

Schools COVID-19 Risk Assessment

Introduction

This guidance is intended to support schools, both mainstream and alternative provision, **in the 20/21** academic year. It applies to primary, secondary (including sixth forms), and infant, junior, middle, upper and school-based nurseries. The guidance also covers expectations for children with special educational needs and disability (SEND), including those with education, health and care plans, in mainstream schools.

The technical name of the virus that causes COVID-19 is severe acute respiratory syndrome coronavirus 2, abbreviated as SARS-CoV-2.

Main changes since this guidance was last updated

The following information has been updated:

- **Guidance on Sand and Water play**
- **Importance of single point of contact information for public health per school/setting**
- **NHS Covid app guidance**
- **Guidance on windows as frequent touch points**

This guidance is in 5 sections

[Section 1: Public Health advice to minimise covid-19 risks](#)

[Section 2: School Operations](#)

[Section 3: Curriculum, behaviour and pastoral support](#)

[Section 4: Assessment and Accountability](#)

[Section 5: Contingency Planning for outbreaks](#)

This guidance has been prepared with input from school leaders, unions and sector bodies and in consultation with PHE and the Health and Safety Executive (HSE).

The information in this risk assessment is taken from the latest government guidance published 28th August 2020. **This risk assessment will be updated pending further guidance on protective measures and additional PHE guidance on schools settings**

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

The LA Public Health team will provide as much support as possible to settings as you re-open for the new academic year. It is vital that schools enable this support by providing and up to date single point of contact. Should the public health team need to contact schools out of hours to begin contact tracing activity failure to do this will result in delay to the isolation of contacts and risk further transmission.

We have a new contact telephone number (STORM) number that is available from Monday – Friday 9 a.m. – 5.00 p.m.

Please call: 0114 273 5334 (Available 9a.m. – 5p.m. Monday to Friday. There is the facility to leave a voicemail message also). Should you leave a message we will call you back.

You can also reach us via our Email address: PublicHealthC&YP@sheffield.gov.uk

This email address is monitored regularly (7 days per week). Over the weekends the ‘inbox’ is checked twice a day.

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

We are asking schools to prepare for all pupils to return full time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term.

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 following sections.

Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.
- 2) Where recommended, use of face coverings in schools.
- 3) Clean hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).

Numbers 1 to 5 must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection

- 8) Engage with the NHS Test and Trace process.
- 9) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 10) Contain any outbreak by following local health protection team advice.

Numbers 8 to 10 must be followed in every case where they are relevant.

As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable


a return to full capacity in the autumn term. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of control to reduce the risk to the lowest reasonably practicable level.



School employers should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

Prevention

Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure
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	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> Ensuring 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). If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms. Or 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), If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. PPE must be worn by staff caring for the child while they await collection if a distance of 2 	<p>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 for at least 10 days 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 for 14 days from when the symptomatic person first had symptoms.</p> <div data-bbox="1482 619 1550 683" data-label="Image"> </div> <p>CAsE flow diagram Sept 2020.pdf</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>All schools must follow this process and ensure all staff are aware of it.</p> <p>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.</p>


			<p>metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <ul style="list-style-type: none"> 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. 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. <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>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 & Trace</p> <p>The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance</p> <p>Further information can be found in the Cleaning Guidance for Schools</p> <p> Cleaning Guidance for Schools.docx</p>
Use of face coverings in Schools	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> The Sheffield Director of Public Health advises all pupils, students and staff in secondary schools, FE colleges and Universities that face coverings should be worn in communal areas and on corridors. This is regardless of whether the city is identified as an area of Government intervention In primary schools where social distancing is not possible (in areas outside of classrooms between members of staff or visitors, for example in staffrooms) wearing face coverings in these circumstances is advised. If staff wish to wear face coverings this should be supported by Head teachers and not discouraged. See HSE website All settings should continue to reinforce key COVID-19 messages as sometimes when face 	<p>Access to face coverings</p> <p>It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.</p> <p>However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.</p> <p>No-one should be excluded from education on the grounds that they are not wearing a face covering.</p>


			<p>coverings are worn other measures tend to reduce and people can feel a false sense of security, causing them to socially distance less and reduce the number of times they wash their hands.</p> <p>https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</p> <p>Exemptions</p> <ul style="list-style-type: none"> Some individuals are exempt from wearing face coverings. This applies to those who: cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs. 	<p>Safe wearing and removal of face coverings</p> <p>Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.</p> <p>Safe wearing of face coverings requires cleaning of hands before and after touching – including removing or putting them on – and the safe storage of them in individual, sealable plastic bags between uses. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <p>Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> <p>Further guidance on face coverings</p> <ul style="list-style-type: none"> Safe working in education, childcare and children's social care provides Face coverings in education settings <p> How to use fabric face coverings.pdf</p> <p> clothing-masks-infographic---(web)-logo-wl</p>
Clean hands thoroughly more often than usual	Transmission of the virus	Staff & Pupils	Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change	(COVID-19) is an easy virus to kill when it is on the skin. This can be done with soap and running water or hand sanitiser

		<p>rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly • 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 • 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 • 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 • 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 bubble; these should be cleaned regularly, along with all frequently touched surfaces. <p>Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning.</p>	<p>Ensure that hand gels, sanitizers and wipes are available for staff and pupils to regularly use</p> <p>Encourage staff and pupils to regularly wash their hands thoroughly with soap and water for at least 20 seconds https://www.who.int/gpsc/clean_hands_protection/en/ Ensure approved cleaning products are available to clean hard surfaces regularly throughout the day.</p> <p>All cleaning products should be stored out of the reach of children.</p> <p>All cloths and wipes should be doubled bagged and put in the external waste</p> <p>Bins (where possible to have a lid on) that contain used tissues, paper towels etc. must be regularly emptied</p> <p>Dressing Up Clothes: We continue to advise against the use of dressing up clothes. These involve sharing and children getting in and out of items of clothing, placing some over their heads etc. We'd advise these are not encouraged to be used for the first half term. We will monitor how things progress with wider opening and make a recommendation to start using these after the October half term.</p> <p>Play Dough: Any use of play dough must involve each child having their own allocated play dough and not sharing.</p>
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		<p>That position has now changed for the autumn term, because the prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education.</p> <ul style="list-style-type: none"> • 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 bubble; these should be cleaned regularly, along with all frequently touched surfaces. • Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. • Outdoor playground equipment should be more frequently cleaned. • This would also apply to resources used inside and outside by wraparound care providers. • It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. • Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this 	<p>Soft Furnishing/Rugs in the classroom/Carpet time: Where soft furnishing/cushions have been in classrooms etc. we'd recommend that these remain not in use. Pupils can still use carpet time if within their bubbles and also it is recommended that the staff member maintains social distancing or some space as much as possible.</p> <p>Sand and Water :</p> <p>Indoor water/outdoor water play: Whilst the use of soapy water reduces Covid risk, when doing water play children must be stood side by side not facing each other.</p> <p>Indoor sand: Only children from the same bubble can use sand. Once used by a bubble the sand must not be shared between classes. During sand play if more than one child is playing with the sand, they must be stood side by side and not face to face.</p> <p>Outside sandpits: Only children from the same bubble can use the sandpit. If more than one child is accessing the sandpit, they should be positioned side by side and not face to face. If the sandpit is to be used by another bubble during the academic year the sandpit will need all sand removed, the sandpit cleaned, and new sand put in its place.</p> <p>School Staff</p> <p>During lockdown transmission in school settings was highest between staff to staff.</p> <p>Therefore, protective measures in place must apply to staff as well as pupils. The Public Health team continue</p>
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			<p>does not contribute to pupil education and development.</p> <ul style="list-style-type: none"> Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources. 	<p>to remind settings that it is vital that staff maintain and adhere to the guidance as much as possible throughout the academic year</p> <p>Senior Leadership teams should continue to reinforce the importance of staff:</p> <ul style="list-style-type: none"> Maintaining social distancing at all times between professionals Regular washing of hands, good infection prevention control Not sharing food or making drinks for one another Staff not mixing across bubbles and maintaining their own staffing bubble where possible Anyone with symptoms getting a test Not car sharing with colleagues where possible
Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> 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. 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. 	

