

Task / Activity:	Schools - Covid-19 FULL REOPENING RISK ASSESSMENT – updated for MARCH 2021 full reopening	Ref:	
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**Key documents for reference:**

February updates for March full reopening - See: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/964351/Schools\\_coronavirus\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf)

8<sup>th</sup> January 2021 – Following the announcement of the latest national lockdown for schools from 5<sup>th</sup> January, we are only open for critical worker and vulnerable children only. The latest updates should be read in conjunction with the DFE guidance received 7<sup>th</sup> January 2021 [https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_source=08720782-d5c2-423a-90bf-6450e8ad7640&utm\\_content=immediate](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak?utm_medium=email&utm_campaign=govuk-notifications&utm_source=08720782-d5c2-423a-90bf-6450e8ad7640&utm_content=immediate)

See DFE updates from December 2020 <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> and <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision> .

Also see Contingency Framework from 1 January 2021 [https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings?utm\\_source=c2dc1d6f-6bed-49ab-9545-882df7da7598&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings?utm_source=c2dc1d6f-6bed-49ab-9545-882df7da7598&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

See also Guidance for Parents / Carers <https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

Guidance for Out of School Clubs <https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

See November 2020 DFE Actions <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

School also to refer to version 4 of the PHE COVID-19 Resource Pack for Educational Settings in Yorkshire and Humber (updated on 17<sup>th</sup> September 2020)

See also DFE Parents' Guidance <https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

See DFE How schools can plan for tier 2 local restrictions <https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions>

(See also our full reopening action plan dated July 2020 and the wider reopening risk assessment from May 2020)

See also HSE Guidance on working safely during coronavirus and related links on <https://www.hse.gov.uk/coronavirus/working-safely/index.htm>

Directorate:	Schools	Date of Assessment:	July 2020	Updates to Risk Assessment in line with DFE guidance	Updates to Risk Assessment in line with DFE guidance		
Business Unit:		Manager Responsible for Basic Activity:	Sharon Irwin (Headteacher)		19 <sup>th</sup> August 2020	13 <sup>th</sup> November 2020	26 <sup>th</sup> February 2021 for full reopening on 8 <sup>th</sup> March 2021
Service / Function:	Primary Schools	Lead Risk Assessor for Basic Activity:	Sharon Irwin		29 <sup>th</sup> August 2020	4 <sup>th</sup> January 2021	
Location:	Oxspring Primary	Risk Assessment Team Members ((e.g. employees, supervisors, managers, safety reps etc.)	Employees / pupils / parents / visitors		17 <sup>th</sup> September 2020	8 <sup>th</sup> January 2021	

The purpose of this whole assessment is to assist in the management of Covid 19 on schools premises and as such the over-arching hazards being controlled are building safety, reducing the spread and likelihood of contracting Covid 19 and managing staff and pupil wellbeing. In all cases the persons who could be harmed will be pupils, staff, visitors and parents/ carers. Therefore, the format of the risk assessment has been altered to reflect this and present the control measures that may assist in planning for a safe re-opening in whichever form that takes.

26.2.21 - Where changes have not been made to the RA, please note that the existing RA actions remain in place for the full reopening of school on 8<sup>th</sup> March 2021.

Hazard	Risks	Control Measures	Actions Required	Person Responsible and Target Date
Schools Premise	Personal injury Fire Legionella Infection of coronavirus Fire safety	<p>26.2.21 - ND to undertake a workplace inspection to ensure adequate working environment, equipment, fire safety and emergency arrangements are in place. Fire Risk Assessment to be reviewed and the fire log-book is up to date. Legionella checks are to be up to date. Electrical, gas and ventilation systems checks are up to date. Increased cleaning regime</p> <p>8<sup>th</sup> Jan 2021 - Estates Fire safety management plans should be reviewed and checked in line with operational changes. Schools should check: • all fire doors are operational at all times • your fire alarm system and emergency lights have been tested and are fully operational Carry out emergency drills as normal (following social distancing as appropriate). You should make adjustments to your fire drill to allow for social distancing as appropriate. Refer to advice on fire safety in new and existing school buildings Where buildings have been limiting attendance to just vulnerable children and children of critical workers or had reduced occupancy, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on legionella risks during the coronavirus outbreak.</p> <p>Due to the site being closed over the summer break inspect the site for :</p> <ul style="list-style-type: none"> <li>Damage to asbestos containing materials e.g. these may have been damaged by rodent activity during the closure</li> </ul>	<p>ND Legionella and workplace checks for full reopening. See ventilation information below. Fire practice and drills in full class bubbles and whole school in class zones – review plans and share with staff.</p> <p>Review fire drill plans and share with staff in school. Practice fire drills in new class bubbles as expectations. ND to continue with legionella checks</p> <ul style="list-style-type: none"> <li>Share updated control measures for school premises with caretaker and office staff</li> <li>Ascertain priorities linked to statutory testing schedules – contact relevant parties as appropriate for testing</li> </ul>	<p>ND / SI / HR/ RL - ready for 8.3.21 and ongoing</p> <p>SI / ND ongoing throughout lockdown</p> <p>SI / ND / RL / JC by 1<sup>st</sup> September</p>

		<ul style="list-style-type: none"> <li>• Damage to the building and fixtures and fittings</li> <li>• Damage to grounds, playgrounds, outdoor play equipment, fencing, trees etc...</li> <li>• Rodent activity and/or infestations - commissioning of pest control may be required</li> <li>• Operational checks (to ensure good working order) to be carried out on :</li> <li>• Fire alarms/smoke alarms/refuge alert systems/ panic and accessible-toilet alarms.</li> <li>• Fire-door mechanisms, smoke exhaust systems and smoke curtains to ensure they function.</li> <li>• Emergency lighting</li> <li>• Gas supplies including kitchen</li> <li>• Kitchen equipment</li> <li>• Ventilation systems including LEV in kitchens, store rooms and classrooms</li> <li>• Water systems including flushing through and disinfection in accordance with your legionella risk assessment and policy</li> <li>• Water systems to look for leaks and ensure there is provision of hot water</li> <li>• Windows, doors and gates including electronic gates and doors</li> <li>• Any D&amp;T equipment is checked, and ensuring any PPE is available as required by risk assessments.</li> <li>• Equipment used on site e.g. floor cleaners, photocopiers, whiteboards (servicing should be in line with the manufacturer's/provider's requirements).</li> </ul> <p><b>Ensure Statutory Inspections are up to date for : Lifts and Lifting Equipment (if the scheduled inspections have not taken place in the last six months);</b></p> <ul style="list-style-type: none"> <li>• Pressure systems (if the scheduled inspections have not taken place in the last 12 months);</li> <li>• LEV (if the scheduled inspections have not taken place in the last 14 months);</li> <li>• Gas Appliances (if the scheduled inspections have not taken place in the last 12 months);</li> <li>• Fixed wiring (if the scheduled tests required by the regulations have not taken place in the last 5 years);</li> <li>• PAT (if the scheduled tests required by the regulations have not taken place in line with your individual deadlines)</li> <li>• Asbestos Management Plan (if the plan has not be re-assessed in the last 12 months);</li> <li>• Sports Equipment (if the scheduled inspections have not taken place in the last 12 months);</li> <li>• Fixed Outdoor Play Equipment (if the scheduled inspections have not taken place in the last 12 months);</li> <li>• Tree surveys (if the scheduled inspections have not taken place in the last 12 months);</li> <li>• Fire Safety : contractor testing of the fire alarm (if this has not taken place in the last 6 months), fire extinguisher maintenance (if this has not taken place in the last 12 months), emergency lighting (if this has not taken place in the last 12 months), sprinkler systems (school weekly test &amp; contractor 12 monthly tests), smoke exhaust and smoke curtains (contractor testing if it has not taken place in the last 12 months or in line with manufacturer's guidance on testing)</li> </ul> <p><b>Cleaning of the premises</b></p> <ul style="list-style-type: none"> <li>• Thorough cleaning is not required if no-one has been into the premises during the summer break. However, if someone goes into the premises within 3 days before the date of reopening, any areas accessed by that person must have a thorough clean of touch surfaces.</li> <li>• If the school has been partially opened, then a full deep clean of the premises should not be necessary unless it has been required by Public Health Authorities. However, all touch surfaces should be given priority for cleaning, as should have been the case during the partial opening.</li> </ul> <p><b>Supplies</b></p> <ul style="list-style-type: none"> <li>• Ensure adequate supplies of hand sanitiser, soap and hand towels / drying facilities in kitchens, toilets and at sinks to allow for the larger numbers of students and staff on site and the increased amounts of cleaning required.</li> <li>• Ensure adequate supplies of cleaning materials and any identified PPE to allow for increased cleaning and staff needs.</li> <li>• Identify if you have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly and action where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all tests / site inspection are completed by 1<sup>st</sup> September 2020</li> <li>• ND / RL premises records kept up to date</li> <li>• Review arrangements to ensure good ventilation</li> <li>• <b>Jan 2021 - Ensure that spaces are well ventilated and a comfortable teaching environment is maintained.</b></li> </ul> <p><b>JS / ND cleaning of all areas completed ready for 8.3.21</b>  <b>Continue with daily / weekly cleaning schedule expectations – enhanced lunchtime cleaning by LH</b>  <b>Audit of supplies– new supplies ordered and delivered by 8.3.210 – ongoing monitoring to ensure all supplies are kept well stocked</b>  <b>Review handwashing facilities / procedures with staff for larger number of children – action and share with staff.</b></p> <p>See <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a>  JS / ND cleaning of all areas completed ready for 1.9.20 following staff summer classroom preparation work  Continue with daily / weekly cleaning schedule expectations – complete ongoing reviews</p> <p>JC to complete end of term audit– new supplies ordered and delivered by 1.9.20 – ongoing monitoring to ensure all supplies are kept well stocked</p> <p>Review handwashing facilities / procedures with staff for larger number of children – action and share with staff.</p>	<p><b>RL / JC / ND by 8.3.21</b></p> <p>JS / ND by 1<sup>st</sup> September</p> <p>JC by 1.9.20</p> <p>SI / HR by 1.9.20</p>
Attendance	Pupil wellbeing	<p><b>26.2.21 - Attendance</b>  <b>School attendance will be mandatory for all pupils from 8 March.</b>  <b>The usual rules on school attendance apply, including:</b></p> <ul style="list-style-type: none"> <li>• <b>parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age)</b></li> <li>• <b>the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</b></li> </ul> <p><b>As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority.</b>  <a href="#">Recording attendance</a></p>	<p><b>Ongoing - Continue to submit attendance data daily to DFE, submit weekly attendance figures to LA. Track attendance and engagement with remote learning. Provide support as required.</b></p> <p><b>Ongoing - Continue to submit attendance data daily to DFE, submit weekly attendance figures to LA. Track attendance and engagement with remote learning. Provide support as required.</b></p>	<p><b>Ongoing</b></p> <p>By 1.9.20 – then ongoing</p>

		<p>You should record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils. You should use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC. We will review and provide further advice to schools in due course on what should be included in pupils' attendance records in end of year reports.</p> <p><b>8<sup>th</sup> Jan 2021 - See updated attendance information on page 22</b></p> <p><b>13.11.20</b> -A small number of pupils will still be unable to attend in line with public health advice to self-isolate because:</p> <ul style="list-style-type: none"> <li>• they have had symptoms or a positive test result themselves</li> <li>• they live with someone that has symptoms or has tested positive and are a household contact</li> <li>• they are a close contact of someone who has coronavirus (COVID-19)</li> </ul> <p><u>New advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable</u> (CEV or shielding list) was published on 13 October. The guidance provides advice on what additional measures individuals in this group can take tailored to each Local COVID Alert Level. The UK Chief Medical Officers have issued a <u>statement on schools and childcare reopening</u> which states that there is a very low rate of severe disease in children from COVID-19 and far fewer children should remain in this group in the future following their routine discussions with their clinician. All pupils, including those who are <u>clinically extremely vulnerable</u>, can continue to attend school at all Local COVID Alert Levels unless they are one of the very small number of pupils or students under paediatric care (such as recent transplant or very immunosuppressed children) and have been advised specifically by their GP or clinician not to attend school. In the future, the government will only reintroduce formal restrictive shielding advice in specific local areas at very high alert level with exceptional circumstances where this has been advised by the Chief Medical officer, and then only for a limited period of time. The government will write to families separately to inform them if they are advised to follow formal shielding and not attend school. Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity but this does not need to be formally recorded in the attendance register. Where children are not able to attend school as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p> <p><b>Attendance updates</b> - School attendance is mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> <li>• parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age</li> <li>• schools' responsibilities to record attendance and follow up absence</li> <li>• the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> <p>Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity as set out in the action for all schools and local authorities section. Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, the absence will not be penalised.</p>	<p><b>Ongoing - Continue to submit attendance data daily to DFE, submit weekly attendance figures to LA. Complete daily Appendix 1 to track attendance reasons. Set home learning in line with remote learning plan (stage 1) for pupils self-isolating – see remote education plan</b></p> <p>Communicate attendance expectations with all families – continue to follow DFE expectations re: daily reporting Implement any new attendance reporting codes Provide support for any families who are anxious about returning to school Follow statutory procedures for any attendance issues – liaise with EWO as necessary. <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-</a> <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">settings</a><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-</a></p>	
Assessing staff and pupil numbers to assist in plans for opening	Staff and pupil safety	<p><b>No phasing required for 8<sup>th</sup> March – all children in, Use of staggered drop off / pick up times</b></p> <ul style="list-style-type: none"> <li>• Consider phasing the re-opening of the school to allow plans and procedures to be assessed, staff to be trained and levels of supplies actually needed to be fully ascertained. It is important to consider that plans are from the beginning of the Autumn Term.</li> <li>• Allowing time to review plans and carrying out regular review means that schools can judge how all pupils and staff can safely return to school.</li> <li>• Consider starting with a manageable / sustainable plan and building from there rather than removing or having to revise provision and plans several times. This is particularly important as many pupils and staff have been out of school for several months and may be unfamiliar with new systems and plans.</li> <li>• Ensure adequate time is allowed for pupils and staff who are new starters (e.g. reception) as they may take longer to become familiar with the setting and procedures.</li> <li>• Contact parents / carers of pupils and staff to ascertain if there are any changes to / new medical or SEND needs so that rotas, ratios, medical, SEN and first aid needs etc. can be assessed. This will include assessing any staff or pupil needs / issues already identified on an individual staff or pupil risk assessment that may affect their ability to return or require further adjustments to be made.</li> <li>• Where a child or young person routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced</li> </ul>	<p><b>Class bubble rotas to be confirmed</b></p> <p>Share HSE booklet with staff: <a href="https://www.hse.gov.uk/news/assets/docs/working-safely-guide.pdf?utm_source=govdelivery&amp;utm_medium=email&amp;utm_campaign=coronavirus&amp;utm_term=working-safely-4&amp;utm_content=digest-13-may-20">https://www.hse.gov.uk/news/assets/docs/working-safely-guide.pdf?utm_source=govdelivery&amp;utm_medium=email&amp;utm_campaign=coronavirus&amp;utm_term=working-safely-4&amp;utm_content=digest-13-may-20</a></p> <p>Carry out individual staff risk assessments for vulnerable staff returning to work using BMBC HR templates</p> <p>2 week transition plan in place for Reception pupils from 2.9.20</p> <p>RL / JC to contact all parents / staff on 1.9.20 Re: any updates to personal information</p> <p>See systems of control flowchart / Barnsley COVID schools resources pack for actions and contact details re: positive cases</p>	<p><b>SI / HR</b></p> <p>SI / HR by 1.9.20</p> <p>SI individual RAs by 17.7.20</p>

