- The use of public transport, particularly in peak times, should be kept to an absolute minimum.
- We will work with partners to consider staggered start times to enable more journeys to take place outside of peak hours where possible.
- We will encourage parents, staff and pupils to walk or cycle to school if at all possible. We will consider using 'walking buses' (a supervised group of children being walked to, or from, school), or work with the LA to promote safe cycling routes. Driving children to school will also be an option. Refer to [Coronavirus \(COVID-19\): safer travel guidance for passengers](#)
- Pupils using public transport unaccompanied will be reminded that all passengers must wear a face covering. Children aged 3 to 10 years are exempt from the mandatory requirement to wear a face covering on public transport.
- Car sharing to and from work/school is not currently advised unless the individuals are from the same household (or support bubble).
- We will ensure that a clear message is given to pupils about their general socialising behaviour beyond the school gates i.e. not congregating in large groups etc.

3.26 Educational Visits

- The Government continues to advise against domestic (UK) overnight and overseas educational visits at this stage (see [coronavirus: travel guidance for educational settings](#)).
- In the autumn term, we can resume non-overnight domestic educational visits including any trips for pupils with SEND connected with their preparation for adulthood (e.g. workplace visits, travel training etc.). This will 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. Refer also to [health and safety guidance on educational visits](#)
- The Association of British Insurers (ABI) has produced information on travel insurance implications ([ABI: Coronavirus Hub](#)) following the coronavirus (COVID-19) outbreak. If we have any further questions about our cover or need further reassurance, contact our travel insurance provider.
- We will make use of outdoor spaces in the local area to support delivery of the curriculum.
- As normal, we will undertake full and thorough risk assessments in relation to all educational visits to ensure we understand the risks and can control and reduce them to an acceptable level. This will include keeping ourselves up to date with any wider government, industry, or an individual provider or facility's advice on visiting both indoor and outdoor venues.
- We will comply with the requirement to wear face coverings in enclosed public spaces such as indoor transport hubs/shops/banks/takeaways and now other premises such as places of worship, cinemas, theatres, galleries, concert halls, aquariums/indoor zoos/visitor farms, other indoor tourist, heritage or cultural sites, nail/beauty/hair salons, public areas in hotels/hostels, libraries, community centres, social clubs, indoor entertainment venues (amusement arcades, funfairs, adventure activities e.g. laser quest, go-karting, escape rooms, etc.), veterinary services (list not exhaustive) (*again, exemptions include children under 11 and those with certain disabilities/medical conditions*).

3.27 Contingency Planning

We aim to have all pupils back at school in the autumn, but also need to plan for those who might need to self-isolate, the possibility of a local lockdown and how we will ensure continuity of education. The LA with the support of NHS Test and Trace, Public Health England and other government departments will lead on plans when local or national restrictions are required.

We will be aware of the [COVID-19 contain framework: a guide for local decision-makers](#) guidance, in particular, **Annexe 3: Tiers of national restriction for education and childcare** and ensure plans are in place to meet the educational needs of students should any of the 4 Tiers of Restrictions be applied.

- For individuals or groups of self-isolating pupils, remote education plans will be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to Covid-19.
- A local lockdown 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 – plans will be developed to ensure these can be staffed and managed.
- 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 will ensure we have the capacity to offer **immediate** remote education.
- Our Emergency/Contingency Plan(s) will be reviewed/updated to reflect our plans should there be a spike in infections to meet the educational needs of students should any of the '4 Tiers of Restrictions be applied' and schools are advised to temporarily close (local lockdown) - Refer to [Local lockdowns: guidance for education and childcare settings](#). This will enable us to:
 - 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;
 - give access to high quality remote education resources;
 - 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;
 - provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
 - 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.
- When teaching pupils remotely, we will:
 - set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
 - 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;

- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos;
 - 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;
 - 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;
 - plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support. We will avoid an over-reliance on long-term projects or internet research activities. Refer to [Remote education during Coronavirus \(Covid-19\)](#), [Resources to support schools in delivering remote education](#), [Get help with technology for remote education during coronavirus \(Covid-19\)](#) and [Get laptops and tablets for children who cannot attend school due to coronavirus \(COVID-19\)](#)
 - Refer also to the KAHSC model [Addendum to the Online Safety Policy](#).