			<ul style="list-style-type: none"> 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. 	
Introduce enhanced cleaning, including cleaning frequently touched surfaces often using approved products	Transmission of the virus	Staff & Pupils	<p>A cleaning schedule must be implemented throughout the site, ensuring that contact points, e.g. work surfaces, door handles, bannisters, window levers, taps etc. are all thoroughly cleaned and disinfected regularly.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> more frequent cleaning of rooms and shared areas that are used by different groups frequently touched surfaces being cleaned more often than normal toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks could be considered but is not a requirement if the site does not allow for it <p>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.</p> <ul style="list-style-type: none"> Hard surfaces to be cleaned prior to disinfecting A combined detergent disinfectant solution or chlorine-based cleaner is to be used Extra attention is to be given to frequently "Touched" areas and surfaces, e.g. doors, 	<p>To meet the cleaning regimes and conform to government guidance on maintaining the standard required to reduce the risk of contamination – you may need to consider increasing resources and extending the hours cleaning staff operate</p> <p>For further information on cleaning visit the governments advice</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>Further information can be found in the Cleaning Guidance for Schools</p> <p> Cleaning Guidance for Schools.docx</p> <p>Cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people</p> <p>Wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished.</p> <p>Using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such</p>

			<p>toilets, door handles, phones, light switches and door fobs, keyboards, whiteboards etc.</p> <ul style="list-style-type: none"> • Hand towels and hand wash area to be checked and replaced as needed by the cleaning and caretaking staff. • Enhance the cleaning regimes for toilet facilities, particularly door handles, locks and the toilet flush, etc. • Only cleaning products supplied by the school are to be used • Bin liners should be used in all bins • Ensure that all COSHH assessments are carried out for all cleaning products • Staff are trained in the safe use of cleaning products • Ensure that all cleaning products are stored safely and out of the reach of pupils • The correct PPE should be worn at all times by the Cleaning staff and disposed of by double bagging and put in the external waste 	<p>as bathrooms, grab-rails in corridors and stairwells and door handles</p> <p>if an area has been heavily contaminated, such as with visible bodily fluids, from a person with coronavirus (COVID-19), use protection for the eyes, mouth and nose, as well as wearing gloves and an apron wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning</p>
Minimise contact between individuals and maintain social distancing wherever possible	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> • Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts and schools must consider how to implement this. Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. • The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining the distance between individuals. These are not alternative options and both measures will help, but the balance between 	<p>See additional information</p>  <p>340.48 Pupil Isolation Leaflet A4.p</p>



			<p>them will change depending on:</p> <ul style="list-style-type: none">○ children's ability to distance○ the lay out of the school○ the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <ul style="list-style-type: none">● 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.● The points to consider and implement are set out in the following sections.	<div><div><div>Stay Safe Sheff</div><div>Coronavirus (COVID-19)</div><div>Recognising Symptoms</div></div><table><thead><tr><th>Symptom</th><th>Coronavirus <small>Symptoms range from mild to severe</small></th><th>Cold <small>Gradual onset of symptoms</small></th><th>Flu <small>Rapid onset of symptoms</small></th></tr></thead><tbody><tr><td> Fever (37.3C or above)</td><td>Common</td><td>Rare</td><td>Common</td></tr><tr><td> Coughing</td><td>Common (usually dry)</td><td>Mild</td><td>Common (usually dry)</td></tr><tr><td> Change in sense of taste/smell</td><td>Common</td><td>Sometimes</td><td>Sometimes</td></tr><tr><td> Sneezing</td><td>No</td><td>Common</td><td>No</td></tr><tr><td> Aches and pains</td><td>Sometimes</td><td>Common</td><td>Common</td></tr><tr><td> Runny or stuffy nose</td><td>Rare</td><td>Common</td><td>Sometimes</td></tr><tr><td> Sore throat</td><td>Sometimes</td><td>Common</td><td>Sometimes</td></tr><tr><td> Diarrhea</td><td>Rare</td><td>No</td><td>Sometimes (for children)</td></tr><tr><td> Headaches</td><td>Sometimes</td><td>Rare</td><td>Common</td></tr><tr><td> Shortness of breath</td><td>Sometimes</td><td>No</td><td>No</td></tr><tr><td> Tiredness</td><td>Sometimes</td><td>Sometimes</td><td>Common</td></tr></tbody></table><div><div>Source: World Health Organisation, Centers for Disease Control and Prevention</div><div>346,47</div><div></div></div></div>	Symptom	Coronavirus <small>Symptoms range from mild to severe</small>	Cold <small>Gradual onset of symptoms</small>	Flu <small>Rapid onset of symptoms</small>	Fever (37.3C or above)	Common	Rare	Common	Coughing	Common (usually dry)	Mild	Common (usually dry)	Change in sense of taste/smell	Common	Sometimes	Sometimes	Sneezing	No	Common	No	Aches and pains	Sometimes	Common	Common	Runny or stuffy nose	Rare	Common	Sometimes	Sore throat	Sometimes	Common	Sometimes	Diarrhea	Rare	No	Sometimes (for children)	Headaches	Sometimes	Rare	Common	Shortness of breath	Sometimes	No	No	Tiredness	Sometimes	Sometimes	Common
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How to group children	Transmission of the virus	Staff and pupils	<ul style="list-style-type: none">● Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19).</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within</p>																																																

			<p>measure.</p> <ul style="list-style-type: none"> • 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. • However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, boarding houses, dining halls, and toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools but is particularly difficult in secondary schools. • In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups. • In secondary schools, particularly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. • At primary school and in the younger years at secondary (key stage 3), 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). • Schools should assess their circumstances and 	<p>groups.</p> <p>When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. 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.</p> <p>See information on protective bubbles in Primary Schools</p> <p> Establishing Protective Social Bubbles</p> <p>See Information on protective bubbles in Secondary Schools</p> <p> Establishing Protective Social Bubbles</p> <p>Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>Remind small children - using the correct format that it's not safe to hug / kiss / be in close contact with other children</p> <p>Parents are encouraged to reinforce social distancing rules at home</p> <p>Send letters to parents to consider the types of clothes they send their child to school in e.g. elasticated waste trousers, skirts, Velcro shoes / trainers, any clothing that</p>
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			<p>if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around the school, they can look to implement year group sized 'bubbles'.</p> <ul style="list-style-type: none"> • Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. • When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. 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. • Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options and will still bring benefits even if implemented partially. • Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. • Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission. • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. • This will be particularly important for secondary 	<p>doesn't require adult supervision</p> <p>Parents are reminded via a letter, newsletter etc. that they child is not allowed to take toys from home into the setting</p> <p>For the purpose of free flow - where possible one door should be used to allow the young children out and another door should be used for letting children back into the setting, these should be clearly signed "in and out"</p> <p>See guidance regarding gifts</p> <p> Schools celebrations and presents.pdf</p>
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			<p>schools. 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.</p> <ul style="list-style-type: none"> Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer. 	
Where necessary, wear appropriate personal protective equipment (PPE)	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, these are:- 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 Where first aid is required and the staff have close contact with a pupil Where administration of medicines is required and the staff have close contact with a pupil Where 1:1 intervention work is required and social distancing cannot be maintained, staff should wear a face covering 	<p>Refer to guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p> <p>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</p> <div data-bbox="1482 932 1550 997" data-label="Image"> </div> <p>First Aid Administration of Med</p>
Engage with the NHS Test and Trace			<ul style="list-style-type: none"> Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. 	<p>If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best</p>

			<ul style="list-style-type: none"> Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to: Book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19) Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. We will release more details on new testing avenues as and when they become available and will work with schools so they understand the quickest and easiest way to get a test. All schools have been provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff that have developed symptoms at school, where they think 	<p>to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</p> <p>If someone tests positive, they should follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone.</p> <p>The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal.</p> <p>Other members of their household should continue self-isolating for the full 14 days.</p>
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			<p>providing one will significantly increase the likelihood of them getting tested.</p> <ul style="list-style-type: none"> • Advice will be provided alongside these kits. • Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance. • Schools and FE providers are not expected to create NHS QR code posters for their normal day to day operations. Schools and settings should familiarise themselves with the government guidance on the Covid app in schools. 	<p>Full guidance on the use of the NHS Covid app in school is below:</p> <p>https://www.gov.uk/government/publications/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges/use-of-the-nhs-covid-19-app-in-schools-and-further-education-colleges</p>
Manage confirmed cases of coronavirus (COVID-19) amongst the school community	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> • Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). • Schools should report positive cases through to the DfE helpline: DfE helpline for COVID-19: 0800 046 8687 (option 1 for cases): Available Monday- Friday 8 a.m. to 6 p.m. Saturday and Sunday from 10 a.m. – 4 p.m. • Sheffield LA Public Health Team COVID – 19 STORM phone line is available for early years settings, Schools, FE and Universities – 0114 2735334 (available Monday-Friday 9 a.m. – 5p.m.) • For all COVID-19 related queries please email: PublicHealthC&YP@sheffield.gov.uk (monitored 7 days a week) • Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. • The DfE helpline, LA Public Health team 	<p>See: COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber.</p> <p> COVID-19 Early Years Resource Pack</p> <p> COVID-19 YH Schools Resource Pac</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <p>When you call for advice, please have the following information to hand relating to the positive coronavirus (COVID-19) case in your setting as you will need to discuss this with the call adviser:</p>