		<p>curriculum for the child or young person. Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact.</p> <ul style="list-style-type: none"> <li>• <b>Consider that if there is a positive case in school that staff and pupil numbers may be affected.</b></li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• Review ratios, rotas, medical and first aid needs on an ongoing basis.</li> </ul>		RL / JC by 1.9.20
Updating pupil and staff details	Staff and pupil safety	<ul style="list-style-type: none"> <li>• Obtain up to date medical, allergy and emergency contact details from pupils and staff prior to coming back on site wherever possible.</li> <li>• Re-assess if IPRA's are needed or need to be altered given the altered nature of the school use, day, timetable, staffing, medical needs, SEN adaptations etc...Control measures and risk ratings in those IPRA's may need to be altered to reflect the current situation.</li> <li>• Staff should be made aware of any / reminded of medical conditions / needs of the pupils they are caring for e.g. allergies, asthma etc. and devices such as EpiPen and inhalers should be available wherever the pupil is. Ensure staff are trained in their use.</li> <li>• Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.</li> </ul>	<p><b>3 emergency contacts for children accessing in school provision</b></p> <p>As above RL / JC</p> <p>Staff training and updates from School Nurse – RL / JC to source for start of September</p> <p>RL / JC liaise with cook re: updates</p>	<p><b>RL / JC - Weekly updates as required</b></p> <p>By 2.9.20 (EpiPen training asap in September for annual staff training update)</p>
Pupils with education, health and care plans or on SEN support	Spread of infection (coronavirus)	<p><b>26.2.21 - Staff deployment - DFE states 'You may need to alter the way in which you deploy your staff and use existing teaching and support staff more flexibly. You should ensure that you continue to have appropriate support in place for pupils with SEND. Any redeployments of staff should not be made at the expense of supporting pupils with SEND'.</b></p> <p><b>8<sup>th</sup> Jan 2021 - Special educational needs - For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place. Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.</b></p> <p>DFE states that some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. More information on pupils with education, health and care plans can be found in annex B of the DFE reopening document.</p> <p><b>Risk assessments for children and young people with education, health and care plans (EHC)</b></p> <ul style="list-style-type: none"> <li>• Risk assessments may prove useful now and over the autumn term, in identifying what additional support children and young people with education, health and care plans need to make a successful return to full education. Risk assessments may also prove useful if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to more limited attendance, or temporarily close.</li> <li>• Whether individual risk assessments are used to help plan for the autumn term or not, schools should, in the spirit of coproduction, contact parents and involve them in planning for their child's return to their school from the start of the autumn term. That might include visits to the school, social stories, and other approaches that settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision.</li> </ul> <ul style="list-style-type: none"> <li>• Pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve.</li> <li>• Teachers and special educational needs coordinators are to plan to meet these needs.</li> </ul>	<p><b>26.2.21 – Review staff deployment in light of staffing issues and ensure support for SEND pupils</b></p> <p><b>EHCP pupil access full time provision / also full time access for PLAC / EHA pupils.</b></p> <p><b>SENDCO to continue with EHC applications</b></p> <p><b>Provide SEND support for families as required for remote learning</b></p> <p>SEND support/ care plans will continue to be followed and reviewed in the light of classroom arrangements. – access external agencies virtually and review face to face provision as guidance changes</p> <p>Interventions - review room allocations</p> <p>SENDCO to meet with staff to formulate adapted programmes of support if needed.</p>	<p><b>SI/ HR ongoing</b></p> <p>HR ongoing from September 2020</p>
Assess activities / lessons which can take place	Infection of the coronavirus	<ul style="list-style-type: none"> <li>• See activity / subject specific and shared resources guidance below.</li> <li>• It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</li> <li>• Amend / stagger timetables for activities using halls or classrooms where activities cannot be done elsewhere e.g. D&amp;T, practical science, art, so that groups of pupils can move around safely.</li> </ul> <p><b>Ongoing</b></p>	<p>Minimise contact between individuals and maintain social distancing wherever possible:</p> <ul style="list-style-type: none"> <li>• Plan group sizes</li> <li>• Revise timetables to accommodate groups and minimise movement between classrooms, where possible</li> <li>• Wherever possible, stagger start, break, lunch and finish times – communicate with parents re: procedures for start and end of day</li> </ul>	SI / HR by 1.9.20

		<ul style="list-style-type: none"> <li>Review how pupils and staff are interacting, numbers on site, how equipment is being used and cease or re-instate activities / equipment as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Cancel large gatherings, such as assemblies– agree alternative approaches</li> <li>Revise extra-curricular offer to minimise mixing between groups</li> <li>Plan ways to minimise contact around school grounds between groups - i.e. separate entrance/exit gates / one-way systems</li> <li>Continue with playground zones to minimise mixing between groups</li> <li>Plan arrangements for drop off/collection and communicate these to parents</li> <li>Plan measures for lunchtimes, including: <ul style="list-style-type: none"> <li>Managing lunch queues</li> <li>Reconfiguring dining spaces</li> <li>Communicating new arrangements to catering suppliers and lunchtime supervisor</li> </ul> </li> </ul> <p>Review procedures for each bubble and how access to hot meals can be reintroduced for each bubble in light of limited staffing.</p>	
Information to pupils, staff, parents/carers, visitors and contractors	Staff and pupil safety  Infection control	<ul style="list-style-type: none"> <li>Clear communication with parents / carers is essential from the school and the LA so they understand what schools can offer safely to their children.</li> <li>All persons likely to come onto the school grounds must be informed they must not attend if they are displaying any symptoms of Coronavirus, or if they are self-isolating following Government Guidance for households with family members displaying symptoms.</li> <li>This may be by newsletters, letters, emails, signs etc...</li> <li>Update behaviour and staff policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to staff, pupils and parents.</li> <li>The behaviour policy should include steps to be taken if pupils fail to follow the new rules and routines or deliberately put themselves or others at risk e.g. deliberately coughing or spitting on another person. Both staff and pupil policies may include the steps that could be taken if government guidance on social distancing and self-isolating outside of the school is not being followed and this places other persons in the school at increased risk.</li> </ul>	<p>Ensure processes are in place to communicate clear and consistent expectations around school attendance to families throughout the summer ahead of the new school year (see below re: attendance under curriculum)</p> <p>Display of COVID related signs around school / reception area – shared with all families – <a href="#">share updates from DFE guidance as of 28.8.20</a> Updates to behaviour addendum and staff code of conduct / staff handbook with procedures</p>	SI / HR / RL By September 2020
Public Health advice to minimise risks	Prevention and response to infection	<p><b>Essential measures MUST include:</b></p> <ul style="list-style-type: none"> <li>a requirement that people who are ill stay at home</li> <li>robust hand and respiratory hygiene</li> <li>enhanced cleaning arrangements</li> <li>active engagement with NHS Test and Trace</li> <li>formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable</li> <li>How contacts are reduced will depend on the school’s circumstances and will (as much as possible) include: <ul style="list-style-type: none"> <li>grouping children together</li> <li>avoiding contact between groups</li> <li>arranging classrooms with forward facing desks</li> <li>staff maintaining distance from pupils and other staff as much as possible</li> </ul> </li> <li>System of controls - This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.</li> </ul> <p><a href="#">From 28.9.20 Updated system of controls</a> This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the following sections.</p> <p><b>Prevention</b></p> <ul style="list-style-type: none"> <li>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</li> <li>2) Where recommended, use of face coverings in schools.</li> <li>3) Clean hands thoroughly more often than usual.</li> <li>4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</li> <li>5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach.</li> <li>6) Minimise contact between individuals and maintain social distancing wherever possible.</li> <li>7) Where necessary, wear appropriate personal protective equipment (PPE).</li> <li>Numbers 1 to 5 must be in place in all schools, all the time.</li> <li>Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.</li> <li>Number 7 applies in specific circumstances.</li> </ul> <p><b>Response to any infection</b></p> <ul style="list-style-type: none"> <li>8) Engage with the NHS Test and Trace process.</li> <li>9) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.</li> <li>10) Contain any outbreak by following local health protection team advice.</li> <li>Numbers 8 to 10 must be followed in every case where they are relevant.</li> </ul>	<p>Clear and effective communication with staff, parents and governors linked to DFE guidance and expectations – ongoing in light of updates.</p> <p>Review and share the following:</p> <ul style="list-style-type: none"> <li>Classroom / playground signage</li> <li>Routines and procedures</li> <li>Distancing measures in classrooms</li> <li>Room layout and furniture</li> <li>Provision for lunchtimes – catering / staffing / access to Hall</li> <li>Use of facilities – sinks / toilets / additional washing bowls</li> <li>Cleaning schedules</li> <li>Staggered start and finish times / break times/ lunchtimes</li> </ul> <p>Staffroom space limited to 7 adults at anyone time – ensure good ventilation with doors and windows open.</p> <p>Access to office – continue with appointments only / recording of visitors for track and trace process – agree GDPR Privacy notice as necessary</p> <p><a href="#">Share updates with staff – update in light of any new guidance - ONGOING</a></p>	SI / HR By Sept 2020 and then ongoing

		<p><b>Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</b></p> <ul style="list-style-type: none"> <li>The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right and all pupils understand that this is now part of how the school operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</li> <li>Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</li> <li>Face coverings are required at all times on public transport, except for children under the age of 11. Further information can be found in the face coverings guidance.</li> <li>Schools should also plan how <b>shared staff spaces</b> are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</li> </ul>		
<p>Staff and children who have previously been required to shield</p> <p>Clinically extremely vulnerable and vulnerable staff and pupils</p>	<p>Increased susceptibility of infection</p> <p>Staff and pupil safety</p>	<p><b>26.2.21 - Staff who are clinically extremely vulnerable</b> CEV staff are advised not to attend the workplace. Staff who are CEV will previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take. Staff who may otherwise be at increased risk from coronavirus (COVID-19) Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19). Those at particularly high risk from a range of underlying health conditions should now have been included in the CEV group and will be receiving a letter to confirm this.</p> <p><b>8<sup>th</sup> January 2021</b> - Following the reintroduction of shielding, clinically extremely vulnerable staff are advised that they should not attend the workplace. Clinically extremely vulnerable individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list).</p> <ul style="list-style-type: none"> <li>Staff should talk to their employers about how they will be supported, including to work from home. Schools should continue to pay clinically extremely vulnerable staff on their usual terms. Those living with someone who is clinically extremely vulnerable can still attend work where home-working is not possible.</li> <li>Clinically vulnerable staff can continue to attend school where it is not possible to work from home. People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings.</li> <li>As per national restrictions, pregnant staff should work at home where possible. If home working is not possible, pregnant staff and their employers should follow the advice in the Coronavirus (COVID-19): advice for pregnant employees. Pregnant women are in the ‘clinically vulnerable’ category and are generally advised to follow the above advice, which applies to all staff in schools. All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission. Pregnant women are not advised to be vaccinated against COVID-19.</li> <li>Employers should be aware that pregnant women from 28 weeks’ gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from coronavirus (COVID-19).</li> </ul> <p><b>4<sup>th</sup> January 2021 Updates</b></p> <ul style="list-style-type: none"> <li>Staff/pupils will still be unable to attend school in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19).</li> <li>Everyone in England, including those who are clinically extremely vulnerable, is required to follow the national Tier restrictions, which have been set out by the government and apply to the whole population. These restrictions:</li> <li>require people to stay at home, except for specific purposes</li> <li>prevent people gathering with those they do not live with, except for specific purposes</li> <li>close certain businesses and venues</li> </ul>	<p><b>26.2.21 – Share updated information and make RA updates. Share with FGB. Upload the updated RA to the website. Continue to review risk assessments for other vulnerable members of staff.</b></p> <p><b>8.1.21 – Share updates with all staff and review impact on staffing as appropriate. Continue to review.</b></p> <p><b>4.1.21 – Share updated information with staff and inform parents of RA updates. Upload the updated RA to the website. Share with FGB. Continue to review risk assessments for other vulnerable members of staff.</b></p> <p><b>13.11.20 – GP / Consultant to identify which staff members have to shield in line with the updated guidance. Adapt staffing plans to cover for their absence. Continue to review risk assessments for other vulnerable members of staff.</b></p> <p>Complete individual risk assessments of all vulnerable staff by 17.7.20 - referral to OHU as necessary  Access to PPE as required – intimate care and suspected cases of COVID-19  Ongoing monitoring and support for vulnerable staff and pupils  Follow DFE / PHE guidance for next steps as appropriate if needed in case of local incidents  Share all updates with staff – ongoing as required.</p>	<p>Ongoing SI / HR</p> <p>SI by 17.7.20</p>