			<p>and PHE health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <ul style="list-style-type: none"> • The health protection team will work with schools in this situation to guide them through the actions they need to take. • Positive cases are identified 7 days a week and outbreaks and clusters can require intervention outside of core business hours. There may be occasion where the LA Public Health Team or PHE need to contact you out of hours therefore it is essential that Schools provide a single point of contact to the Local Authority Public Health Team to enable a rapid response both for weekends and school holidays • Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means: <ul style="list-style-type: none"> • Direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) • Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • Travelling in a small vehicle, like a car, with an infected person • The health protection team will provide definitive advice on who must be sent 	<ul style="list-style-type: none"> • the number of positive cases in your setting, whether the person who tested positive is displaying symptoms and if so, the date of the onset of the symptoms (if known) • the dates that the person who tested positive was in attendance at the setting so that we can identify if the person was infectious whilst on site • for key stage 2, 3, 4 and 5, the seating plan for all lessons, and (where relevant) the timetable, for the person who has tested positive. This will help to support identification of close contacts with that person • for key stage 2, 3, 4 and 5, if the person who has tested positive is a member of staff, records of any instance of close contact with other members of staff or students • if the person who has tested positive is a pupil, records of any definite face to face contact with the individual and details of their friendship group within the setting <p>You should continue to inform the local authority of a positive case in your setting.</p> <p>Definition of a contact taken from the School SOP (Sept 2021)</p> <p>A 'contact' is a person who has been close to someone who has tested positive for COVID-19 anytime from 2 days before the person was symptomatic up to 10 days from onset of symptoms (this is when they are infectious to others). For example, a contact can be:</p> <ul style="list-style-type: none"> • a person who has had face-to-face contact (within one metre), with someone who has tested positive for COVID-19, including: <ul style="list-style-type: none"> ○ being coughed on ○ having a face-to-face conversation within one
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			<p>home.</p> <ul style="list-style-type: none"> • To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 6 of the system of control for more on grouping pupils). • This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. • A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. • Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and: • If the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. • If the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self- 	<p>metre</p> <ul style="list-style-type: none"> ○ having skin-to-skin physical contact, or ○ contact within one metre for one minute or longer without face-to-face contact ○ a person who has been within 2 metres of someone who has tested positive for COVID-19 for more than 15 minutes
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			<p>isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following guidance for households with possible or confirmed coronavirus (COVID-19) infection</p> <ul style="list-style-type: none"> • Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation. • In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. • In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice. • Further guidance is available on testing and tracing for coronavirus (COVID-19). 	
Contain any outbreak by following local health protection team advice			<ul style="list-style-type: none"> • If schools have two or more confirmed cases within 14 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required. • In some cases, health protection teams may 	

			<p>recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.</p> <ul style="list-style-type: none"> • If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams. • In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. • Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice. 	
Alternative Provision	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> • AP settings must comply with health and safety law which requires employers to assess risks and put in place proportionate control measures. They should work through the system of controls outlined above; adopting measures that help them meet each control to the fullest extent possible, in a way that addresses the risk identified in their assessment, works for their setting, and allows them to deliver a broad and balanced curriculum for pupils. • When working through the system of controls, APs should take steps to minimise social contact and mixing as far as is practicable. • All APs, especially larger AP schools, should 	


			<p>consider whether pupils can be placed into smaller groups and still receive a broad and balanced curriculum.</p> <ul style="list-style-type: none"> • Due to the smaller size of many AP settings, and because APs are not typically organised by year groups, APs may wish to adopt whole school bubbles as part of their system of control and in order to best meet the needs of their students. 	
Governors Meetings, SEN meetings with parents etc.	Transmission of the virus	Staff	<ul style="list-style-type: none"> • Where possible Staff are to maintain a safe distance between each other (2 metres) in the meeting room / office environment • Arrange zoom conference calls • Other online conference call facilities • Meetings with parents should be pre-arranged in a setting where social distancing can be maintained. If this is not possible then the meeting can take place over the telephone or via zoom etc. 	
Pupils arriving and leaving school	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> • Introduce staggered start and finish times to reduce congestion and contact at all times • Manage external site access points to enable social distancing where possible • Pupils should wash their hands for at least 20 seconds with soap and warm water when they arrive at School 	Pupils must be instructed not to touch the front of their face covering during use or when removing them. For all pupils Year 7 and above
Visitors / parents accessing the site dropping off / collecting pupils	Transmission of the virus	Pupils & Staff	<ul style="list-style-type: none"> • No one should enter the School premises if they are displaying symptoms of covid-19 e.g. staff, parents, pupils, contractors etc. • Schools should limit the external visitors to the school during school hours • Parents should only enter school buildings when strictly necessary, by appointment, and ideally only one at a time (unless for example, an interpreter or other support is required). • Any such meetings should take place at a safe 	<ul style="list-style-type: none"> • School to inform all staff and parents – not to enter the School premises if they are exhibiting symptoms of covid-19 • Signage to be displayed in the main entrance reinforcing the message to not enter the School if they are symptomatic • Use signage to guide parents and carers about where and when they should drop off and pick up their children. This should happen at the school gate. • A queuing system and process should be in place for

			<p>distance</p> <ul style="list-style-type: none"> • A record all visitors to be made of those who attend site • A clear demarcation line is in place around the reception areas so that 2 metre social distancing where possible can be maintained • Where possible a visual screen / barrier is in place to protect office staff • Introduce staggered start and finish times to reduce congestion and contact at all times • Manage external site access points to enable social distancing where possible • Where electronic / touch screen “signing in” systems are used – ensure these are cleaned / wiped down after every person has used the system or temporarily disabled to avoid risk of contamination • Allow plenty of space (where possible two metres) between people waiting to enter the site • Regularly clean and disinfect common contact surfaces in reception, office, access control and delivery areas e.g. screens, telephone handsets, desks, particularly during peak flow times. • Where visitors are expected to sign in at reception – ensure this is carried out by office staff and no pens are visible • Regularly clean staplers, hole punchers, “touch screen” photocopiers, marker pens & whiteboards • The handling of cash is discouraged from parents and where possible online / contactless payments are made 	<p>staff to greet each child, ensure they wash their hands immediately on arrival and then go straight to their classroom</p> <ul style="list-style-type: none"> • Parents are reminded not to park in the School car park and adhere to parking sensibly to avoid conflict with local residents • Systems are in place to monitor how many people are on site at any one time • If it is customary for parents to gather in the playground or to enter the building to drop off or collect children this should no longer be allowed and neither should gathering at the school gates to talk to other parents. • Systems in place to deal with those arriving at school who are not supposed to be there • A record is kept of all visitors to the site and who they visited. • Where possible introduce one way systems in to the building • Wipes to be made available at the side of the “signing in” system, photocopiers, marker pens etc. • Signage should be displayed in the reception area to inform parents, pupils and visitors to keep 2 metres apart • And also to wipe down screens after use • Hand sanitizers / gels and wipes are available on reception for parents, pupils and visitors to us • Ensure appropriate cleaning products are available for staff to clean all hard surfaces on a regular basis. • All used wipes and cloths should be doubled bagged and put in the external waste bin • Information to be sent to all parents explaining that no cash will be handled by the office staff
Specialist, clinicians etc. visiting schools to provide a			<ul style="list-style-type: none"> • Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. 	A separate risk assessment has been produced for staff supporting pupils with SEN

service to pupils with SEND			<ul style="list-style-type: none"> 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 and ensure site guidance on physical distancing and hygiene is explained to them on or before arrival. Where visits can happen outside of school or college hours, they should. A record should be kept of all visitors. 	
Cloakroom Areas	Transmission of the virus – leading to potential ill health & fatality	Staff, Parents & Pupils	<ul style="list-style-type: none"> Staff to manage the number of pupils accessing the cloakroom areas at the start, break times, lunchtimes and end of the School day to ensure social distancing is maintained where possible 	<p>Parents should be allowed onto school site only when strictly necessary and by appointment and one parent only.</p> <p>Inform all parents that once they have dropped their child off at School, they must leave the site as soon as possible.</p>
COVID-19 Situation Report	Transmission of the virus	-	<p>In order to monitor Positive Cases of COVID-19 settings are requested to provide a daily Situation Report to Sheffield Local Authority. This will enable case, cluster and outbreak monitoring as well as to provide bespoke support to individual settings from the LA Public Health Team where appropriate.</p> <p>Each setting is required to identify 2 lead names and provide contact details for these individuals. They will be contacted if management of COVID-19 cases and outbreaks is required.</p>	<ul style="list-style-type: none"> Instructions for complication and submission of the COVID-19 setting Situation Report was provided in the setting bulletin on Thursday 9th July 2020. Submission reports will commence on Monday 13th July to enable testing of the system prior to the end of the academic year. Further detail will be added into Version 8 of the risk assessment.
Administering First Aid	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> Children, young people or learners who require first aid should continue to receive care in the same way Wash hands and ensure the affected area is cleaned upon completion All first aid waste and PPE should be disposed of by double bagging and put in the external waste 	<p>For further information on administering first aid and PPE visit the government below</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p> <p>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</p>

				 First Aid Administration of Med
Administering Medication	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> Children, young people or learners who require administration of medicines should continue to receive care in the same way Staggered times of administration of medicines should be considered Wash hands and ensure the affected area is cleaned upon completion All waste and PPE should be disposed of by double bagging and put in the external waste 	<p>If a child's care plan requires updating a zoom meeting should be arranged with a member of school staff, parents and a professional health worker, school nurse etc. to address any issues relating to the care plan</p> <p>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</p>  First Aid Administration of Med
Providing intimate care	Transmission of the virus	Staff, & Pupils,	<p>Children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way</p> <p>If you are not providing intimate care to someone, PPE is not needed.</p>	<p>Ensure adequate stocks of PPE are available and all staff are trained in the use of PPE including donning and doffing and disposing of PPE</p> <p>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</p>  First Aid Administration of Med
Toilets	Transmission of the virus	Pupils, Staff, Cleaners	<ul style="list-style-type: none"> Ensure access to warm running water All toilets are cleaned on a daily basis with an approved product, paying particular attention to the toilet seat, taps, flush, door handles, sinks etc. Hand washing frequently with soap and warm water where possible ensuring that toilets do not become crowded by 	<p>Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p>

			<p>limiting the number of children or young people who use the toilet facilities at one time</p> <ul style="list-style-type: none"> noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules) 	
Assemblies	Transmission of the virus	Pupils, Staff, Cleaners	<ul style="list-style-type: none"> Assemblies should not be held in large groups/protective social bubbles should not be mixed and brought together for assembly due to the potential for the number of pupils and staff in close proximity Assemblies can take place in individual groups in their allocated classroom spaces rather than bringing children together in one hall or large space. 	
Break times	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> At break times ensure pupils are allowed out in small numbers so that social distancing can be maintained where possible Restrict the number of pupils accessing the toilets at any one time Water fountains to be decommissioned and signage displayed enforcing the fountains not to be used 	<ul style="list-style-type: none"> Where possible stagger the break times to avoid congestion on the playground Water to be provided to pupil by other means. Pupils encouraged to bring their own water from home
Dining Room – lunch times	Transmission of the virus – leading to potential ill health & fatality	Staff, Pupils, Kitchen staff	<ul style="list-style-type: none"> All pupils should be required to stay on site once they have entered the School premises, access to the local shops is not allowed If staff want to go off the premises at lunchtime they must ensure that they adhere to social distancing and hand hygiene, they must avoid supermarkets, petrol stations, areas where large numbers are expected to congregate When staff take their lunch breaks they need to ensure that they adhere to social distancing at all times and wash their hands before entering back into the classroom Lunchtimes to be staggered to avoid congestion and at one time see below re 	<p>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>See further information on protective screens</p>

			<p>children mixing with other groups.</p> <ul style="list-style-type: none"> • Food and drink should only be consumed in dedicated areas. If settings chose for pupils to eat within a classroom environment – this can be identified as a dedicated space, however social distancing, hand washing should be incorporated and wiping and cleaning of the designated space before teaching and learning re-commences. • If food is consumed in a classroom all advice within dining/lunchtime section of the Risk Assessment should be followed. • Food and drink should not be shared by both pupils and staff. • Hand cleaning facilities or hand sanitiser should be available at the entrance of the dining room where people eat and should be used by all persons when entering and leaving the area • All persons should sit 2 metres apart (where possible) from each other whilst eating • All food displays should be protected against contamination by coughing, sneezing, etc.) • Tables and chairs should be cleaned between each use. • All areas used for eating must be thoroughly cleaned at the end of each break and shift, including chairs, door handles, vending machines and payment devices • All vending machines to be decommissioned for the foreseeable future • Parents must inform any changes to their child's dietary requirements via email to the Head teacher – if parents don't have access to email / a telephone conversation / zoom call to be arranged 	<p> Covid 19 Risk Assessments and Pro</p> <p>School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19).</p> <p>Allocated lunch breaks for staff to allow for social distancing within the staff room / eating areas</p> <p>The School may need to consider employing additional lunchtime supervisors</p> <p>If you use a catering contractor ensure that you have seen their risk assessments and safe systems of work on how to keep themselves, staff and pupils safe from transmission of the virus</p> <p>Further advice can be obtained from the Local Authority School Meals Service</p> <p>All kitchen waste should be doubled bagged and put in the external waste</p> <p>A seating plan should be displayed in the dining area that ensures social distancing is maintained.</p> <p>Children should not mix with other groups. This may mean having several lunch sittings or serving lunch in more than one location including a classroom.</p> <p>All tables and chairs should be cleaned after sitting with an approved product</p> <p>All cloths and wipes should be disposed of by double</p>
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				<p>bagging and put in the external waste.</p> <p>Head teacher to liaise with the catering staff on any changes to a pupils dietary requirement</p>
Fire Drills / Activation of the fire alarm	Transmission of the virus	Staff, Pupils, Cleaners, Catering staff etc.	<ul style="list-style-type: none"> • When undertaking a fire drill social distancing should be maintained at all times where possible • Markers should be displayed at the assembly area / muster point to avoid congestion • A phased return must be adhered to when leaving and re-entering back into the school premises to maintain social distancing • Washing of hands etc. still required on entry back into the building 	<p>Ensure a fire drill plan is produced highlighting where each year group will be positioned</p> <p>You may have to use one or more external areas of the School to achieve social distancing where possible</p> <p>Ensure someone is in charge to co-ordinate the fire drill and communicate with others who might be using other areas of the site. You may need one more fire marshal to achieve this. A debrief must be undertaken to share any lessons learnt</p> <p>Ensure the fire drill is recorded in the fire precautions log book</p> <p>Ensure that the fire alarm is regularly serviced / maintained to reduce the risk of false activations</p>
Home Visits to be undertaken by staff	Transmission of the virus – leading to potential ill health & fatality	Staff	<ul style="list-style-type: none"> • Home visits should only be undertaken if absolutely necessary • Staff should use their own vehicle to get to the visit • If any staff need to share a vehicle with someone else, one member of staff should sit in the driving seat and the other member of staff should sit in the back seat. A face covering should be worn by all staff and windows opened to allow ventilation • Once they arrive they must knock on the door and step back to maintain social distancing • It may be possible to have a conversation with parents and pupils via an open window • Lone working procedures must be adhered to at all times when undertaking home visits e.g. buddy systems, regular telephone contact with School 	<p>If staff are concerned over a pupils welfare this must be reported immediately to the Head teacher</p> <p>If staff share their vehicle with another member of staff, all touch points (door handles, handbrake, steering wheel etc.) should be cleaned prior to and after the visit</p>

Deliveries	Transmission of the virus – leading to potential ill health & fatality	Staff, pupils & delivery drivers	<ul style="list-style-type: none"> • When placing orders for delivery ensure that you inform the company of the Schools protocol for accepting deliveries • If practicable drivers should wash or clean their hands before unloading goods and materials • Do not approach delivery staff; allow packages to be left in a safe place e.g. main entrance • Staff should not sign for deliveries • Hands are to be thoroughly washed after handling all deliveries • Keep deliveries to a minimum with essential items only 	All deliveries to School (including milk and fruit) should be left at the main entrance and sanitized with wipes before taking them inside the School premises
Contractors / essential repair work	Transmission of the virus – leading to potential ill health & fatality	Staff, pupil, Contractors etc.	<ul style="list-style-type: none"> • Only contractors carrying out essential maintenance work are to be allowed on the School site • Staff and contractors are to maintain a safe distance between themselves and others (2 metres). • All contractors are to wash their hands upon entering the site <p>Strict hygiene rules to be implemented, all contractors are to be asked to do the following:</p> <ul style="list-style-type: none"> • Wash hands on entry into individual work areas – or use alcohol-based hand sanitiser. • Repeat the hand washing/sanitising every hour. • Site inductions are to be carried out following social distancing principles (2m separation). 	The contractor is to notify the Head teacher / Senior manager of all areas visited, in order that these can then be thoroughly cleaned
Information to Staff, pupils & parents		Staff, pupils, parents etc.	<ul style="list-style-type: none"> • Posters to displayed in the main entrance, staff room and in suitable places around the School site • Regular meetings with staff will be carried out, informing them of the risks posed by the virus and any new / updated government guidance 	<p>Staff encouraged to regularly visit the government website for updated information</p> <p>https://www.gov.uk/coronavirus https://www.nhs.uk/conditions/coronavirus-covid-19/</p>

			<p>available</p> <ul style="list-style-type: none"> • Regular updated information will be shared with parents via a letter, email, newsletter, school website etc. 	
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Section 2: School operations

Dedicated school transport, including statutory provision	Transmission of the virus	Staff, pupils, Driver & Passenger Assistants	<ul style="list-style-type: none"> • Pupils on dedicated school services do not mix with the general public on those journeys and pupil groups will tend to be consistent under return to school measures. Therefore wider transmission risks are likely to be lower. • From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day. • The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. • It is important, wherever it is possible, that: <ul style="list-style-type: none"> ○ social distancing should be maximised within vehicles ○ children either sit with their 'bubble' on school transport, or with the same constant group of children each day ○ children should clean their hands before boarding transport and again on disembarking 	<p>You should encourage parents, staff and pupils to walk or cycle to school if at all possible.</p> <p>Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes.</p>
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			<ul style="list-style-type: none"> ○ additional cleaning of vehicles is put in place ○ organised queuing and boarding is put in place ○ through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents ○ Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19). ○ In accordance with advice from PHE, from the autumn term, we recommend that local authorities advise children and young people aged 11 and over to wear a face covering when travelling on dedicated transport. This does not apply to people who are exempt from wearing a face covering on public transport. More information on this can be found at the safer travel guidance for passengers. ● Until the start of the autumn term, children and young people have not been expected to wear face coverings on dedicated transport; although they have been able to if they wish. We are adopting this new position in light of all children returning to education full-time. As well as the fact that it will not always be possible to apply the same social distancing measures as apply on public transport. ● A face covering is a covering of any type which covers your nose and mouth. It is not the same as the surgical masks or respirators used by healthcare and other 	
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			<p>workers as part of personal protective equipment (PPE).</p> <ul style="list-style-type: none"> • Further information on face coverings is set out in the transport to school and other places of education: autumn term 2020 guidance. • Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day; others involve the use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND. The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances. • It will also require a partnership approach between local authorities, schools, trusts, dioceses and others. In particular, it is imperative that schools work closely with local authorities that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision. • Given the pressures on public transport services, it may also be necessary to work with local authorities so that they can identify where it might be necessary to provide additional dedicated school transport services, including in places where these services do not currently operate. The government has announced additional funding for local transport authorities for this purpose, available at free school travel: funding allocations. 	
Wider Public Transport			<ul style="list-style-type: none"> • In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. 	