New and Expectant Mothers		<p>People who are defined as clinically extremely vulnerable are at very high risk of severe illness from COVID-19. There are 2 ways you may be identified as clinically extremely vulnerable:</p> <ol style="list-style-type: none"> <li>1. You have one or more of the conditions listed on the below link: <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></li> <li>2. Your hospital clinician or GP has added you to the Shielded patients list because, based on their clinical judgement, they deem you to be at higher risk of serious illness if you catch the virus.</li> </ol> <ul style="list-style-type: none"> <li>• Read the current advice on shielding</li> <li>• 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.</li> <li>• Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health at COVID-19 - 'shielding' guidance for children and young people</li> <li>• Clinically vulnerable staff can continue to attend school. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</li> <li>• This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents.</li> <li>• People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace unless advised otherwise by an individual letter from the NHS or a specialist doctor.</li> <li>• Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools.</li> <li>• All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures to minimise the risks of transmission.</li> <li>• A new and expectant mother's risk assessment should be carried out to consider any risks (for example, from working conditions, or the use of physical, chemical or biological agents). Any risks identified must be included and managed as part of the risk assessment. As part of their risk assessment, employers should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</li> <li>• Employers should be aware that pregnant women from 28 weeks' gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from coronavirus (COVID-19). This is because, although pregnant women of any gestation are at no more risk of contracting the virus than any other non-pregnant person who is in similar health, for those women who are 28 weeks pregnant and beyond there is an increased risk of becoming severely ill, and of pre-term birth, should they contract coronavirus (COVID-19).</li> <li>• This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness from coronavirus (COVID-19).</li> </ul> <p>Read more guidance and advice on coronavirus (COVID-19) and pregnancy from the Royal College of Gynaecologists.</p>		
Persons who are already displaying Coronavirus symptoms	<p>Infection of coronavirus</p> <p>Dealing with direct transmission (e.g. close contact with those sneezing/coughing) and indirect transmission (e.g. touching)</p>	<p>29.8.20 – <u>Prevention</u></p> <ul style="list-style-type: none"> <li>• Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</li> <li>• Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms or have tested positive in at least the last 10 days and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</li> <li>• All persons who are displaying symptoms must not come into school and should follow Government guidance on self-isolating including test and trace.</li> <li>• Persons whose family members are displaying symptoms of Coronavirus must follow Government guidance regarding self-isolating including test and trace.</li> <li>•</li> </ul>	<p>Note DFE helpline and actions to take in response to a positive case of COVID</p> <p>See DFE guidance – section 5 contingency planning <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks</a></p> <p>Track and trace system guidance and BMBC guidance to be followed Engage with the NHS Test and Trace process</p>	SI / HR ongoing

	contaminated surfaces	<ul style="list-style-type: none"> <li>• <a href="#">26.2.21</a> - Contain any outbreak. Where school have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must work with their local health protection team who will be able to advise if additional action is required.</li> <li>• You can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case</li> </ul>	<ul style="list-style-type: none"> <li>• Put in place a procedure regarding the NHS Test and Trace process and how to contact your local Public Health England health protection team - see attached flowchart for contacts.</li> </ul> <p>Share all updates with staff and parents – ongoing as required Complete LA paperwork as required and submit in line with PHE guidance.</p>	
Persons developing Coronavirus symptoms who have been on site previously or persons who develop symptoms whilst on site	<p>Infection of coronavirus</p> <p>Dealing with direct transmission (e.g. close contact with those sneezing/coughing) and indirect transmission (e.g. touching contaminated surfaces)</p>	<p><a href="#">26.2.21</a> - Ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home.</p> <ul style="list-style-type: none"> <li>• If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’, which sets out that they must self-isolate and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate (in accordance with the current government guidance) from when the symptomatic person first had symptoms.</li> <li>• Pupils, staff and other adults must not come into school if they are required to quarantine having recently visited countries outside of the common travel area <a href="https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive">https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive</a></li> <li>• Individuals must immediately cease to attend and not attend for at least 10 days from the day after: <ul style="list-style-type: none"> <li>- the start of their symptoms</li> <li>- the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test</li> </ul> </li> <li>• Where a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</li> <li>• If the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</li> <li>• PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Share information with staff, parents and governors – As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</li> </ul> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</p> <ul style="list-style-type: none"> <li>• Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</li> </ul> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> <p>See DfE guidance <a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-1-public-health-advice-to-minimise-coronavirus-covid-19-risks</a></p> <p>Communicate with all staff, parents and governors</p> <p>Follow procedures in line with statutory guidance and inform LA / PHE – see flowchart</p> <p>Share updates with staff and parents ongoing as required.</p> <p>Maintain records in line with track and trace expectations and sickness absence monitoring.</p> <p>Complete LA paperwork as required and submit in line with PHE guidance.</p> <p>Updated guidance shared with staff / updated LA COVID-19 resource pack for schools from LA received on 17.9.20 – access to PHE link Nurse established.</p> <p>New procedure for contacting DfE helpline noted.</p> <p>Implement face mask home school agreement</p>	<p>SI / HR ongoing</p> <p>SI / HR by 1.9.20</p> <p>RL / JC ongoing</p>
Asymptomatic testing in schools	<p>Suppress the virus – use of lateral flow tests / devices (LFT / LFD)</p>	<p><a href="#">Primary Schools</a> Staff in primary schools will continue to test with LFDs twice a week at home, as per existing guidance on testing for staff in primary schools and nurseries. Primary age pupils will not be tested with LFDs. Public Health England have advised there are currently limited public health benefits attached to testing primary pupils with lateral flow devices. Primary age pupils may find the LFD testing process unpleasant and are unable to self-swab. Schools should follow the guidance set out for their setting:</p>	<p>Communicate updates with staff, parents and governors Staff to continue with twice weekly lateral flow testing and report results to school and DfE – lateral flow test coordinators SI / RL Order new LFTs as required</p>	<p>SI / RL ongoing</p>



		<a href="http://www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools">www.gov.uk/government/publications/coronavirus-covid-19-asymptomatic-testing-for-staff-in-primary-schools-and-nurseries/rapid-asymptomatic-coronavirus-covid-19-testing-for-staff-in-primary-schools-school-based-nurseries-and-maintained-nursery-schools</a>		
Controlling access into the school for staff, pupils and members of the public.	Infection control  Personal / Community Safety	<p><b>26.2.21 - Measures for arriving at, and leaving the setting</b> Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include: condensing or staggering free periods or break time but retaining the same amount of teaching time keeping the length of the day the same but starting and finishing later to avoid busy periods. You should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to: gather at the gates or come onto the site without an appointment</p> <ul style="list-style-type: none"> <li>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</li> <li>Each group should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction and the sharing of rooms and social spaces between groups as much as possible. We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</li> <li>All teachers and other staff can operate across different groups. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed.</li> <li>Supply teachers, peripatetic teachers and other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. They should also participate in schools' rapid testing programmes where these have been established.</li> </ul> <p><b>School workforce:</b></p> <ul style="list-style-type: none"> <li>Under the national lockdown, the expectation is that everybody should work from home where possible. School leaders are best placed to determine the workforce that is required in school, taking into account the updated guidance for those staff who are clinically extremely vulnerable. The expectation is that those staff not attending school will work from home where possible.</li> </ul> <p><b>Travel</b> – Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. The government has announced a £2 billion package to promote cycling and walking, including to support pop-up bicycle lanes and widened pavements. For some families, driving children to school will also be an option.</p> <ul style="list-style-type: none"> <li>Travel patterns differ greatly between settings. If those patterns allow, settings should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time.</li> <li>Open as many access points into the school grounds during drop off and pick up as possible to assist with social distancing and enabling ease of access for larger numbers of pupils.</li> <li>Where possible have separate access and exit points into the building for different groups of pupils and staff as close as possible to their designated classroom / work areas. Rooms / work areas should be accessed directly from outside where possible.</li> <li>Where possible, at drop off and pick up times to avoid the contamination of door handles doors should be kept open or only opened / closed by the member of staff responsible for that area and regularly cleaned / sanitised. Safeguarding and health and safety must be assessed to see if this is appropriate, especially for younger children and pupils with SEN needs and fire procedures will need to be altered to ensure those doors are closed should the fire alarm sound.</li> <li>Parents and carers should be advised not to congregate in playgrounds / outside school and to observe social distancing. If possible areas outside drop off / pick up points could be marked with social distance markers to help.</li> <li>Parents and carers should be advised that where possible only one adult at a time should accompany their child to / from school.</li> <li>Parents and carers should be informed they should only come into the school building via the office reception area and by prior arrangement where possible.</li> <li>Staff should access and exit through the closest entrance to the area they will be based in.</li> <li>Inform suppliers, contractors, visitors as far as possible of the times the school is open and the procedures for accessing the site if these have changed.</li> <li>Building plans can be utilised to plan and mark on any entry or exit routes to provide a visual document for staff, pupils and parents / carers.</li> <li>Ensure that staff working in the reception area / office are protected from face to face contact</li> </ul>	<p>Revert back to staggered class bubble times for drop off / pick up / lunchtimes and refresh playground zones / one way systems</p> <p>8 Jan 2021 - Drop off and pick up routines to be updated. Use of front gate for KW / vulnerable children. Meet and greet as per usual procedures with staff in school. Drop off from 8.50am / pick up at 3.30pm. Staff available for OSC as per demand. Update parents on procedures / organisation following January lockdown plans. Share update with staff. Monitor and review.</p> <p>As above re: staggered drop off / pick up – review whole school timetable – communicate to staff and families</p> <p>Review movement around the site – update signage / markings appropriately – communicate updated procedures with all stakeholders – photographs for children too.</p> <p>Reception staff – use of hatch</p> <p>Access to school office by appointment only where at all possible</p> <p>Only 2 staff in office at anyone time.</p> <p>Continue to promote active travel to school opportunities for families.</p>	<p>SI / HR</p> <p>Ongoing</p> <p>SI / HR by 1.9.20 then ongoing review and updates</p>
Handwashing and hand sanitisers (N.B	Infection control	<p><b>26.2.21 - . Ensure everyone is advised to clean their hands thoroughly and more often than usual. Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. You must ensure that pupils clean their hands regularly, including:</b></p>	<p>Review procedures and systems for handwashing and respiratory hygiene. Check supplies and bins in place. Share with all pupils on full reopening again and maintain high profile of expectations</p>	<p>SI / HR / RL / all staff</p>

Regular and thorough hand cleaning is going to be needed for the foreseeable future.		<ul style="list-style-type: none"> <li>• when they arrive at the school</li> <li>• when they return from breaks</li> <li>• when they change rooms</li> <li>• before and after eating</li> </ul> <p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff. Pupils who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ may also need more opportunities to wash their hands. Continue to help pupils with complex needs to clean their hands properly. Frequent and thorough hand cleaning should now be regular practice. You should consider:</p> <ul style="list-style-type: none"> <li>• whether you have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly</li> <li>• if you need to supervise hand sanitiser use given the risks around ingestion – skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them</li> </ul> <p>Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach The ‘catch it, bin it, kill it’ approach continues to be very important. Make sure enough tissues and bins are available to support pupils and staff to follow this routine. As with hand cleaning, you must ensure younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</p> <p><b>29.8.20 - Clean hands thoroughly more often than usual</b>  Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future. Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly</li> <li>• supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> </ul> <ul style="list-style-type: none"> <li>• Have hand wash stations or hand sanitisers at entrance points to the building and get staff, visitors and pupils to use them on entry.</li> <li>• Pupils and staff should wash their hands with soap and running water for at least 20 seconds on entering their allocated area and at regular intervals throughout the day, particularly after going to the toilet, touching faces, coughing or sneezing, learning outside and before and after eating. Paper towels should be available for drying hands. Hand sanitiser could be utilised where handwashing is not practicable or possible. Staff working with children and young people who spit uncontrollably may want more opportunities to wash their hands than other staff, or, children and young people who use saliva as a sensory stimulant or who struggle with ‘catch it, bin it, kill it’ may need more opportunities to wash their hands than children and young people who do not.</li> <li>• If sinks are not available close to or in classrooms / work areas then hand sanitiser must be provided.</li> <li>• All persons should wash their hands or use hand sanitiser before leaving the premises or changing work areas.</li> <li>• Tissues should be available in all group areas and should be single use only and binned after use.</li> <li>• Any waste products used by staff or pupils that start to show symptoms whilst in school should be double bagged and kept (securely) for 72 hours before being disposed of via the usual waste route. NB the virus cannot survive on a surface for more than 72 hours according to current guidance.</li> <li>• In addition staff are to wash hands or use hand sanitiser on entry to staff rooms, before and after preparing food and drinks, and before leaving.</li> <li>• Identify if supervision of hand sanitiser use is necessary given the risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative.</li> <li>• Sanitising products should be non-alcohol based in areas where there may be sparks or naked flames e.g. science labs, kitchens and some D&amp;T rooms.</li> </ul>	<p>Review current procedures re: Handwashing and hand sanitisers</p> <ul style="list-style-type: none"> <li>•Pupils and staff should wash their hands with soap and water for at least 20 seconds on entering their allocated area and at regular intervals throughout the day, particularly after going to the toilet, touching faces, coughing or sneezing, learning outside and before and after eating.</li> <li>•Paper towels should be available for drying hands – ND to check stock daily</li> <li>•If sinks are not available close to or in classrooms / work areas then handwashing bowls and / or hand sanitiser can be provided. Sanitisers in each classroom – ND update daily</li> <li>•All persons should wash their hands before leaving the premises – RL / JC / SI / HR to inform visitors on arrival</li> <li>•Hand sanitisers at entrance points to the building and get staff, visitors and pupils to use them on entry – ND stock check daily</li> <li>•Tissues should be available in all group areas and should be single use only and binned after use bins with lids and tissues for all areas</li> <li>•Any waste products used by staff or pupils that start to show symptoms whilst in school should be double bagged and kept (securely) for 72 hours before being disposed of via the usual waste route. (NB the virus cannot survive on a surface for more than 72 hours according to current guidance) - All staff to be updated. JC / RL purchase yellow bags and lidded bins. Separate bin for waste products where symptoms are shown – kept in bin compound clearly labelled</li> <li>•In addition, staff MUST wash hands on entry to staff rooms, before and after preparing food and drinks, and before leaving.</li> </ul> <p>Review handwashing systems – ongoing. Monitor and update systems as required.</p>	SI / HR / HD / RL / JC ongoing
Cleaning	Infection of coronavirus  Dealing with direct	<p><b>26.2.21 - Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as Detergents In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:</b></p> <ul style="list-style-type: none"> <li>• more frequent cleaning of rooms or shared areas that are used by different groups</li> <li>• frequently touched surfaces being cleaned more often than normal</li> </ul>	<p><b>Continue with enhanced cleaning – ND / JS / LH</b></p> <p>Review current procedures since wider reopening and audit of current stock – ongoing monitoring and purchase as required</p>	SI / ND / JS / RL Ongoing – regular reviews

	<p>transmission (e.g. close contact with those sneezing/coughing) and indirect transmission (e.g. touching contaminated surfaces</p>	<ul style="list-style-type: none"> <li>• <b>cleaning toilets regularly</b></li> <li>• <b>encouraging pupils to wash their hands thoroughly after using the toilet</b></li> <li>• <b>if your site allows it, allocating different groups their own toilet blocks</b></li> </ul> <p><b>PHE has published guidance on the cleaning of non-healthcare settings. This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.</b></p> <p>19.8.20 - Public Health England has published revised guidance for cleaning non-healthcare settings to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.  <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></p> <ul style="list-style-type: none"> <li>• Cleaning should be carried out using standard cleaning chemicals/disinfectant and / or anti-viral wipes and sprays. Guidance is available in <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></li> <li>• Have a dedicated provision of cleaning products in each classroom / work area in use containing hand sanitisers, anti – viral wipes / sprays, paper towels, soap, tissues e.g. in a container like a storage box, workbox etc. so it is easy to pick up and move around the space as required. These should be stored out of reach of pupils. Depending on the layout of spaces and in order to aid social distancing more than 1 bin may be needed in each room i.e. 1 by staff locations and 1 where pupils are located.</li> <li>• Frequent cleaning should take place for regularly touched surfaces e.g. door handles, tables, chairs, toilets, wash basins etc. and rooms or shared areas that are used by different groups. Where pupils are able to (based on their ability) it is acceptable for pupils to assist with wiping down dining tables, desks, chairs, equipment etc. at the beginning and / or end of a session (which may be a lesson if they are moving rooms), or at regular points throughout the day (if they are not moving spaces / rooms). Cleaning is especially important if other groups will be using the areas / equipment in the next 3 days. They should be supervised to ensure it is done properly and safely. If pupils or staff have allergies to the products they should not use them or they could use non latex gloves (for contact allergies).</li> <li>• Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal.</li> <li>• Shared materials and surfaces should be cleaned and disinfected more frequently. Shared sand and water play trays and soft dough should be avoided (unless changed regularly throughout the day) and could be replaced by single user alternatives.</li> <li>• Staff undertaking wider cleaning should wear disposable gloves and aprons and change these after cleaning each separate area. Rooms used for Isolating persons displaying symptoms</li> <li>• Rooms used for isolating pupils or staff who display symptoms of Coronavirus could be left for 72 hours if possible and then normal cleaning resumed or a deep clean of that room should be undertaken.</li> </ul> <p><b>Clothing</b></p> <ul style="list-style-type: none"> <li>• There is no need for anything other than normal personal hygiene and washing of clothes following a day in school.</li> </ul> <p><b>Hygiene Suites / Intimate Care Facilities</b></p> <ul style="list-style-type: none"> <li>• Hygiene suites and intimate care facilities should be cleaned between pupils including slings and hoists, control panels. See PPE guidance below.</li> </ul>	<p>Discuss additional cleaning requirements / cost implications with FGB</p> <p>Continue with daily / weekly cleaning schedules</p> <p>Access to PPE – stock check and updates as required, including intimate care facilities – review in light of new starters’ needs</p> <p>Share and review updates with ND and JS.</p>	
<p>Bubbles / Social Distancing</p>	<p><b>Groups of children who should attend school- Critical Workers</b></p> <p><b>Vulnerable Children and Young People</b></p> <p>Infection control</p> <p>Personal / Community Safety</p>	<p><b>26.2.21 - Assess your circumstances and try to implement ‘bubbles’ of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff and therapists. Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible. You may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</b></p> <ul style="list-style-type: none"> <li>• <b>specialist teaching</b></li> <li>• <b>wraparound care</b></li> </ul> <p><b>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</b></p> <p><b>Wraparound provision and extra-curricular activity - From 8 March, you should work to resume all your before and after-school educational activities and wraparound childcare for your pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil’s wider education and training. We will amend the Health Protection (Coronavirus, Restrictions) (All Tiers) (England) Regulations 2020 to allow for this. Vulnerable children can attend these settings regardless of circumstance. You should advise parents that where they are accessing this provision for their children, that they must only be using this, where:</b></p> <ul style="list-style-type: none"> <li>• <b>the provision is being offered as part of the school’s educational activities (including catch-up provision)</b></li> <li>• <b>the provision is as part of their child’s efforts to obtain a regulated qualification or meet the entry requirements of an education institution</b></li> <li>• <b>the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group</b></li> </ul>	<p><b>Class bubbles and staggered rotas in place for lunchtimes / playtimes</b></p> <p><b>Out of school club bubbles to continue in Hall.</b></p> <p><b>8 Jan 2021 – Speak to parents and carers to identify who needs to go to school. If it proves necessary, schools can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip. Parents and carers who are critical workers should keep their children at home if they can.</b></p> <p><b>Ensure groupings are in line with staffing ratios. 2 staff with each bubble. Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.</b></p> <p><b>Maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</b></p> <p><b>School uniform to be worn. Additional warm outdoor clothing and extra layers as required.</b></p> <p><b>Vulnerable pupils – offer provision in line with statutory guidance and monitor attendance</b></p> <p><b>Where providers have had to temporarily stop on-site provision on public health advice, they should inform the local authority to discuss</b></p>	<p><b>SI / HR / RL</b></p> <p>SI / HR by 1.9.20</p>

	<p>8 Jan 2021 - Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors. Children with at least one parent or carer who is a critical worker can go to school if required.</p> <p>Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors. Children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home.</p> <p>The definition of vulnerable children and young people includes children who have a social worker, an education, health and care plan (EHCP) or who may be vulnerable for another reason at local discretion (“otherwise vulnerable”).</p> <p>Schools are expected to allow and strongly encourage vulnerable children and young people to attend. Parents/carers of vulnerable children and young people are strongly encouraged to take up the place. If vulnerable children and young people do not attend, schools should:</p> <ul style="list-style-type: none"> <li>• work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child’s circumstances and their best interests</li> <li>• work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person’s attendance would be appropriate. Where schools grant a leave of absence to a vulnerable child or young person they should still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home.</li> </ul> <p>Under the national lockdown, <u>the expectation is that everybody should work from home where possible</u>. School leaders are best placed to determine the workforce that is required in school. Whilst schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Any additional space available where there are lower numbers of pupils attending, should be used wherever possible to maximise the distance between pupils and between staff and other people</p> <ul style="list-style-type: none"> <li>• Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly. Managers should discuss and agree any changes to staff roles with individuals.</li> <li>• Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments should not be at the expense of supporting pupils with SEND. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff.</li> <li>• When deploying support staff flexibly it is important that Headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity.</li> <li>• Recruitment should continue as usual. As DfE guidance advises limiting the number of visitors, it may be appropriate for schools to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the experience of implementing interviews remotely. There is also advice that can be sent to candidates on how to prepare for remote interviews.</li> <li>• Maintained schools must continue to adhere to the School Teachers’ Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools should ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to close schools (for all but children of critical workers and vulnerable children) and where this has impacted on the ability of the teacher to meet fully their objectives.</li> <li>• Schools should continue to offer wraparound provision, such as breakfast and afterschool clubs, for those children eligible to attend school (i.e. children of critical workers and vulnerable children and young people). Resuming this provision is important to ensure that parents and carers who are critical workers can continue to work, as well as to provide enriching activities for vulnerable children that improve their wellbeing or support their education.</li> </ul>	<p>alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.</p> <p><b>13.11.20 – ongoing review of bubbles / contacts</b></p> <ul style="list-style-type: none"> <li>• Review timetables and staggered times as stated above</li> <li>• PPE to be used as required between bubbles</li> <li>• Agree classroom layout expectations</li> <li>• Social distancing expectations – communicate with all children - all staff at start of term</li> <li>• Track and trace procedures</li> <li>• Review movement around site procedures as above</li> <li>• Review access to toilet facilities for bubbles</li> <li>• Review PPA and minimise movement where possible</li> <li>• Playground zones to continue</li> <li>• Walkie talkies for all bubbles</li> <li>• Communication of measures with all stakeholders</li> </ul>
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13.11.20 - Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible. Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.

**Primary schools**, may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).

- All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.
- This may not be possible with younger children and teachers in primary schools and therefore can still work across groups if that is needed to enable a full educational offer.

"Government Guidance states that :  
 Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.

- The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the ability of those attending the setting to distance, the lay out of the setting, and the feasibility of keeping distinct groups separate while offering a broad curriculum.
- We recognise that maintaining distance or forming bubbles could be particularly difficult in special settings, and it is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible. Maintaining distinct groups or bubbles that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.
- The use of small groups restricts the normal operation of education settings and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as the playgrounds, dining halls, and toilets, and therapy rooms. This is the case in both primary and secondary schools, but is particularly difficult in secondary schools, and special settings.
- In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, settings may need to change the emphasis on bubbles within their system of controls and increase the size of these. Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially."

**Corridors and Circulation Spaces**

- Corridors could be marked out with social distancing indicators as a visual aid for staff and pupils if it is appropriate / useful.
- A system for movement around school, into / out of classrooms, use of toilets should be devised to avoid paths crossing where possible e.g. use of one way systems, 2m queues, controlled access / exit. Staggering break times, lunchtimes and lesson changeover will help minimise corridor occupancy.

**Bubble sizes and Classrooms / Learning Areas**

- Settings should assess their circumstances and look to implement 'bubbles' of an appropriate size, to achieve the greatest reduction in contact and mixing, without unduly limiting the quality or breadth of teaching, or access for support and specialist staff and therapists. This may be by class group, year group or phase depending on the age of the pupils, the school layout, and the nature of the curriculum and the logistics of breaks, lunchtimes and movement throughout the school. At primary school, and in KS 3 schools may be able to implement smaller groups the size of a full class.
- Whatever the size of the group, they should be kept apart from other groups where possible and children and young people that are able should be encouraged to keep their distance within groups. Settings with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. It is recognised that younger children and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group. For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible.
- Classrooms desks (if in use) should be laid out to enable staff and pupils to move around the room safely and be facing forward or side by side where possible. Furniture / equipment surplus to requirements could be removed to assist social distancing, movement round the class, and reduce potential touch points.
- Consider the rotation of resources to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.

- For older year groups consider locating staff members at designated points where possible.
- If other members of staff need to move around different 'bubbles' they should ensure they maintain 2m social distancing wherever possible. Administration of emergency first aid is an exception to this. For classroom support, lesson observations, informative, supervisory or supportive reasons other staff may need to enter work areas. If they do they should maintain social distancing or use other mitigations such as PPE, Perspex screens and observe good hand hygiene.
- Staff and pupils should stay in the same specified groups throughout their attendance time and each subsequent time wherever possible and sit at the same desks on consecutive days (if applicable and possible.) It is recognised this may not be possible in secondary schools due to the subject and streamed nature of teaching.
- As far as possible, ensure that consistent staff are assigned to each 'bubble' and that movement between bubbles is limited. It is recognised that there will be a need in some settings for staff to move between bubbles e.g. for subject specific teaching, targeted work etc.
- Staff should ensure social distancing is observed as far as possible with pupils. In secondary settings this may mean a designated teaching space at the front of the class.
- Ensure that wherever possible pupils use the same classroom or area of a setting throughout the day, with a thorough cleaning of the rooms at the end of the day. It is recognised this may not be possible in secondary schools due to the subject and streamed nature of teaching.
- All bubbles of pupils and the staff working with those bubbles should be kept separate in different areas with sinks available wherever possible. It is recognised that some staff e.g. staff in secondary settings and support staff, will need to move around different areas and bubbles in the school.
- Social distancing between bubbles and staff, including when moving around school, should be maintained as far as possible.
- Where possible consider carrying out any necessary closer supervision side on rather than face on. Perspex screens or face shields could be used.
- Adults must keep a social distance of 2m away from other adults wherever possible including in class, during supervision, at break times and moving around school.
- PPA time - staff moving between bubbles for PPA time should be limited as far as possible e.g. not working across multiple different bubbles every day unless they can maintain social distancing. Consider grouping staff to a smaller number of PPA bubbles, having PPA when outside areas / activities could be used, use of HLTAs and TAs that are already part of that bubble where appropriate, and the use of PPE if close contact is required.

#### **Outdoor Areas**

- Pupils should remain in their 'bubbles' when outside and socially distance where possible. Zoning outside areas for different bubbles may assist with this. Staff supervising should maintain social distancing as far as possible.

#### **Breaks and Lunchtimes**

- Breaks and lunchtimes could be staggered to allow safer movement around the school, safer use of the play areas and dining halls and cleaning between 'bubbles'.
- If it not possible to achieve social distancing and clean tables and seating between groups of pupils and staff in the dining hall then lunch should be served in the areas the groups are based in and not all together in dining halls. Staggering lunch and accessing the dining area on a rota may help. 'Bubbles' should not mix in the dining hall or outside although more than one bubble can use an area if the bubbles can be kept 2m apart. Also see 24.3 below.

#### **Toilets**

- Different groups do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. The use of hand sanitiser stations outside / inside toilets may assist with this as pupil volumes increase. Where possible use of toilets should be as close to their learning base or on a rota with social distancing observed if groups have share / mix e.g. staff toilets, shared toilets off corridors / between classrooms.
- Limit the number of children or young people who use the toilet facilities at one time.
- Wash hands before and after using the toilet (or use hand sanitisers if hand washing is difficult to achieve).
- Where possible staff should use the staff toilets as close to their work areas as possible and follow social distancing guidelines when moving to / from them.
- For older pupils and staff toilets it is good practice for pupils and staff using the facilities to wipe down door handles, toilet seats and flush handles after use with an anti-viral wipe following a "If You Use It – Wipe It" principle. Signage to the backs of toilet doors and above sinks could be provided to remind pupils and staff to wash their hands and follow the "If You Use It – Wipe It" principle (for older pupils, staff and visitor facilities). Provide bins for the disposal of wipes if not already in place. For shared staff toilets you could use laminated engaged / vacant signs or other markers on the outside door that staff change appropriately to limit the number of staff using them at any one time. These would relate to the number of users allowed at any one time.

#### **Assemblies / Collective Worship**

- Bubbles should be kept apart so large gatherings such as assemblies or collective worship with more than one 'bubble' or with large 'bubbles' should be avoided.