			<ul style="list-style-type: none"> Public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum. To facilitate the return of all pupils to school, it will be necessary to take steps to both depress the demand for public transport and to increase capacity within the system. Both will require action at a national and local level. Schools have a critical role to play in supporting collaboration between all parties - providers, local authorities, parents and pupils. Further information on managing capacity and demand on public transport is set out in the transport to school and other places of education: autumn term 2020 guidance. Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others. Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school) or working with their local authority to promote safe cycling routes. The government has announced a £2 billion package to promote cycling and walking, including to support pop-up bicycle lanes and widened pavements. For some families, driving children to school 	
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			<p>will also be an option.</p> <ul style="list-style-type: none"> • However, these options will not be suitable for all. The Department for Transport is asking local authorities to: <ul style="list-style-type: none"> ○ work with schools and parents to identify public transport routes that may be under particular pressure and potential alternatives ○ consider a range of options for shifting demand for public transport onto other modes ○ consider using traffic demand management approaches in order to ensure that children are able to attend school from the start of the autumn term • Travel patterns, the availability of vehicles, and the length of journeys undertaken and other local pressures on public transport vary significantly. • The government recognises the challenge but is confident that if all available options are considered by all parties it will be possible to reduce demand and ensure transport is available for those who need it most. <p>Families using public transport should refer to the safer travel guidance for passengers.</p> <ul style="list-style-type: none"> • 	
Staff using public transport to get to and from	Transmission of the virus	Staff	<ul style="list-style-type: none"> • Staff should be encouraged to walk or cycle to work where possible • Where staff use public transport they must maintain social distancing at all times and avoid contact with hard surfaces (where possible) • Face coverings should be worn when using public transport • Staff should be discouraged from eating and drinking when using public transport to reduce 	<p>Further information is available on the government website</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p>

			<p>the risk of contamination by touching their mouth and face</p> <ul style="list-style-type: none"> • When staff arrive at their workplace they must clean their hands for at least 20 seconds with soap and warm water before entering any of the office, kitchen areas etc. 	
Attendance expectations			<p>School attendance will be 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"> • 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; • schools' responsibilities to record attendance and follow up absence • the availability to issue sanctions, including fixed penalty notices in line with the local authorities' code of conduct • communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year • Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic 	

Pupils who are shielding or self-isolating			<ul style="list-style-type: none"> • We now know much more about coronavirus (COVID-19) and so in future, there will be far fewer children and young people advised to shield whenever community transmission rates are high. • Therefore, the majority of pupils will be able to return to school. • You should note however that: <ul style="list-style-type: none"> ○ a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19) ○ shielding advice for all adults and children was paused on 1 August 2020 which means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who were shielding - read the current advice on shielding • if rates of the disease rise in local areas, children (or family members) from that area, and that area only, may be advised to shield during the period where rates remain high and, therefore, they may be temporarily unable to attend • pupils no longer required to shield but who generally remain under the care of a specialist health professional are likely to discuss their care with their health professional at their next planned clinical appointment - you can find more advice from the Royal College of Paediatrics and Child Health 	
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			<p>at <u>COVID-19 - 'shielding' guidance for children and young people</u></p> <ul style="list-style-type: none"> • Specialists in paediatric medicine have reviewed the latest evidence on the level of risk posed to children and young people from coronavirus (COVID-19). • The latest evidence indicates that the risk of serious illness for most children and young people is low. In the future, we expect fewer children and young people will be included on the shielded patient list. • Patients can only be removed from the shielding patient list by their GP or specialist, following consultation with the child and their family, and other clinicians where appropriate. • If a child or young person is removed from the shielded patient list in due course, they will no longer be advised to shield in the future if coronavirus (COVID-19) transmission increases. • Discussion by a clinician with those previously advised that they were a clinically vulnerable child or young person but can now be removed from the shielded patient list, and with their families are ongoing. • Since shielding advice has paused nationally, except in a very few areas where the implementation of local restrictions is ongoing, all previously affected children should be able to return to school except where individual clinical advice not to do so has been provided. • Where a pupil is unable to attend school because they are complying with clinical 	
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			<p>or public health advice, we expect schools to be able to immediately offer them access to remote education.</p> <ul style="list-style-type: none"> • 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>Pupils and families who are anxious about return to school or developing status of pandemic</p>			<ul style="list-style-type: none"> • All other pupils must attend school. • Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning after a period of isolation or the developing status of pandemic, and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes. • If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. • Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, 	

			the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance).	
Staff who are clinically vulnerable or extremely clinically vulnerable, pregnant			<p>Staff who are extremely clinically vulnerable</p> <ul style="list-style-type: none"> Shielding measures were paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue. Therefore, we advise that those who are clinically extremely vulnerable can return to school in the autumn term provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment. In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace. Individuals could be advised to shield again if the situation changes and there is an increase in the transmission of COVID-19 in the community. <p>Staff who are clinically vulnerable</p> <ul style="list-style-type: none"> Clinically vulnerable staff can return to school in the autumn term. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission. This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social 	<ul style="list-style-type: none"> Ensure that the individual risk assessment is completed below  <p>COVID-19 Individual Staff Risk Assessment</p> <ul style="list-style-type: none"> Additional information on carrying out the assessment is below  <p>COVID-19 individual risk assessment addit</p> <p>COVID-19 & Pregnancy</p> <p>Government Guidance placed those who are pregnant in the list of people who are vulnerable, meaning that they are at high risk of severe illness from COVID-19. Some pregnant school based staff may be defined as 'clinically extremely vulnerable'. However shielding was paused as of August 1st except where local lockdowns are in place and school based staff are now expected to return to their workplace setting. Those who are pregnant should still take care to minimise contact with others from outside their household and should only return to the workplace if it is demonstrated that it is safe to do so. Schools should produce an individual risk assessment for any staff members who are pregnant or a new mother, including clear plans which</p>

			<p>distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance.</p> <ul style="list-style-type: none"> • 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. W • 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/adolescents. • People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. <p>Staff who are pregnant</p> <ul style="list-style-type: none"> • Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools. • The Royal College of Obstetrics and Gynaecology (RCOG) have published occupational health advice for employers and pregnant women. This document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk. • We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it. <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <ul style="list-style-type: none"> • Some people with particular characteristics may be at comparatively increased risk from 	<p>demonstrate that there will be compliance at all times with the measures identified to manage the risk.</p> <p>Action for Schools to take:</p> <p>This means that an important key action for schools is for you to undertake an individual risk assessment with your staff member. There are some concerns re risks of COVID-19 in the 3rd trimester of pregnancy. Data from the UK-wide Obstetric Surveillance System has identified that women in the third trimester are more at risk of becoming seriously ill, if they contract COVID-19. Therefore, it's important to pay particular attention to social distancing from 28 weeks of pregnancy. Also some pregnant women are at a higher risk of developing serious illness, including:</p> <p>pregnant women from black, Asian and minority ethnic (BAME) backgrounds women over the age of 35 women who are overweight or obese women who have pre-existing medical problems, such as high blood pressure and diabetes</p> <p>Therefore it is helpful to factor these issues in to any individual risk assessment. If your member of staff feels comfortable with continuing to work in your setting and you are able to implement social distancing if the children in class are older etc., and none of the above risks apply then they can continue to be classroom based. The key recommendation is social distancing.</p> <p>Further information available at: https://www.rcog.org.uk/en/guidelines-research-services/coronavirus-covid-19-pregnancy-and-womens-health/ https://www.hse.gov.uk/coronavirus/working-</p>
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			<p>coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence.</p> <ul style="list-style-type: none"> • These staff can return to school in the autumn term as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future. • People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. 	<p>safely/protect-people.htm</p> <p>It is recommended that schools link with their individual school HR providers to discuss directly issues relating to members of staff who are pregnant.</p>
Supporting staff			<ul style="list-style-type: none"> • Governing Bodies and Head teachers should have regard to staff (including the Head teacher) work-life balance and wellbeing. • Schools should ensure that they have explained to all staff the measures proposing to be put in place and involve all staff in that process e.g. implement flexible working practices in ways that promote good work life balance for teachers and leaders • All employers have a duty of care to their employees, and this extends to their mental health • Schools may already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school 	<p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p>