		<ul style="list-style-type: none"> <li>If collective worship is required this should be carried out following the guidelines on social distancing, spacing, occupancy and keeping staff and pupils in their discrete groups. It may be possible to carry this out in the areas each group is based.</li> </ul> <p><b>Staff areas</b></p> <ul style="list-style-type: none"> <li>Staff rooms and offices should be re-arranged to have 2m gaps between seating and work stations and / or stagger breaks / lunchtime or use a rota for common resources and areas to limit staff numbers using the area at any one time. Staff should observe social distancing in these areas.</li> <li>Consider creating additional staff break areas to limit use and aid with social distancing.</li> <li>For shared touch points e.g. door handles, drawer handles, microwaves, kettle handles, hot water handles, photocopiers, keyboards etc. Follow the “If You Use It – Wipe It” principle with anti-viral wipes.</li> <li>Consider stopping the use of shared resources such as fridges, milk, tea, coffee etc. to minimise touch points and advise staff to bring their own provisions in (in a cool bag if food needs to be kept cold).</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>It is recommended that staff share mobile phone numbers and communicate via these between groups where possible or that school phones or walkie talkies are used to minimise movement between groups. If staff need to communicate outside their groups they should observe social distancing.</li> <li>In these exceptional circumstances it is recognised that staff that are still working may need to have their personal mobile phones with them whilst at work for emergency access. In such situations, staff should still follow the practice principles outlined in the guidance for safer working and the school’s acceptable use policy regarding the use of their own phones.</li> </ul>		
First Aid	Pupil / staff safety Infection control	<ul style="list-style-type: none"> <li>Ensure adequate first aid provision for the numbers of staff and pupils on site, this is likely to include staff with Full FAW qualifications and paediatric first aiders for early years settings.</li> <li>Paediatric first aiders must be available at all times that children up to the age of 5 are on site or on educational visits.</li> </ul>	<p><b>EYFS RA update by NR</b></p> <p>Update EYFS RA – NR Access to FAW / PFA training as required – IN LINE WITH NEW STAFF REQUIREMENTS</p> <p>Limit or cease activities more likely to result in injuries - discuss with staff</p>	<p><b>NR</b></p> <p>NR by 1.9.20 SI - ongoing</p>
Biometrics, Lifts, electronic signing in / out systems and control panels / buttons. Shared IT.	Infection control  Personal / Community Safety	<ul style="list-style-type: none"> <li>If it is not possible to clean surfaces between each user then the use of biometrics should be replaced with an alternative non-contact system where possible e.g. entry points, registration, food and drink purchasing.</li> <li>Sanitisers could be used before touching biometrics if they cannot be cleaned between users.</li> <li>The use of Lifts and control panels should be limited to essential users only and should be cleaned between users e.g. using hand sanitisers or ant-viral wipes.</li> <li>Multi user Electronic signing in / out systems should not be used at this current time unless they can be cleaned between users either by the use of hand sanitisers or anti-viral wipes.</li> <li>IT equipment should be cleaned between users if it cannot be kept for the sole use of an individual.</li> </ul>	Review and update current procedures – limit contact / have access to more sanitisers	SI / HR by 1.9.20
General controls	Infection control  Ventilation - Concentration of the virus in the air	<p><b>February updates for 8<sup>th</sup> March full reopening – Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area.</b></p> <p><b>When school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained</b></p> <p><b>These can be achieved by:</b></p> <ul style="list-style-type: none"> <li><b>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply</b></li> <li><b>natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</b></li> <li><b>natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so</b></li> </ul> <p><b>The Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice provides more information.</b></p> <p><b>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</b></p>	<p><b>Share expectations and updates with staff – ensure all working areas are fully ventilated and comfortable teaching and learning / office areas maintained - additional layers of clothing as required. Share with parents.</b></p> <p>Review and update current ventilation procedures – ensure appropriate warm clothing expectations shared with families</p> <p>Continue with outdoor learning opportunities – review and share access to resources</p> <p>Update medical needs information as above</p> <p>Water fountain still NOT in use.</p>	<p><b>SI / HR ongoing</b></p> <p>SI / HR ongoing</p>

		<ul style="list-style-type: none"> <li>opening high level windows in colder weather in preference to low level to reduce draughts</li> <li>increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused)</li> <li>providing flexibility to allow additional, suitable indoor clothing</li> <li>rearranging furniture where possible to avoid direct draughts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied space.</p> <p><b>Ventilation</b></p> <ul style="list-style-type: none"> <li>Where possible, to aid ventilation and avoid the contamination of door handles that need to be opened / closed regularly, doors should be kept open or only opened / closed by the member of staff responsible for that area and regularly cleaned / sanitised. Safeguarding and health and safety must be assessed to see if this is appropriate, especially for younger children and pupils with SEN needs and fire procedures will need to be altered to ensure those doors are closed should the fire alarm sound.</li> <li>Where possible open windows to classrooms, offices, staff rooms etc.</li> <li>You can continue using most types of air conditioning system as normal. If you use a centralised ventilation system that removes and circulates air to different rooms it is recommended that you turn off recirculation and use a fresh air supply. Air conditioning systems that mix some of the extracted air with fresh air and return it to the rooms, individual room systems or portable units do not need adjusting. Ventilation to chemical stores should remain operational.</li> </ul> <p><b>Learning Outside</b></p> <ul style="list-style-type: none"> <li>Learning outside is encouraged wherever possible, following social distancing and hygiene guidelines. Suggestions and Learning outside the Classroom guides and advice can be found on Evolve.</li> </ul> <p><b>Medical Needs</b></p> <ul style="list-style-type: none"> <li>Staff should be made aware of any medical conditions / needs of the CYP they are caring for e.g. allergies, asthma etc. and devices such as epi pins and inhalers should be available wherever the CYP is. Ensure staff are trained in their use.</li> <li>Food allergies / intolerances information should be shared with catering staff for staff and children they may not already be aware of.</li> </ul> <p><b>Water fountains</b></p> <ul style="list-style-type: none"> <li>Water fountains in shared pupil areas should be taken out of use.</li> <li>Water bottles can be filled up from the taps in classrooms by a member of staff so long as the water is potable (drinking) water. Sanitisation of hands and bottle before and after is required.</li> </ul>		
Educational Visits	<p>Infection control</p> <p>Personal / Community Safety</p>	<p><b>26.2.21 - Educational visits We advise against all educational visits at this time. This advice will be kept under review.</b></p> <p><b>8<sup>th</sup> Jan 2021 - Educational visits - We advise against educational visits at this time. This advice will be kept under review. The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider.</b></p> <ul style="list-style-type: none"> <li>Government guidance is currently that overnight domestic and international educational visits are ceased for the time being. Settings can resume non-overnight domestic educational visits.</li> <li>This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Evolve and relevant risk assessments have been altered to reflect this. For domestic visits should complete the Day Visits risk assessment along with any venue specific assessments.</li> <li>Settings are also allowed to now make use of outdoor spaces in the local area to support delivery of the curriculum. As part of the visit risk assessment, settings will need to consider what Covid 19 control measures need to be used, familiarise themselves with the Covid 19 measures at any sites they are visiting and ensure they are aware of wider advice on visiting indoor and outdoor venues.</li> </ul>	<p>No educational visits continues</p> <p>No educational visits during lockdown</p> <p>Review Robinwood visit and change dates</p> <p>Share EVOLVE website resources as appropriate - encourage use of local visits - to continue</p>	<p>Ongoing review</p> <p>HR/ RL by September 2020</p> <p>SI ongoing</p>
<p>PPE for staff and pupils</p> <p>Face Coverings</p>	<p>Infection control</p> <p>Personal / Community Safety</p>	<p><b>26.2.21 - Primary Schools Face coverings -</b></p> <ul style="list-style-type: none"> <li>In primary schools, it is recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas).</li> <li>Children in primary school do not need to wear a face cover.</li> </ul> <p>Note: This is an additional precautionary measure for a limited time during this period of high coronavirus (COVID-19) prevalence in the community. These measures will be in place until Easter.</p> <p>Face visors/shields - Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering.</p> <p>PPE is only needed in a very small number of cases, including:</p>	<p>Face coverings to be worn by staff and parents at drop off / pick up and in any situations where social distancing cannot be maintained. This will be kept under review and updated following further government guidance.</p> <p>These should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p>	<p>SI / HR ongoing</p> <p>SI / RL / JC ongoing</p>



		<ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> </ul> <p>For more information on PPE, please see BMBC’s guidance <a href="#">..\..\1 Health and Safety Management\Covid-19 HASS ON SHAREPOINT\Use and Management of PPE Supplies for Covid19 including face coverings v 1point11 08 October 2020.docx</a> guidance on safe working in education, childcare and children’s social care</p> <p><b>13.11.20 - Primary Schools</b></p> <ul style="list-style-type: none"> <li>In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, Headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.</li> <li>Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.</li> <li>PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> <li>where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> <li><b>Where local restrictions apply</b></li> <li>In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.</li> <li>In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, and pupils that the new arrangements require the use of face coverings in certain circumstances.</li> <li>For more information on PPE, please see BMBC’s guidance <a href="#">..\..\1 Health and Safety Management\Covid-19 HASS ON SHAREPOINT\Use and Management of PPE Supplies for Covid19 including face coverings v 1point11 08 October 2020.docx</a> guidance on <a href="#">safe working in education, childcare and children’s social care</a></li> </ul> </li> </ul> <p><b>29.8.20 Face coverings – Protective Measures – guidance deleted. See new guidance above dated 13.11.20</b></p> <p>19.8.20 – Guidance deleted see above</p> <ul style="list-style-type: none"> <li>Public Health England does not (based on current evidence) recommend the use of face coverings in education settings, except where they are already routinely used as part of close contact care. They are not generally required in education settings as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children over the age of 11). If staff have to work in close contact with pupils e.g. to supervise science experiments, D&amp;T or Art activities, speech and language work, feeding, face shields or Perspex screens may be appropriate. Staff or pupils may make an individual choice to wear an appropriate face covering or face mask they provide for themselves.</li> <li>FFP2 / 3 masks are not necessary in a school setting.</li> <li>Activities such as close intimate care e.g. nappy changing, invasive medical procedures, assisting with feeding necessitate closer contact with pupils. Staff carrying out these activities should wear disposable gloves and aprons and may need IIR masks and eye protection. This would need to be assessed on a case by case basis.</li> <li>If PPE is identified as necessary for certain activities or staff through a risk assessment then this should be provided by the school.</li> <li>Reusable eye protection / face coverings should be thoroughly cleaned between each individual person being assisted.</li> </ul>	<p><b>13.11.20 – Following recommendations from BMBC all parents / carers and visitors to the site to wear face masks at drop off / pick up time. Also staff who meet and greet to wear face masks.</b></p> <p>See DFE Guidance Protective Measures for further details</p> <p>Staff may make an individual choice to wear an appropriate face covering or face mask they provide for themselves.</p> <p>PPE for all intimate care needs in place – audit of resources.</p> <p>Ensure adequate supplies in changing area and cleaning equipment – RL / JC</p> <p>Intimate care policy in line with PPE use - shared</p> <p>PPE for cleaning staff in place – RL / JC</p> <p>PPE for first aid in place – RL / JC</p> <p>PPE for personal care of a child who becomes unwell with Coronavirus symptoms in place - If contact with the child is necessary, then disposable gloves, a disposable apron and a fluid-resistant surgical face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eye e.g. from coughing, spitting, or vomiting, then eye protection should also be worn – RL / JC</p> <p>All used PPE must be disposed of in a suitable manner. Preferably PPE should be disposed of after use into the correct waste stream i.e. healthcare/clinical waste (this will require disposal via orange or yellow bag waste). However, where used in a private dwelling as a minimum used PPE must:</p> <ol style="list-style-type: none"> <li>Be bagged</li> <li>This bag(s) should be placed into another bag, tied securely and kept separate from other waste.</li> <li>This should be put aside for at least 72 hours before being put in the usual household waste bin – separate bin as above</li> </ol> <p>Share updates with staff and parents.</p>	
Staff Wellbeing	Staff safety and wellbeing	<p>DFE states that Governing boards and school leaders should have regard to staff (including the Headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.</p> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>Consult with and involve staff in the setting up of individual school plans and systems as far as possible and discuss / share this risk assessment. As staff may feel anxious about returning to school and the larger number of pupils on site arrange staff and 1:1 meetings where necessary to discuss concerns.</p>	<p>Access to all relevant resources for staff including BMBC HR support</p> <p>Individual risk assessments for vulnerable staff.</p> <p>Staff wellbeing questionnaires to be completed early in autumn term – AGREED TO DEFER UNTIL AFTER HALF TERM</p> <p>Ongoing review of staff wellbeing and access to external support as required - ONGOING</p>	SI/ HR ongoing

		<ul style="list-style-type: none"> <li>Consider building in familiarisation time, training time and practice time for staff before opening the school to pupils. Where staff have been out of school for a considerable time this may take longer.</li> <li>The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. <a href="https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers">https://www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers</a></li> <li>Consider if employee risk assessments need to be amended or new ones carried out for staff experiencing physical or mental health issues. A WASP is available via Leeds for Learning.</li> <li>It is recommended that regular staff meetings (via skype etc. or following social distancing rules) are undertaken with staff on site and that regular telephone, skype etc. communication is held with staff who are not present to maintain contact and assist wellbeing.</li> <li>Identify Mental Health First Aiders.</li> <li>Inform staff about support</li> <li>Guidance on Staff Wellbeing is available on DFE website and BMBC HR</li> </ul>		
Performance Management	Staff wellbeing	<p><b>8<sup>th</sup> Jan 2021 - Supporting staff - Governing boards and school leaders should have regard to staff (including the Headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about attending school. DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers and Wellbeing for Education return programme is available. The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</b></p> <p><b>Performance management and appraisal</b>  Maintained schools must continue to adhere to the School Teachers’ Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances.  Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.  Appraisals and performance management for support staff should be carried out in accordance with the employee’s contract of employment. DfE does not specify pay or terms and conditions of employment for support staff.</p>	<p><b>Staff wellbeing continue to monitor, support and review – included in FGB meetings. Access external support as required.</b></p> <p>Complete all teachers’ performance management by 31<sup>st</sup> October 2020 in line with annual expectations.</p> <p>Complete TA performance management by 30<sup>th</sup> November 2020</p>	
Contractors visiting site	Infection control  Personal / Community Safety	<ul style="list-style-type: none"> <li>Minimise visits to wherever possible to essential visits only e.g. to carry out statutory testing, repair work or building works.</li> <li>Contractors should provide their risk assessments and discuss additional needs with the school prior to visiting.</li> <li>Contractors should adhere to social distancing guidelines.</li> <li>Contractors to carry out regular handwashing or hand sanitising, especially on arrival at the school and throughout their time on site.</li> <li>If contractors need supervising this should be done following social distancing guidelines.</li> <li>Contractors to follow Government guidelines on self-isolating if they or their family members display any symptoms.</li> <li>If contractors display any symptoms whilst on site they should be asked to leave immediately and any areas / equipment they have been working in / on isolated for 72 hours or thoroughly cleaned prior to admitting other persons / being used.</li> <li>If contractors are on site for long periods of time a separate toilet facility could be identified for their sole use and cleaned after their work has ceased and before being used by the school again. If this can't be established then inform contractors of the “If You Use It – Wipe It” principle.</li> <li>School should still follow procedures for controlling access / security whilst contractors are on site. Where visits can happen outside of school or college hours, they should. A record should be kept of all visitors for at least 14 days.</li> </ul>	<p>Follow procedures as advised in control measures.</p> <p>Contractors / visitors on site only if absolutely necessary.</p> <p>Ensure any contractors / visitors on site are given specific guidance of procedures.</p> <p>Record details for track and trace.</p>	SI / HR / RL / JC ongoing
Lettings / Meetings / Visitors  Initial Teacher Training	Infection control  Personal / Community Safety	<p><b>8<sup>th</sup> Jan 2021 - Deployment of ITT trainees and engagement with schools We strongly encourage schools to continue hosting initial teacher training (ITT) trainees throughout the national lockdown and beyond. While it is understandable that schools will have many priorities at this time, it is important that we protect the pipeline of future teachers. ITT trainees are included in the definition of a critical worker. This means that trainees can continue to go into their school or college on placement to support the teaching of vulnerable children and young people and the children of critical workers. Trainees who continue to go into their host school or college should be offered coronavirus (COVID-19) testing in the same way as the wider school staff. Trainees can also support schools in other ways, including supporting remote education, developing lesson materials and offering pastoral support. ITT providers may be able to provide schools with extra support to host trainees at this time. Schools should contact relevant ITT providers directly to discuss what support is available. Trainees will be expected to follow control measures put in place by schools. Schools should consider how they can host ITT trainees during this period, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs. Deployment decisions will need to take into account the skills and capacity of the trainees in question. Trainees could:</b></p> <ul style="list-style-type: none"> <li>take responsibility, with the usual mentor oversight, for small groups of pupils in school across or within years, adapting resources for such groups, creating online education materials, re-planning sequences of lessons or delivering catch-up lessons</li> </ul>	<p><b>Continue with ITT placements and mentoring.</b></p> <p>Follow procedures as advised in control measures for all levels of visitors – see also music advice below.</p> <p>Record details for track and trace.</p> <p>Reduce access – essential only.</p>	<p><b>SI / HR ongoing</b></p> <p>SI / HR / RL / JC ongoing</p>

		<ul style="list-style-type: none"> <li>• Lettings, visitors and on site meetings can take place if they cannot be done remotely. Professional visitors and lettings should provide you with their own Covid 19 control measures before coming on site. Ensure your own on site guidance on physical distancing, hygiene and control measures are explained to visitors on or before arrival.</li> <li>• Any meetings / lettings should only go ahead if social distancing and hygiene rules can be adhered to. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Supply teachers, peripatetic teachers or other temporary staff can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff.</li> <li>• A separate toilet facility could be identified for the sole use of visitors whilst on site as close as possible to the meeting / letting area and cleaned after their meeting has ceased and before being used by the school again. If this can't be established then inform visitors of the "If You Use It – Wipe It" principle.</li> <li>• School should still follow procedures for controlling access / security whilst visitors are on site. Where visits can happen outside of school or college hours, they should. A record should be kept of all visitors for at least 14 days. .</li> </ul>		
Safeguarding and pupil wellbeing	Pupil safety and wellbeing	<p><b>Safeguarding - Schools must continue to have regard to the statutory safeguarding guidance keeping children safe in education. You should consider revising your child protection policy to reflect the return of more pupils. This should be led by your designated safeguarding lead. As children return try to give designated safeguarding leads and their deputies more time to:</b></p> <ul style="list-style-type: none"> <li>• support staff and pupils with new safeguarding and welfare concerns</li> <li>• handle referrals to children’s social care and other agencies where appropriate</li> </ul> <p>The designated safeguarding lead should continue to co-ordinate with children’s social care, the local three safeguarding partners and other agencies and services to identify harm and ensure children are appropriately supported. They should speak to school nurses who have continued virtual support to pupils who have not been in school.</p> <p><b>Pupil wellbeing and support - Some pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Consider using pastoral and extra-curricular activities to:</b></p> <ul style="list-style-type: none"> <li>• support the rebuilding of friendships and social engagement</li> <li>• address and equip pupils to respond to issues linked to coronavirus (COVID19)</li> <li>• support pupils with approaches to improving their physical and mental wellbeing</li> </ul> <p>You may also need to provide more focused pastoral support for pupils’ individual issues, drawing on external support where necessary and possible. Our 'Every interaction matters' webinar can help with offering pastoral support for wellbeing. Where there is a concern a pupil is in need or suffering or likely to suffer harm, follow your child protection policy and part 1 of keeping children safe in education. Consider any referral to statutory services (and the police) as appropriate. Work with school nurses, where they are in place to:</p> <ul style="list-style-type: none"> <li>• ensure delivery of the healthy child programme (which includes immunisation)</li> <li>• identify health and wellbeing needs</li> <li>• provider support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>• support pupils with additional and complex health needs</li> </ul> <p><b>Wellbeing for Education Return Programme - The Wellbeing for Education Return programme, provides training and resources to help school staff respond to the wellbeing and mental health needs of pupils. The training provides practical examples to support staff and pupils within a school. Local authorities have received funding to employ skilled staff to:</b></p> <ul style="list-style-type: none"> <li>• deliver the training to schools</li> <li>• provide advice and support until March 2021.</li> </ul> <p><b>Support and resources - Teachers can access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff. The training module on teaching about mental wellbeing will help improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom.</b></p> <p>A recording of the free webinar for school staff DfE, PHE and NHS England hosted to set out how to support returning pupils is available. You can access Whole School SEND consortium resources on the Whole School SEND Resource page of the SEND gateway. They have also produced:</p> <ul style="list-style-type: none"> <li>• a leaflet about successful returns following a period of absence</li> <li>• a leaflet on transition planning for post-year 11 destinations</li> <li>• a COVID-19 SEND review guide</li> <li>• a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event</li> </ul> <p><b>8<sup>th</sup> Jan 2021 – Safeguarding - Schools must continue to have regard to the statutory safeguarding guidance, keeping children safe in education. Schools should review their child protection policy (led by their designated safeguarding lead) to reflect the move to remote education for most pupils. In some cases, a coronavirus (COVID-19) annex or addendum that summarises related changes</b></p>	<p><b>Updates to Safeguarding policy – add information regarding wellbeing and pupil support.</b></p> <p><b>Update behaviour policy for full return.</b></p> <p><b>Follow up and monitor and new concerns – access to BCSP support</b></p> <p><b>Updates to Safeguarding induction in light of new policy</b></p> <p><b>Pupil questionnaires re: wellbeing</b></p> <p><b>Oxspring Minds project to continue</b></p> <p><b>Focus on wellbeing and mental health as part of recovery curriculum</b></p> <p><b>Implement PSHE scheme JIGSAW</b></p> <p><b>Access to support from the school nurse and other relevant agencies</b></p> <p><b>Share recommended resources with staff – access appropriate training available (virtual)</b></p> <p><b>Updates to policy in light of lockdown / remote learning - new addendum to be completed and shared. Remote learning plan with safeguarding protocols updated and shared.</b></p> <p>Safeguarding policy updates in line with KCSIE September 2020</p> <p>Follow up and monitor and new concerns – access to BCSP support</p> <p>Updates to staff, governor and volunteers’ codes of conduct</p> <p>Updates to Safeguarding induction in light of new policy</p> <p>Pupil questionnaires / parent questionnaires – review and action next steps – COMPLETE AFTER HALF TERM</p> <p>Oxspring Minds project to continue</p> <p>Focus on wellbeing and mental health as part of recovery curriculum</p> <p>Implement PSHE scheme JIGSAW</p> <p>Access to support from the school nurse and other relevant agencies</p> <p>Share recommended resources with staff – access appropriate training available (virtual)</p> <p>Regular monitoring and review of pupil wellbeing - ONGOING</p>	<p><b>SI / HR</b></p> <p><b>EW / SI</b></p> <p><b>SI / HR</b></p> <p><b>EW / SI</b></p> <p><b>ongoing</b></p>

		<p>might be more effective than rewriting and re-issuing the whole policy. It will be important that all staff working in the school are aware of the revised policy. There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the three safeguarding partners (local authorities, clinical commissioning groups and chief officers of police). We expect all local safeguarding partners to be vigilant and responsive to all safeguarding threats and ensure vulnerable children and young persons are safe – particularly as more children and young people will be learning remotely.</p> <p>It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this. In such cases, there are two options to consider: • a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home • sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video) Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site</p> <p>Safeguarding policy / Child Protection to be updated in line with KCSIE September 2020 / and to reflect the return to school for ALL pupils</p> <ul style="list-style-type: none"> <li>Schools must have regard to the statutory safeguarding guidance, <a href="#">keeping children safe in education</a> and should refer to the <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</a>.</li> <li>Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.</li> <li>Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.</li> <li>Guidance is available on DfE website for pupil wellbeing Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.</li> <li>DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils’ mental health and wellbeing at this time.</li> <li>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEdlearning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement</li> </ul>		
Fire Safety	Personal injury Fire safety Infection control	<ul style="list-style-type: none"> <li>Consider if the fire evacuation routes need to be altered to take into account the changed use of the site.</li> <li>Consider if muster points / practices need to be altered so staff and pupils bubbles are not mixed.</li> <li>Consider if you need to re-allocate fire marshal roles.</li> <li>Ensure staff know how to use fire extinguishers, where call points are etc.</li> <li>Practice new procedures as soon as possible after opening.</li> <li>Consider if staff and pupil PEEPs need to be amended.</li> <li>Update Fire Risk Assessment as required</li> </ul>	<p><b>Review and confirm class bubble zones. Fire drills in new zones.</b></p> <p>Review and update current procedures from the wider reopening – extend to full opening Use of individual class zones Share with all staff and children - more children back on site</p>	SI / HR
Supervision at Lunchtimes	Infection control  Personal / Community Safety	<ul style="list-style-type: none"> <li>Consider how to allocate staff at lunchtime to ensure supervisors stay with a consistent group of pupils and have adequate breaks.</li> </ul>	<p><b>Review SMSA deployment – source additional support from TAs through staggered rotas</b> <b>SMSA updates linked to full reopening expectations</b></p> <p><b>Review staffing provision for lunchtime during lockdown. Class bubble tables in the Hall – playground zones continued.</b> Review SMSA deployment – source additional support – speak to FGB re: needs SMSA updates linked to full reopening expectations</p>	SI / HR / RL
Catering  <b>Free school meals</b>	Infection control  Personal / Community Safety	<p><b>School meals - We expect kitchens to be fully open and normal legal requirements will apply to the provision of food for pupils, including ensuring food meets the standards for school food in England. This includes for those eligible for:</b></p> <ul style="list-style-type: none"> <li><b>benefits-related free school meals</b></li> <li><b>universal infant free school meals</b></li> </ul> <p><b>School kitchens should follow the guidance for food businesses on coronavirus (COVID-19). You should also continue to provide free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</b></p>	<p><b>Agree systems / staggered rotas for hot lunch in hall and sandwiches in classrooms. All Class 1, 2 and 4 in Hall. Communicate entry / exit points, fire safety procedures, safeguarding to SMSAs / cooks.</b></p>	SI / HR / RL

		<p><b>8<sup>th</sup> Jan 2021 - Catering and free school meals - During the period of national lockdown, schools should continue to provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school. Schools should also continue to provide free school meal support to pupils who are eligible for benefits related free school meals and who are not attending school. Extra funding will be provided to support schools to provide food parcels or meals to eligible children. Where schools cannot offer food parcels or use local solutions, we will ensure a national voucher scheme is in place so that every eligible child can access free school meals while their school remains closed.</b></p> <ul style="list-style-type: none"> <li>• Inform catering staff of any changes made from this risk assessment e.g. to entry / exit points, fire safety procedures, safeguarding etc.</li> <li>• Discuss with catering staff if there needs to be alterations to menu choices and systems to allow for quicker / easier distribution to pupils / flow through collection points. E.g. limiting meal choices (taking onto account specific dietary and allergy needs), provision of 'packed lunches' instead of hot meals.</li> <li>• Consider whether meals can be served in the hall or need to be delivered to classrooms and discuss this with catering staff. LCC catering can provide hot and cold grab bags which can be served to pupils in their classrooms for schools using their services and this may be possible for other catering teams to do.</li> <li>• Where possible catering staff should remain in the kitchen / serving hall and use an entrance / exit as close to the kitchen as possible.</li> <li>• Tables / seating set out by catering staff should be cleaned before pupils and staff use them and in between each group of staff and pupils.</li> <li>• Catering staff should observe the rules of social distancing and hygiene whilst on site.</li> </ul>	<p><b>Offer hot school meals and FSM parcels – communicate with families.</b></p> <p>Agree systems / rotas for lunch</p> <ul style="list-style-type: none"> <li>• Communicate changes to entry / exit points, fire safety procedures, safeguarding to SMSAs / cooks</li> <li>• Agree system for meals to be delivered to classrooms and discuss this with catering staff – review use of the Hall</li> <li>• Roles of cooks / SMSAs to be agreed – bubbles / movement / zones</li> </ul>	<p>SI / HR by 1.9.20</p>
Staff Training	Infection control  Personal / Community Safety	<ul style="list-style-type: none"> <li>• School staff should be inducted / become familiar with new working practices before opening the school, this is especially important for staff members who are new or who may not have been in school during the past months.</li> </ul>	<p><b>8<sup>th</sup> Jan – induction for any new staff and ITT students as app</b></p> <p>Share RA before 17.7.20 – update following staff feedback as required 1.9.20 – INSET day re: updates and expectations</p>	<p><b>Ongoing SI / HR</b></p> <p>SI / HR By 2.9.20</p>
Drop off of Essential Items Forgotten by Pupils	Infection control  Personal / Community Safety	<ul style="list-style-type: none"> <li>• A system should be put in place for the potential drop off of essential items a pupil may have forgotten e.g. medication, packed lunch. For example, a system such as a 'quarantine bin' / area outside of school reception where the items are left before being cleaned / wiped with anti-viral wipes and delivered to the pupils base. Staff doing this should thoroughly wash hands before and after handling the items.</li> </ul>	<p>Agree system for lost property – maintain within own bubbles Communicate with families – clear labelling of clothing required.</p>	<p>SI / HR Ongoing from Sept 2020</p>
Marking / Handling School Work	Infection control  Personal / Community Safety	<ul style="list-style-type: none"> <li>• Staff can take books and other shared resources home if they can be cleaned.</li> <li>• If not or if work is to be marked it should be left for at least 48 hours (72 hours for plastic) before and after marking,. It is recommended that paper work to be marked is placed in a plastic bag that can be wiped down after collection or work and before handing work back to the pupils.</li> <li>• Alternatively, staff can wash hands or sanitise before marking work, at regular intervals throughout and after completing marking.</li> <li>• Suggestions for assessed work include the use of online or electronic assessments or individual worksheets for assessed work so the pupils can retain their exercise books for lessons. If pupils or staff have been displaying symptoms any work they have handled during that time should be left for at least 48 hours (72 if plastic).</li> </ul>	<p><b>Marking and feedback via Seesaw / limited handling of work in school.</b></p> <p>Agree systems / procedures and communicate with all staff Review and update as required, in line with DFE guidance</p>	<p><b>SI / HR</b></p> <p>SI / HR by 2.9,20 then ongoing review</p>
Agency staff and volunteers	Infection control  Personal / Community Safety	<ul style="list-style-type: none"> <li>• Mixing of volunteers across bubbles should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.</li> <li>• Settings can continue to engage supply teachers and other supply staff during this period.</li> <li>• To minimise the numbers of temporary staff entering the setting consider using longer assignments with supply teachers.</li> <li>• You should also limit the bubbles they teach or limit them to bubbles where they can socially distance as far as possible.</li> <li>• This would also apply to other temporary staff working in schools such as peripatetic teachers, sports coaches, and before and after school clubs staff.</li> </ul>	<p>Induction for any agency staff and volunteers in line with updated guidance Deploy volunteers to support one bubble Agree procedures for use of sports coach / ukulele teacher and any other music teachers able to access school – PPE and social distancing to be used – monitor and review Track and trace systems to be followed</p>	<p>SI / HR Sept 2020</p>
Before and after school clubs	Infection control  Personal / Community Safety	<ul style="list-style-type: none"> <li>• Settings can extend before and after school provision to any breakfast and after-school provision from the start of the autumn term. Settings may need to respond flexibly and build this up over time.</li> <li>• Settings should try to keep to the bubbles in use during the school day where possible. Where this is not possible smaller consistent groups could be used in different rooms or groups socially distancing in a larger space e.g. the hall.</li> <li>• Make parents / carers aware that government guidance is that they limit the number of different wraparound providers they access, as far as possible, and assure themselves that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this.</li> </ul>	<p><b>OOSC provision for KW / vulnerable children offered. Review staffing. Communication with families.</b></p> <p>Resume OOSC Agree routines and expectations linked to full reopening guidelines Use of Hall and tables of bubbles spread out</p> <p>Track and trace systems Communicate with families Staff PPE and social distancing</p>	<p><b>RL</b></p> <p>SI / HR / RL Sept 2020</p>
Music and Performing Arts	Infection control  Personal / Community Safety	<p><b>8<sup>th</sup> January 2021 - Music, dance and drama in school - Schools have the flexibility to decide how music, dance and drama will be provided to pupils attending school while following the measures in their system of controls. Pupils should continue to have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves, while ensuring that all safeguards are in place to reduce the risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place. Schools should take particular care in music, dance</b></p>	<p><b>Share updates with staff. Potential for remote music sessions to continue.</b></p> <p>Review music provision from LA – liaise with music service Only facilitate access to provision in line with risk assessments</p>	<p><b>SI / HR</b> Sept 2020</p>