Staff Deployment			<ul style="list-style-type: none"> • Schools may continue 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. • It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's workload reduction toolkit. • DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing. <p>Deploying support staff and accommodating visiting specialists</p> <ul style="list-style-type: none"> • Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. • 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). 	<p>The responsibilities of a Teaching Assistant depends on what level you the teaching assistant is .See examples below:-</p> <p>Teaching Assistant Level 1 - To work under the direct instruction of the classroom teacher. General support to the teacher in the management of pupils and the classroom.</p> <p>Teaching Assistant Level 2 – to work under the instruction/guidance of teacher. Work may be carried out in the classroom or with <i>small</i> groups.</p> <p>Teaching Assistant Level 3 – To work under the guidance of the teacher under an agreed system of supervision. Can supervise whole classes occasionally during the short term absence of the teacher</p> <p>HLTA – Work within an agreed framework of supervision by taking responsibility for agreed learning activities, including PPA. These activities can be for individuals/groups/whole classes on a short term basis</p> <p>Cover supervisor – to cover in the absence of a</p>
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			<ul style="list-style-type: none"> Any redeployment should not be at the expense of supporting pupils with SEND. Head teachers 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. This includes ensuring that safe ratios are met and specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required. 	<p>teacher. Predominantly employed in secondary schools as “cover” in a primary school quickly becomes “active teaching”</p> <ul style="list-style-type: none">  Teaching Assistants RecommendationsSur <p>The Education Endowment Foundation (EEF) has published guidance on making the best use of teaching assistants to help primary and secondary schools.</p> <p>When deploying support staff flexibly it is important that Head teachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity. Full guidance is provided in part 3 of keeping children safe in education.</p>
Recruitment			<ul style="list-style-type: none"> Recruitment should continue as usual. The government's Teaching Vacancies service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly. The free national service for searching and listing teaching roles will be directing newly qualified teachers (NQTs) and job seeking teachers to this service. We recommend that schools continue to recruit remotely over the summer period. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the experience of implementing interviews 	

			<p>remotely.</p> <ul style="list-style-type: none"> • There is also advice that can be sent to candidates on how to prepare for remote interviews. • When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. • We refer schools to part 3 of the statutory guidance keeping children safe in education. • Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. • They will also be supported by materials DfE is making available to all schools based on the early career framework reforms, to support them as they start their teaching career. • 	
Supply teachers and other temporary or peripatetic teachers			<ul style="list-style-type: none"> • Schools can continue to engage supply teachers and other supply staff during this period. • Schools can get direct support from Crown Commercial Services on how to use the agency supply deal by emailing supplyteachers@crownccommercial.gov.uk with the school's details and contact details. • Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. • Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals 	It is recommended that you consider using DfE's and Crown Commercial Service's agency supply deal when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge

			<p>will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p> <ul style="list-style-type: none"> • To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs. • 	
Expectation and deployment of ITT trainees			<p>Trainees could:</p> <ul style="list-style-type: none"> • take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons • be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues • develop or engage in working groups to share best practice around resilience, commitment and team-working • Work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing 	<p>It is strongly encouraged that schools consider hosting ITT trainees. Demand for teacher training is high this year and, while it is understandable that schools will have prioritised other activity, there is a risk that insufficient training places will be available.</p> <p>ITT trainees have the potential to play a significant role in supporting schools. Schools should consider how they could host ITT trainees, 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.</p>

			<p>professional learning and reductions in workload</p> <p>This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all legislation and guidance relevant to ITT.</p>	
Performance Management and Appraisals			<ul style="list-style-type: none"> • 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. 	
Staff taking leave			<ul style="list-style-type: none"> • We recognise that school staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return from the start of the autumn term. 	

			<ul style="list-style-type: none"> • Many staff will want to take a holiday over the summer period, which may involve travelling abroad. • The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. • The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK. • As would usually be the case, staff will need to be available to work in school from the start of the autumn term. • We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. • There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. • Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home. • 	
Other Support			<ul style="list-style-type: none"> • Volunteers may be used to support the work of the school, as would usually be the case. • It is important that they are properly supported and given appropriate roles. • Where schools are using volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in part 3 of keeping 	

			children safe in education. <ul style="list-style-type: none"> • Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. • Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible. 	
Safeguarding			<ul style="list-style-type: none"> • Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education. • 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. • 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. 	
Estates / Building checks			<ul style="list-style-type: none"> • Schools should look to maximise the use of their site and any associated available space, such as rooms in an associated place of worship for schools with a religious character, if feasible. • We do not, however, consider it necessary for schools to make significant adaptations to their site to enable them to welcome all 	

			<p>children back to school.</p> <ul style="list-style-type: none"> • We also do not think schools will need to deliver any of their education on other sites (such as community centres and village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use. • Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. • This will be at the discretion of individual schools, based on their particular circumstances. • It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. • If buildings have been closed or had reduced occupancy during the coronavirus (covid-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak. • Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown. • Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. • In classrooms, it will be important that schools improve ventilation, (for example, by opening windows). Where windows are frequently opened and closed these should be seen as a 'regular touch points' and must be cleaned with the appropriate frequency. 	
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Educational Visits			<ul style="list-style-type: none"> • We continue to advise against domestic (UK) overnight and overseas educational visits. This advice remains under review. • In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits or travel training). • This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. • Schools should also make use of outdoor spaces in the local area to support the delivery of the curriculum. • As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. • As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. 	<p>Schools should consult the health and safety guidance on educational visits when considering visits.</p> <p>The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If you have any further questions about your cover or would like further reassurance, you should contact your travel insurance provider.</p>
School Uniform			<ul style="list-style-type: none"> • Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. • Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures. 	<p>It is for the governing body of a school to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p>

<p>Wrap around providing and extra curricular provision – Breakfast & after School clubs</p>			<ul style="list-style-type: none"> • Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. • Schools should also work closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day. • If it is not possible or practical to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within the wraparound provision) then providers should maintain small, consistent groups. • We recognise that schools may need to respond flexibly and build this provision up over time. <p>Therefore you need to consider:-</p> <ul style="list-style-type: none"> • The number of pupils attending the clubs so that social distancing is maintained, where possible • Entering and existing the club is done in a phased way “one in one out” • All food items are taken to the pupils seating area by a member of staff • All food items and utensils are collected by staff and handed over to the catering staff • All tables, chairs, hard surfaces etc. are cleaned with an approved product 	<p>Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</p> <ul style="list-style-type: none"> • Schools can consult the guidance produced for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children, as much of this will be useful in planning extra-curricular provision. • This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible. • Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued guidance for parents and carers, which schools may want to circulate. • Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities. • In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard to any other relevant government guidance.
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				<ul style="list-style-type: none"> For example, where opening up school leisure facilities for external use, ensuring they do so in line with government guidance on working safely during coronavirus (COVID-19) for providers of grassroots sport and gym or leisure facilities.
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Section 3: Curriculum, behaviour and pastoral support

Curriculum Expectations			<p>The key principles that underpin the advice on curriculum planning are:</p> <ul style="list-style-type: none"> 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. <p>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:</p>	<ul style="list-style-type: none"> 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. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Plan on the basis of the educational needs of pupils Develop remote education so that it is integrated into school curriculum planning
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<p>Specific points for early years foundation stage (EYFS) to key stage 3</p>			<ul style="list-style-type: none"> • For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. • For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the 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, physical education/sport, religious education and relationships and health education. • For pupils in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health 	<p>For further information on how to deliver design & technology, cooking, art etc. visit the CLEAPPS website. In order to download the practical guidance schools and settings will need to log in with the below details:</p> <p>Username is: mars Password is: rover20</p>
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			<p>education.</p> <ul style="list-style-type: none"> For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculums. <p>Specific points for key stages 4 and 5</p> <ul style="list-style-type: none"> As with earlier key stages, it is likely that pupils in key stage 4 and 5 will need extra support to catch up on any content they have missed, but the school curriculum may be less flexible given the requirements of qualification specifications. To ensure exams and assessments next summer are as fair as possible, and take into account any public health requirements and the wellbeing of students, Ofqual has consulted on proposed adaptations to exams. Their decision is available at proposed changes to the assessment of GCSEs, AS and A levels in 2021. The majority of pupils in year 10 and 11 are expected to continue to study their examination subjects. This will support them towards their preferred route to further study. In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject because the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and mathematics. School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters. 	
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			<ul style="list-style-type: none"> Schools are expected to review any plans for early entry among year 10 pupils in summer 2021. It may be in the best interests of the pupil to take their exams and assessments the following year when they are in year 11, if the curriculum can be adjusted to provide further teaching and study time in the summer term and academic year 2021 to 2022. Pupils in years 12 and 13 are more likely to undertake self-directed study, but may still need additional support. Compared to key stage 4, there is less scope to drop an examined subject as fewer qualifications are studied at this key stage. Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare. <p>Music, dance and drama in school</p> <ul style="list-style-type: none"> 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 	
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			<p>appropriate mitigations and further research is continuing.</p> <ul style="list-style-type: none"> • 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. <p>Minimising contact between individuals</p> <ul style="list-style-type: none"> • 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 	
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			<p>curriculum.</p> <ul style="list-style-type: none"> • 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. <p>Performances</p> <ul style="list-style-type: none"> • 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	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> • Schools can continue to engage peripatetic teachers during this period, including staff 	.