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, schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment. Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective Department for Education guidance for these sectors.  
**Performances - Schools should not host any performances with an audience.**

DFE states:

All pupils should have access to a quality arts education. **Music, dance and drama** build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.

Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities. Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing.

**Singing, wind and brass instrument** playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts. However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below. Schools that offer specialist, elite provision in music, dance and drama may also wish to consider this guidance alongside the DCMS guidance on the performing arts.

**Minimising contact between individuals**

You must do everything possible to minimise contacts and mixing. Your overarching objective should be to reduce the number of contacts between pupils/students and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. 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.

You should 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, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment.

**Performances**

If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events.

**Peripatetic teachers**

Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.

Peripatetic teachers can move between schools, for instance, but you should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the premises, and secure best value, you could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year. If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell. In addition, they should:

1. Maintain distancing requirements with each group they teach, where appropriate.
2. Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.
3. Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.

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.

Share updates with staff – ongoing as required

Upload Music Services risk assessment to website.

Agree procedures for music provision starting in school.

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

When planning music provision for the next academic year, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.

**Playing outdoors**

Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.

**Playing indoors**

If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.

**Singing, wind and brass playing**

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 as described below can be maintained.

**Social distancing**

In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.

**Seating positions**

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.

**Microphones**

Use microphones where possible or encourage singing quietly.

By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.

**Handling equipment and instruments**

Measures to take when handling equipment, including instruments, include the following.

- Handwashing
- Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.
- Avoiding sharing instruments
- Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, 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, following government guidance on cleaning and handling equipment available at hygiene: handwashing, sanitation facilities and toilets.
- Instruments should be cleaned by the pupils playing them, where possible.

**Handling scores, parts and scripts**

Limit handling of music scores, parts and scripts to the individual using them.

**Suppliers**

Consider limiting the number of suppliers when hiring instruments and equipment. Schools should 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 you 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 points**

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, FE colleges and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you 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.

**Social distancing**

		<p>Measures should include specific social distancing between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.</p> <p><b>Avoid sharing instruments</b> Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets If instruments and equipment have to be shared, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment. Instruments should be cleaned by the individuals playing them, where possible</p> <p><b>Scores, parts and scripts</b> Limit the handling of music scores, parts and scripts to the person using them. 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.</p> <p>There may be an additional risk of infection in environments where people are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.</p> <ul style="list-style-type: none"> <li>• Settings should physically distance, play outside wherever possible, limit group sizes to no more than 15, position pupils back-to-back or side-to-side, avoid sharing instruments, and ensure good ventilation.</li> <li>• Singing, wind and brass playing should not take place in choirs and ensembles, or assemblies.</li> </ul>		
PE / Sports including dance.	Infection control  Personal / Community Safety	<p><b>26.2.21 - Physical activity in schools</b> You have the flexibility to decide how physical education, sport and physical activity will be provided while following the measures in your system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. You can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within your own system of controls. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible), distancing between pupils, and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sport 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. Where you are considering team sports you should only consider those 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 i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place until wider grassroots sport for under 18s is permitted.</p> <p><b>8<sup>th</sup> Jan 2021 - Physical activity in schools - Schools have the flexibility to decide how physical education, sport and physical activity will be provided to pupils attending school while following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. However, outdoor activities and sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) 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. The ability for schools to offer team sports is likely to be limited. Where schools are considering team sports schools must only consider those 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 i.e. sports on the list available at grassroots sports guidance for safe provision including team sport, contact combat sport and organised sport events. Competition between different schools should not take place. Schools should refer to advice from organisations such as the Association for Physical Education, Sport England and Youth Sport Trust. Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing.</b></p> <p>Pupils should be kept in consistent groups and outdoor sports should be prioritised where possible.</p> <ul style="list-style-type: none"> <li>• Inside large indoor spaces should be used maximising distancing between pupils.</li> <li>• Sports equipment that has been touched / handled should be cleaned between groups and pupils and staff should clean their hands before and after activities. Alternately you can rota use so it is not used for 72 hours between groups. Hand sanitiser would be useful to use regularly during sporting activities.</li> <li>• Contact sports should not take place. AfPE guidance is that many physical activities can be adapted so they are non-contact e.g. tag rugby instead of contact rugby, so that a broad curriculum can still be delivered.</li> <li>• External facilities can also be used in line with government guidance for the use of, and travel to and from those facilities.</li> </ul>	<p><b>Share updates with staff and review provision – access to P4S remote offers as appropriate</b></p> <p><b>Share updates with staff – access to P4S remote offers as appropriate</b></p> <p>Review and update current procedures in line with full reopening guidance - liaise with LS and Penistone 4Sports group Agree curriculum plans for PE in line with risk assessment control measures – access to outdoor when at all possible. Swimming risk assessments for Year 4 from spring term 2021 in line with updated guidance Review offer of extra-curricular provision in line with risk assessment guidance.</p>	<p><b>SI / HR</b></p> <p>SI / HR Sept 2020</p>



		<ul style="list-style-type: none"> <li>Settings can work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Such providers should provide settings with their own Covid 19 control measures and follow any school based controls.</li> <li>To minimise close contact in changing rooms settings may wish to consider allowing pupils to wear PE kits on the days they are doing PE or coming to school / going home in PE kits if lessons are near the beginning or end of the day. Where this is not possible / practicable e.g. cold weather, other activities on the same day that require more of the body to be covered, ensure pupils have cooled down prior to changing to minimise changing whilst still sweating / breathing heavily.</li> <li>Swimming pools are now able to open so swimming will be allowed from 25/07/2020. The Covid 19 requirements laid down by the venues must be followed during visits and lessons. The Swimming Lessons risk assessment will be updated to reflect any controls needed and this will be available on Evolve. When available, the LA guidance for swimming lessons and Covid 19 measures will be published on Evolve.</li> </ul> <p>"PE - there is additional advice available on Evolve for additional controls that may be needed for PE if these have not already been assessed.</p> <p>AfPE – Interpreting the government guidance in a PESSA context. <a href="https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-pesspa-context/">https://www.afpe.org.uk/physical-education/updated-covid-19-guidance-interpreting-the-government-guidance-in-a-pesspa-context/</a></p>		
Science and D&T	Infection control Personal / Community Safety	CLEAPSS have extensive guidance on lesson delivery with Covid 19 controls – Science <a href="http://science.cleapss.org.uk/">http://science.cleapss.org.uk/</a> And DT <a href="http://dt.cleapss.org.uk/">http://dt.cleapss.org.uk/</a> Primary <a href="http://primary.cleapss.org.uk/">http://primary.cleapss.org.uk/</a>	Review guidance and procedures in staff in line with guidance. Adjust curriculum planning accordingly	SI / HR Sept ongoing 2020
Shared Resources	Infection control Personal / Community Safety	<p><b>8 Jan 2021 - Equipment and resources are integral to education in schools. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the group; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously and always between groups, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</b></p> <ul style="list-style-type: none"> <li>General - Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned meticulously between bubbles, or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>General - Minimise, or remove altogether, soft toys, soft decorations e.g. hanging displays in classrooms and other more difficult to keep clean equipment. Other equipment that is kept for the sole use of a discreet group of staff and pupils can be cleaned at the end of the day, but keep to a minimum. Settings will need to make an assessment of the cleanability of equipment used in the delivery of therapies (for example. physiotherapy equipment, sensory equipment), to determine whether this equipment can withstand cleaning and disinfection between each use (and how easy or practical it would be to do so) before it is put back into general use. Where cleaning or disinfection is not possible or practical, resources will have to be restricted to one user, or be left unused for a period of 48 hours (72 hours for plastics) between use by different individuals. The exception to this would be a piece of equipment such as a weighted blanket that is required for a specific sensory need. The risks generated by removing this support could potentially be greater than the risk of infection. Such equipment should remain solely for the use of one bubble and be washed at the end of every day.</li> <li>Staff Rooms - Consider stopping the use of shared resources such as fridges, milk, tea, coffee etc. to minimise touch points and advise staff to bring their own provisions in (in a cool bag if food needs to be kept cold).</li> <li>Play equipment - Indoor and outdoor play equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. If it cannot easily be cleaned after each bubble use throughout the day or kept for one bubble at all times you could consider allocating specific equipment to a specific bubble on a daily rota basis. Strict hand hygiene is essential if equipment is shared and users must wash their hands before and after using outdoor play equipment and maintain social distancing where possible.</li> <li>Classroom resources - For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</li> <li>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Reduce the use of shared resources e.g. stationary, books etc. . and allocate individual resources to pupils wherever possible.</li> <li>It is still recommended that children and young people limit the amount of equipment they bring into the setting each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed.</li> <li>Early Years - Shared sand and water play trays and soft dough should be avoided (unless changed regularly throughout the day) and could be replaced by single user alternatives. Consider the rotation of resources to limit what needs to be cleaned on a daily basis and to allow access to a range of activities.</li> <li>Pupils can take resources e.g. library books, home as long as they are quarantined for 48 hours (72 if plastic) on their return if they cannot be cleaned.</li> </ul>	<p><b>Continue as per autumn term</b></p> <p><b>Children in school to continue with own resources as per autumn term. Resources will be provided for all children who need them in school during lockdown. Reading books can be exchanged using timetable and specific cleaning / quarantine expectations.</b></p> <p>Request for Year 4 to Year 6 pupils to bring own equipment – collate list of requirements and write to parents</p> <p>Guidelines for cleaning shared resources to be agreed with staff</p> <p>Agree limited essential items needed in school and communicate with parents</p> <p>Ensure cleaning / hand sanitisation equipment is sufficient and regularly audited</p> <p>Review current staff room procedures and update in line with guidance</p> <p>Update EYFS risk assessment in line with further guidance</p> <p>Communicate systems with families</p>	<p><b>SI / HR</b></p> <p>SI / HR July 2020 - Sept 2020</p>

Curriculum	<p>Impact on pupil wellbeing and outcomes</p> <p>Longer term impact on life chances</p>	<p><b>26.2.21 – Curriculum</b> - You should ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the support needed to make good progress. The key principles that underpin our advice on curriculum planning are as follows:</p> <ul style="list-style-type: none"> <li>• Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life.</li> <li>• The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</li> </ul> <p>Informed by these principles, you should meet the following key curriculum expectations:</p> <ul style="list-style-type: none"> <li>• Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils’ knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils’ starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure.</li> <li>• You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Up to and including Key Stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive pupils of the knowledge and cultural capital they need to succeed in life. If you choose to suspend some subjects for some pupils (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents.</li> </ul> <p>Early years foundation stage (EYFS) to Key Stage 3 - For pupils in Reception, disapplications of specific EYFS requirements can be used where coronavirus (COVID-19) restrictions prevent settings delivering the EYFS in full.</p> <p>You may consider focusing more on the prime areas of learning in the EYFS, including communication and language, personal, social and emotional development, and physical development, if you think this would support your children following time out due to coronavirus (COVID-19). For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. For Reception, consider how all groups of children can be given equal opportunities for outdoor education.</p> <p>Key Stages 1 and 2</p> <p>For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.</p> <p>Relationships, sex and health education (RSHE) - Schools are required to provide some relationships, sex and health education to all secondary age pupils in the academic year 2020 to 2021, and to provide some relationships and health education to all primary age pupils. You are also required by law to publish a Relationships and Sex Education (RSE) policy and to consult parents on this. You must engage with parents on the school’s RSE policy. You can do this online and do not necessarily need to do so in person. You may choose to focus this year’s RSHE teaching on the immediate needs of your pupils, such as health education, introducing a more comprehensive RSHE programme in September 2021. You should prioritise RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health.</p> <p>Music, dance and drama in school - You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils’ confidence and supports their wellbeing. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance or drama takes place. Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance provided by the DCMS for professionals and non-professionals, available at working safely during coronavirus (COVID-19): performing arts.</p> <p>Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music education hubs published by the Arts Council England.</p> <p>Catch-up support - You will decide how the catch-up premium provided by Government is spent in your school. To help schools make the best use of this funding, the Education Endowment Foundation (EEF) has published a support guide for schools with evidence-based approaches to catch up and a further school planning guide: 2020 to 2021. The National Tutoring Programme will continue to offer tuition as normal and schools should continue to sign up and engage with the programme</p> <p>8<sup>th</sup> Jan 2021 - Pupil wellbeing and support - Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances. The return to remote learning for most will limit pupils’ social interaction with their peers, carers and teachers, which may have an impact on wellbeing. To support school staff to understand how coronavirus (COVID-19) is affecting children and young people’s mental health and wellbeing, and what they can do to look after, promote and support their own, other staff’s and children</p>	<p>Staff meeting to review approaches to the curriculum</p> <p>Complete curriculum recovery plan and agree priority areas– use to inform spring term 2 and summer term planning</p> <p>Agree expectations and non-negotiables for teaching of:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> <li>• Times tables / number facts</li> <li>• Handwriting</li> <li>• Phonics (review teaching approaches due to restrictions of staffing)</li> <li>• Spellings</li> <li>• PSHE / WELLBEING / OXSPRING MINDS</li> </ul> <p>Agree topic themes which build on the core skills and provide access to broad and balanced curriculum - clear and consistent long / medium term plans which identify priority areas in each class / year group</p> <p>Agree whole school STEM / DT sessions</p> <p>Subject leader planning to continue in light of adaptations and changes to curriculum – ONGOING REVIEW</p> <p>Agree systems for early identification of gaps</p> <p>Agree interventions / support - use of DFE funding when known – clear plan for monitoring progress and reviewing impact – access to EEF resources and case studies to inform tuition / group support - REVIEW AFTER PUPIL PROGRESS MEETINGS at start of summer term 1</p> <p>Monitor pupil wellbeing and mental health Share relevant links with parents. Share updates with staff and agree ongoing monitoring. Provide support and inform SLT of any concerns. Access support from external agencies if required.</p> <p>Monitor pupil wellbeing and mental health – access to remote learning opportunities and raise profile. Share relevant links with parents. Share updates with staff and agree ongoing monitoring. Provide support and inform SLT of any concerns. Access support from external agencies if required.</p> <p>Staff meetings / INSET to review approaches to the curriculum</p>	<p>HR / all staff</p> <p>SI / HR / EW</p> <p>SI / HR July – Sept 2020</p>
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and young people's wellbeing and mental health, the government has recently launched the Wellbeing for Education Return programme.

Additionally, NHS mental health services have remained open, and schools should still refer to their local NHS children and young people's mental health service. All NHS mental health trusts are providing 24/7 access to crisis telephone lines to support people of all ages throughout the pandemic. DfE, Public Health England and NHS England have also recorded a free webinar for school and college staff which sets out how they can support their pupils and students.

**Primary assessment - The Department recognises that due to the further disruption caused by school closures, primary assessments cannot continue as intended. We will therefore cancel the statutory key stage 1 and key stage 2 tests and teacher assessments planned for summer 2021, including the key stage 2 tests in reading and mathematics.**

**For the 2020 to 2021 academic year, we confirmed on 3 December that we will not be publishing data based on exams and assessments from summer 2021 on school and college performance tables**

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

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:
- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.
- Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later.
- In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading
- Aim to return to the school's normal curriculum in all subjects by summer term 2021
- Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
- Plan on the basis of the educational needs of pupils
- Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
- Develop remote education so that it is integrated into school curriculum planning
- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances.
- Schools should be able to show that this is in the best interests of these pupils and be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.
- Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

**Specific points for early years foundation stage (EYFS) to key stage 3:**

- For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance.
- For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.
- For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary.
- The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.

**Behaviour expectations**

Complete curriculum deficit summaries and agree priority areas as part of transition meetings – use to inform autumn term planning

Agree expectations and non-negotiables for teaching of:

- Reading
- Writing
- Maths
- Times tables / number facts
- Handwriting
- Phonics (review teaching approaches due to restrictions of staffing)
- Spellings
- PSHE / WELLBEING / OXSPRING MINDS

Agree topic themes which build on the core skills and provide access to broad and balanced curriculum - clear and consistent long / medium term plans which identify priority areas in each class / year group

Agree whole school STEM / DT weeks – see advice above

Subject leader planning to continue in light of adaptations and changes to curriculum – ONGOING REVIEW

Agree systems for early identification of gaps  
Agree interventions / support - use of DfE funding when known – clear plan for monitoring progress and reviewing impact – access to EEF resources and case studies to inform tuition / group support - FORMULATE AFTER PUPIL PROGRESS MEETINGS

Agree systems for remote learning as required (see below) – RESEARCH USE OF MICROSOFT 365 EDUCATION AFTER BAP MEETING WITH SEO ON 9.10.20

Update behaviour policy (addendum already completed in June 2020) in line with DfE behaviour checklist  
Communicate with staff, children and parents

Review and update expectations, systems and routines.

		<ul style="list-style-type: none"> <li>Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at Behaviour and discipline in schools.</li> <li>Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules.</li> <li>Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</li> <li>It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour.</li> <li>Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</li> </ul> <p><b>Attendance expectations</b>  <b>8<sup>th</sup> Jan 2021 - Attendance During the period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical workers only (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). All other pupils should receive remote education. Pupils who are self-isolating should not attend school. Clinically extremely vulnerable pupils are also advised not to attend school. Schools should continue to record attendance in the register. Schools should follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we expect schools to authorise the absence during this national lockdown period. Absence will not be penalised.</b>  <u>Recording attendance</u> All pupils who are not eligible to be in school should be marked as Code X. They are not attending because they are following public health advice. Schools should not plan for rotas or allow children other than those who are vulnerable or whose parent or carer is a critical worker to attend on-site, even if the school believes it can accommodate more children safely.</p> <ul style="list-style-type: none"> <li>In March when the coronavirus (COVID-19) outbreak was increasing, we made clear no parent would be penalised or sanctioned for their child's non-attendance at school.</li> <li>Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development.</li> <li>Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term.</li> <li>This means from that point, the usual rules on school attendance will apply, including: <ul style="list-style-type: none"> <li>parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</li> <li>schools' responsibilities to record attendance and follow up absence</li> <li>the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</li> </ul> </li> </ul>	<p>Communicate attendance expectations with parents</p> <p>Review attendance recording systems in light of updated codes / guidance</p> <p>Liaise with EWO as required – provide support to families as required – ONGOING</p> <p>Complete daily DFE returns, inform weekly Alliance Board meetings. Monitor any KW / vulnerable attendance concerns. EWO support as required.</p>	<p>SI / RL</p>
<p>Contingency Plans for outbreaks/ Remote learning</p>	<p>Infection control  Personal / Community Safety  Online safety</p>	<p><b>26.2.21 - Remote education - Attendance will be mandatory for all pupils of compulsory school age from 8 March. Schools affected by the Remote Education Temporary Continuity Direction are still required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19). This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate or that clinically extremely vulnerable children are to shield. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day. The remote education provided should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.</b></p> <p><b>8 Jan 2021 - The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:</b></p> <ul style="list-style-type: none"> <li>Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>Key Stage 2: 4 hours a day</li> </ul> <p><b>Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online. Support on delivering online remote education safely is available from:</b></p> <ul style="list-style-type: none"> <li>safe remote learning, published by SWGfL</li> <li>online safety and safeguarding, published by LGfL, which covers safe remote learning</li> <li>the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely</li> <li>safeguarding and remote education during coronavirus (COVID-19)</li> <li>annex C of keeping children safe in education.</li> </ul>	<p><b>26.2.21 – Review remote education plan for children self-isolating or bubble closures.</b></p> <p><b>Update remote education plan in line with the latest guidance. Ensure staff and families have access to the technology needed to support them with this. Provide support and advice for families. Maintain training opportunities for staff. Ensure staff work / life balance and wellbeing for staff is monitored. Monitor pupil wellbeing. Communicate clear expectations for remote learning, online safety and access to staff support. Formulate privacy notices, online safety and acceptable use guidance for staff and families. Review and monitor engagement with remote learning.</b></p> <p>Finalise remote education support contingency plan by September 2020 - access to all relevant national and Local resources  Consider impact on staff workload and wellbeing  Ensure plan addresses curriculum, priorities / needs identified - <b>SUPPORT FROM SEO</b></p> <p>Share updates with staff – ONGOING</p>	<p>SI / HR / all staff</p> <p>SI / HR / all staff / Code Green</p> <p>SI / HR all subject leaders by end of Sept 2020</p>

	<p><b>In developing their remote education, we expect schools to:</b></p> <ul style="list-style-type: none"> <li>• 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 so that pupils can progress through the school’s curriculum</li> <li>• select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at Get help with technology - GOV.UK (education.gov.uk)</li> <li>• overcome barriers to digital access for pupils by: <ul style="list-style-type: none"> <li>• distributing school-owned laptops accompanied by a user agreement or contract</li> <li>• providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.</li> </ul> </li> <li>• It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person.</li> </ul> <p>As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.</p> <p>School should have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern</p> <ul style="list-style-type: none"> <li>• identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education</li> <li>• publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation</li> </ul> <p>Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely. We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.</p> <p><b>Contingency planning for outbreaks</b> - process for local outbreaks, contingency plans and remote education.</p> <p><b>Process in the event of local outbreaks</b></p> <p>If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. DfE will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.</p> <p><b>Contingency plans for outbreaks</b></p> <p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support.</p> <p><b>In the event of a local outbreak</b>, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.</p> <p><b>Remote education support</b></p> <p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</p> <p><b>In developing these contingency plans, we expect schools to:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• give access to high quality remote education resources</li> <li>• 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</li> <li>• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>• 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</li> </ul> <p><b>When teaching pupils remotely, we expect schools to:</b></p> <ul style="list-style-type: none"> <li>• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>• 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</li> <li>• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos</li> <li>• 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</li> <li>• 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</li> <li>• plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</li> </ul>	<p>Home learning- PE and wellbeing will be included and in line with lockdown procedures. National Oak Academy will be signposted and staff will email an overview of planning and resources for parents daily /weekly linked to in school plans. Broad and balanced curriculum to be taught.</p>
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We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

The following range of resources to support schools in delivering remote education is available.

**Online education resources for home learning**

DfE has produced a quality-assured list of remote education resources which are available to schools and parents for free over the summer term.

Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools.

**Video lessons**

From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

**SEND**

Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

**Digital education platforms**

There's government-funded access to one of 2 free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through The Key for School Leaders. The Key also provides feature comparison and case studies on how schools are making the most of these platforms.

EdTech Demonstrator programme

This is a network of schools and colleges for help and support on the effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme.

**Laptops, tablets and 4G wireless routers**

Laptops, tablets and 4G wireless routers were made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils) between May to July 2020. Local authorities and academy trusts will continue to own these devices.

Following pupils returning to school in the autumn term, laptops and tablets will be distributed directly to schools affected by a local coronavirus (COVID-19) outbreak. These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school.

Wi-Fi hotspots

In addition to 4G routers provided to local authorities and academy trusts, DfE is working in partnership with BT to offer free access to BT Wi-Fi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children is available.

**Support on delivering remote education safely is available from:**

- Safe remote learning, published by SWGfL
- Online safety and safeguarding, published by LGfL, which covers safe remote learning
- The National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
- Safeguarding and remote education during coronavirus (COVID-19), published by DfE / annex C of keeping children safe in education

**Process in the event of local outbreaks**

- If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.

**Contingency plans for outbreaks**

- For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (see section on remote education support).
- In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.
- Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

Remote education support

		<ul style="list-style-type: none"> <li>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.</li> <li>Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.</li> <li>This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</li> </ul> <p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> <li>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</li> <li>give access to high quality remote education resources</li> <li>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</li> <li>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>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.</li> </ul> <p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> <li>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>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</li> <li>provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</li> <li>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</li> <li>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</li> <li>plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</li> </ul> <p>We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support.</p> <ul style="list-style-type: none"> <li>We expect schools to avoid an over-reliance on long-term projects or internet research activities.</li> <li>The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.</li> </ul>		
Record Keeping	Infection control  Personal / Community Safety	<ul style="list-style-type: none"> <li>Good record keeping is key to managing any potential positive cases and / or outbreaks.</li> <li>Records should be kept of pupils and staff in each bubble, and any close contact that takes places between pupils and staff in different groups.</li> <li>Records of visitors, agency staff, volunteers etc. and who they have been working with should also be kept. In order to keep this proportionate you can utilise existing recording practices e.g. class / lesson registers, signing in / out systems, meeting registers, training records, physical intervention records and first aid records. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</li> <li>If your existing systems do not record times when pupils, staff and others are working together e.g. small group intervention work, PPA cover, use a simple signing in / out system for the class / area or a simple activity / register record.</li> <li>It is good practice to record cases where pupils and staff are symptomatic or test positive / negative as this will help identify close contacts if needed and whether there is a potential outbreak.</li> <li>Use of simple spreadsheet for staff and pupils for this purpose</li> <li>A record should be kept of which staff have assisted pupils or staff who are displaying symptoms. This could be via first aid records or could be added to the simple spreadsheet if used.</li> </ul>	<p><b>Continue to maintain track and trace / contacts in line with expectations</b></p> <p><b>Continue to maintain track and trace / contacts in line with expectations</b></p> <p>Review and update current procedures and systems in line with guidance - office staff to maintain as required compliance with track and trace systems</p>	<p><b>Ongoing</b></p> <p>SI / HR / RL / JC By Sept 2020</p>

Manager's Assessment Acceptance Statement	
I accept the details of the assessment and will ensure that the risk control measures identified, any risk control actions identified and monitoring requirements are acted upon within the given time scales.	
Manager's Signature	<i>S.Irwin</i>
Date	<p>14.7.20</p> <p>19.8.20</p> <p>29.8.20</p> <p>17.9.20</p> <p>13.11.20</p> <p>4.1.21</p> <p>8.1.21</p> <p>26.2.21</p>

Date of planned review (not to exceed 12 months)	<b>13.7.21</b> 18.8.21 <b>28.8.21</b> 16.9.21 <b>12.11.21</b> 3.1.22 7.1.22 25.2.22
Date of planned full re-assessment (not to exceed 24 months)	<b>14.7.22</b> 19.8.22 <b>29.8.22</b> 17.9.22 <b>13.11.22</b> 4.1.23 8.1.23 26.2.23