			<p>from music education hubs.</p> <ul style="list-style-type: none"> • 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, and loss of sense of taste or smell. In addition, they should: <ul style="list-style-type: none"> • Maintain distancing requirements with each group they teach, where appropriate. • Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing. • 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. <p>Music teaching in schools and colleges,</p>	
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			<p>including singing, and playing wind and brass instruments in groups</p> <ul style="list-style-type: none"> • 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. <p>Playing outdoors</p> <ul style="list-style-type: none"> • Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space. <p>Playing indoors</p> <ul style="list-style-type: none"> • 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. 	
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			<ul style="list-style-type: none"> 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. <p>Singing, wind and brass playing</p> <ul style="list-style-type: none"> 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. <p>Social distancing</p> <ul style="list-style-type: none"> 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. <p>Seating positions</p> <ul style="list-style-type: none"> 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. 	
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			<p>Microphones</p> <ul style="list-style-type: none"> • Use microphones where possible or encourage singing quietly. • By considering and adopting these cumulative risk mitigation measures; the overall risk will be reduced. <p>Handling equipment and instruments</p> <ul style="list-style-type: none"> • Measures to take when handling equipment, including instruments, include the following. <p>Handwashing</p> <ul style="list-style-type: none"> • Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. <p>Avoiding sharing instruments</p> <ul style="list-style-type: none"> • 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. 	
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			<p>Handling scores, parts and scripts</p> <ul style="list-style-type: none"> • Limit handling of music scores, parts and scripts to the individual using them. <p>Suppliers</p> <ul style="list-style-type: none"> • 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. <p>Pick up and drop off points</p> <ul style="list-style-type: none"> • 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. <p>Individual lessons and performance in groups</p> <ul style="list-style-type: none"> • 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 	
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			<p>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> <ul style="list-style-type: none"> • 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. <p>Social distancing</p> <ul style="list-style-type: none"> • 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>Avoid sharing instruments</p> <ul style="list-style-type: none"> • 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 	
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			should be cleaned by the individuals playing them, where possible	
Physical Education			<ul style="list-style-type: none"> Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at return to recreational team sport framework. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups. 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 sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities. Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how 	<p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents</p>

			<p>such arrangements can operate within their wider protective measures.</p> <ul style="list-style-type: none"> 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. 	
Behaviour Expectations / conflict management between pupils			<ul style="list-style-type: none"> Schools should consider updating their behaviour policies with any new rules or 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 in the guidance on behaviour and discipline in schools. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system. It is likely that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming 	

			<p>barriers to attendance and behaviour and to help them reintegrate back into school life.</p> <ul style="list-style-type: none"> • We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. • This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. • Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. • Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils. • The disciplinary powers that schools currently have, including exclusion, remain in place. • Permanent exclusion should only be used as a last resort. • Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. • Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. • Ofsted will continue to look for any evidence of off-rolling. Off-rolling is never acceptable. • Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. 	
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			<ul style="list-style-type: none"> • Elective home education should always be a positive choice taken by parents without pressure from their school. • With regard to statutory guidance on exclusions from maintained schools, academies and pupil referral units in England, head teachers should, as far as possible, avoid excluding any looked-after child. • Where a looked-after child is at risk of exclusion, the designated teacher should contact the relevant authority's virtual school head as soon as possible to help the school decide how to help the child and avoid exclusion becoming necessary. • Where a previously looked-after child is at risk of exclusion, the designated teacher should speak with the child's parent or guardian and seek advice from their virtual school head to avoid exclusion where possible. 	
Pupil Wellbeing & Support			<ul style="list-style-type: none"> • 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 	<p>Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</p> <div style="text-align: center;">  Guidance for Primary Care - Children and ` </div> <div style="text-align: center;">  Healthy Minds Top Tips for school staff c </div>

			<p>return to school.</p> <ul style="list-style-type: none"> • The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. • The government has recently launched the Wellbeing for Education Return programme, which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school. • Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021. • Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term. • DfE, Public Health England and NHS England hosted a free webinar for school and college staff on 9 July 2020 to set out how to support returning pupils and students. A recording of this is available: • This includes experts discussing the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and education leaders discussing the actions they have been taking. • The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream 	
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			<p>school after the long absence, and on transition to other settings</p> <ul style="list-style-type: none"> • WSS have co-produced 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations with schools about successful returns following a period of absence and about transition planning for post-year 11 destinations. • WSS have also produced resources to support the schools' workforce to prepare for the return, such as the COVID-19 SEND review guide which settings can use to reflect on their provision and a handbook to support teachers to take a whole school approach to supporting pupils following a traumatic event. • You can access WSS resources on the Whole School SEND Resource page of the SEND Gateway and professionals in the schools' workforce can sign up to the Community of Practice to be kept up to date with further information. • DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. • The training module on 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 has been published early given the importance of supporting pupils' mental health and wellbeing at this time. <p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed</p>	
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			<p>to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing <p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.</p> <ul style="list-style-type: none"> • Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. • To support this, teachers may wish to access the free MindEd learning platform for professionals, which 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. • Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the Designated Safeguard Lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance keeping children safe in education and consider any referral to statutory services (and the police) as appropriate. • Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to 	
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			<p>school – school nurses as leaders of the healthy child programme can offer a range of support including:</p> <ul style="list-style-type: none"> • support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues • support for pupils with additional and complex health needs • supporting vulnerable children and keeping children safe <ul style="list-style-type: none"> • Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery. 	
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Section 4: Assessment and accountability

This section covers assessment and accountability.

Inspection

For state-funded schools, the intention is for Ofsted inspections to remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.

For independent schools, the intention is that Ofsted or the Independent Schools Inspectorate (ISI) standard inspections will also remain suspended. During the autumn term, Ofsted/ISI will undertake non-routine inspections, as commissioned by the Department for Education, where appropriate. For example, this may be a pre-registration inspection or an inspection to follow up on significant safeguarding concerns. These inspections will have a judgement, as usual and result in the production of a report.

It is intended that routine Ofsted and ISI inspections will restart from January 2021, with the exact timing being kept under review.

Primary assessment

We recognise that pupils will have missed a critical period of their education in the 2019 to 2020 academic year. Maintaining national curriculum assessments in the 2020 to 2021 academic year will allow the department to measure the remaining impact of coronavirus (COVID-19) on this cohort of pupils nationally and help target support to local areas, schools and pupils that need it the most.

We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021. The early year's foundation stage profile and all existing statutory key stage 1 and 2 assessments should return in 2020 to 2021 in accordance with their usual timetables. This includes:

- the phonics screening check
- key stage 1 tests and teacher assessment

- the year 4 multiplication tables check
- key stage 2 tests and teacher assessment
- statutory trialling

For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021. Further guidance for schools will be published by the Standards and Testing Agency in September 2020.

The statutory rollout of the reception baseline assessment has been postponed until September 2021. During the summer term 2020, schools had the opportunity to sign up to the 2020 to 2021 early adopter year.

In light of the impact of coronavirus (COVID-19) outbreak, the 2020 to 2021 academic year will be a transitional year (subject to the necessary legislation being made) to allow schools time to prepare for, and start embedding, the engagement model. The engagement model is the new attainment framework (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.

The 2020 to 2021 academic year will be a transitional year where schools that have prepared to implement the engagement model will be able to report against it and schools that need more time to implement this change will have the option to assess against P scales 1 to 4, for one final year. The engagement model will become statutory from September 2021 and further information can be found at [the engagement model](#).

Exams

For the summer 2021 exams, we recognise that pupils in years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that these pupils are able to catch up and access exams that lead to the qualifications they need to progress. We are, therefore, planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual has consulted on proposed adaptations to exams and published its decisions at [proposed changes to the assessment of GCSEs, AS and A levels in 2021](#).

There will also be an opportunity for students to sit exams in the autumn and Ofqual has confirmed these exams will be available in all subjects. Where a student wishes to sit an exam, DfE's guidance on [centre responsibility for autumn GCSE, AS and A level exam series](#) sets out that we expect the centre that entered them for the summer series to enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams. Our Exam Support Service will launch at the start of the autumn term to support schools and colleges to manage this process.

Accountability expectations

Performance tables are suspended for the 2019 to 2020 academic year and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. DfE will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at [coronavirus \(COVID-19\): school and college accountability](#).

Section 5: Contingency planning for outbreaks

Contingency plans for outbreaks

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. 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.

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">• Where a class, group or small numbers 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>The following range of resources to support schools in delivering remote education is available.</p> <p>Online education resources for home learning</p> <p>DfE has produced a quality-assured list of remote education resources which are available to schools and parents for free over the summer term.</p> <p>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.</p>
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			<ul style="list-style-type: none"> • In developing these contingency plans, we expect schools to: • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum <p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos • gauge how well pupils are progressing through 	<p>Video lessons</p> <p>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.</p> <p>SEND</p> <p>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.</p> <p>Digital education platforms</p> <p>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.</p> <p>EdTech Demonstrator programme</p> <p>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.</p>
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			<p>the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</p> <ul style="list-style-type: none"> • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers • We 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. 	<p>Laptops, tablets and 4G wireless routers</p> <p>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.</p> <p>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.</p> <p>Wifi hotspots</p> <p>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 wifi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children is available.</p> <p>Support on delivering remote education safely is available from:</p> <ul style="list-style-type: none"> • Safe remote learning, published by SWGfL • Online safety and safeguarding, published by LGfL, which covers safe remote learning
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				<ul style="list-style-type: none"> • 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
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Sharing your risk assessment

You should share the results of your risk assessment with your entire workforce. If possible, you should consider publishing it on your website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so). Any updates to the risk assessment should be uploaded so that parents and carers are not seeing an out of date version of the risk assessment.

Monitoring and review of risk controls

You should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls, and update the risk assessment as necessary.

Roles and responsibilities

All employers are required by law to protect their employees, and others, from harm. Under the Management of Health and Safety at Work Regulations 1999, the minimum employers must do is:

- identify what could cause injury or illness in the organisation (hazards)
- decide how likely it is that someone could be harmed and how seriously (the risk)
- take action to eliminate the hazard, or if this isn't possible, control the risk

Given the employer landscape in schools is varied, we have set out here what the existing DfE [Health and safety: responsibilities and duties for schools](#) guidance states about the roles and responsibilities for health and safety.

In schools: the employer is accountable for the health and safety of school staff and pupils. The day-to-day running of the school is usually delegated to the Head teacher and the school management team. In most cases, they are responsible for ensuring that risks are managed effectively. This includes health and safety matters.

Schools must appoint a competent person to ensure they meet their health and safety duties. The Health and Safety Executive (HSE) provides more information on the role of Head teachers and employers in the guidance [The role of school leaders - who does what](#) and a simple guide to who the employer is in each type of school setting in its [FAQs section](#), under 'Who is accountable for health and safety within a school?'. References to actions by employers in this guidance may in practice be carried out by Head teachers in schools, but the employer will need to assure themselves that they have been carried out, as they retain the accountability for health and safety.

Consulting employees (general)

It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be.

At its most effective, full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal practice, staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer. Consultation does not remove the employer's right to manage. They will still make the final decision but talking to employees is an important part of successfully managing health and safety.

Head teachers are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute.

Resolving issues and raising concerns

Employers and staff should always come together to resolve issues. As providers widen their opening, any concerns in respect of the controls should be raised initially with line management and trade union representatives, and employers should recognise those concerns and give them proper consideration. If that does not resolve the issues, the concern can be raised with [HSE](#). Where the HSE identify employers who are not taking action to comply with the relevant public health legislation and guidance to control public health risks, they will consider taking a range of actions to improve control of workplace risks. The actions the HSE can take include the provision of specific advice to employers through to issuing enforcement notices to help secure improvements.

Approach to risk estimation and management

Some types of control are more effective at reducing risks than others. Risk reduction measures should be assessed in order of priority as set out below; schools should not simply adopt the easiest control measure to implement. Controls should be practical to be implemented and, ideally, should be able to be maintained easily over time. It is critical to remember that it will only rarely be feasible to eliminate individual risks completely. The combination of controls introduced should aim to reduce the risk to as low as reasonably practicable and prioritise structural, environmental interventions over individual level ones. This does not just mean considering risks of transmission, but also balancing these against risks to wider health and well-being and to education. Schools have the flexibility to respond to risks in a way that suits their circumstances whilst complying with their duties under health and safety legislation. Schools should work through the following steps to address their risks, considering for each risk whether there are measures in each step they can adopt before moving onto the next step:

1. Elimination: stop an activity that is not considered essential if there are risks attached.
2. Substitution: replace the activity with another that reduces the risk. Care is required to avoid introducing new hazards due to the substitution.
3. Engineering controls: design measures that help control or mitigate risk.
4. Administrative controls: identify and implement the procedures to improve safety (for example, markings on the floor, signage).
5. Having gone through this process, PPE should be used in circumstances where the guidance says it is required.

Managing Outbreaks – A National Tiered Approach

In guidance published on 29th August it outlined the planned tiered approach to containing and managing local COVID-19 outbreaks. The links below provide further information.

The Local Authority Public Health Team and PHE will directly support schools/settings through the tiered model should increases in positive cases in a setting be confirmed or a local lockdown situation arises.

Tiered approach to managing local lockdown with the introduction of rotas to limit numbers on site.

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

<https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers#annex-3-tiers-of-national-restriction>

Annex 3: tiers of national restriction for education and childcare

In local areas where restrictions have been implemented for certain sectors (from national direction), we anticipate that education and childcare will usually remain fully open to all, with the additional requirement that face coverings should be worn by staff and pupils in schools and colleges, from year 7 and above, outside classrooms when moving around communal areas where social distancing cannot easily be maintained (tier 1 onwards, as [below](#)). Being in nursery, school and college is vital for children and young people's education and wellbeing. It is also important that parents and carers are able to return to work and having access to childcare will allow that to happen.

There may be exceptional circumstances in which some level of restriction to education or childcare is required in a local area. In those situations, restrictions will be implemented in a phased manner – the key aim being to retain as much face-to-face education and access to childcare as possible. These 'tiers of restriction' will ensure that extensive limitations on education and childcare are a last resort, and that priority is given to vulnerable children and children of critical workers for face-to-face provision in all cases.

Where there are no local restrictions in place, education provision should continue to remain fully open to all, and these tiers do not apply.

Application of the tiers

Even in areas of national intervention, where restrictions have been implemented for other sectors, we anticipate that education and childcare provision will usually remain fully open to all, with the additional requirement that face coverings should be worn by staff and pupils in year 7 and above when moving around the premises in areas outside classrooms where social distancing cannot be maintained ([tier 1](#)).

In the exceptional circumstances where some level of restriction to education or childcare is required in a local area, local and national partners will carefully consider which of the tiers is the most appropriate one to implement. Under the Coronavirus Act 2020, ultimately the decision to order the closure of school and childcare settings is one for central government.

Decisions will need to be made on a case-by-case basis in the light of local circumstances, including information about the incidence and transmission of coronavirus. Attendance may therefore need to be restricted in different ways to those outlined below if there is specific health evidence that doing so is a necessary measure to help control that specific outbreak or transmission risk.

As measures are relaxed following local restrictions, these tiers can be implemented in reverse. This will ensure minimising time spent in the highest tiers, so nurseries, childminders, schools, colleges and other educational establishments are able to extend their opening, in a phased manner if appropriate, at the earliest point that it is safe to do so.

As part of their contingency planning, nurseries, childminders, schools and colleges should consider how they would operate at each tier in the event that these restrictions become necessary in their local area. At each tier, schools, colleges and other educational establishments should clearly inform pupils and parents/carers which pupils should be in school or college at any given time. This is particularly true where a school is operating a rota.

Higher education providers will work with the relevant UTLAs and health protection teams to agree any local level restrictions.

Tiers of restrictions

Tier 1

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

Tier 2

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 3

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.



Guide to donning and doffing standard Personal Protective Equipment (PPE)

for health and social care settings

Donning or putting on PPE

Before putting on the PPE, perform hand hygiene. Use alcohol handrub or gel or soap and water. Make sure you are hydrated and are not wearing any jewellery, bracelets, watches or stoned rings.

- 1** Put on your plastic apron, making sure it is tied securely at the back.

- 2** Put on your surgical face mask, if tied, make sure securely tied at crown and nape of neck. Once it covers the nose, make sure it is extended to cover your mouth and chin.

- 3** Put on your eye protection if there is a risk of splashing.

- 4** Put on non-sterile nitrile gloves.

- 5** You are now ready to enter the patient area.



Doffing or taking off PPE



Surgical masks are single session use, gloves and apron should be changed between patients.

- 1** Remove gloves, grasp the outside of the cuff of the glove and peel off, holding the glove in the gloved hand, insert the finger underneath and peel off second glove.

- 2** Perform hand hygiene using alcohol hand gel or rub, or soap and water.

- 3** Snap or unfasten apron ties the neck and allow to fall forward.

- 4** Once outside the patient room. Remove eye protection.

- 5** Perform hand hygiene using alcohol hand gel or rub, or soap and water.

- 6** Remove surgical mask.

- 7** Now wash your hands with soap and water.


Please refer to the PHE standard PPE video in the COVID-19 guidance collection:

www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures

If you require the PPE for aerosol generating procedures (AGPs) please visit:

www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-aerosol-generating-procedures

Terms/definitions/clarifications etc.		
i	Hand washing protocol	Attached at appendix 1 below https://www.who.int/gpsc/clean_hands_protection/en/
ii	Respiratory hygiene protocol	This means covering your mouth and nose with your bent elbow or tissue when you cough or sneeze. Then dispose of the used tissue immediately. https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public
iii	Momentary contact	Relates to ad hoc interventions that may create proximity to bodily fluid – e.g. a driver putting a seatbelt onto a client.
iv	Sessional use	Surgical facemask can be used multiple times and need not be disposed of until wet, damaged or uncomfortable. https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-personal-protective-equipment-ppe#section-6
v	Prolonged / Intimate care	Is defined as a role which is personally supporting the client to bathe, wash, feed etc. where there may be close proximity to bodily fluids.
vi	Donning and doffing	Refers to the correct method by which PPE should be put on and taken off. Guidance at appendix 3. https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures https://www.youtube.com/watch?v=-GncQ_ed-9w
vii	Disposal of PPE	PPE should be bagged and disposed of in a lidded bin followed by close adherence to hand washing protocol.
viii	Shielded person	Definition at appendix 2.
ix	Single use	Refers to disposal of PPE after each client interaction.
x	PHE Covid-19 IPC	https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control?utm_source=7c916e5e-b965-44d0-a304-cf38d248abba&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate