

## Introduction

This guidance is intended to support schools, mainstream, special schools and alternative provision, during the lockdown of January 2021. It applies to primary, secondary (including sixth forms), and infant, junior, middle, upper, special schools 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.

It focusses on the specific risk assessment needed during the closure of schools to all children apart from children who are vulnerable and children of critical/key workers who cannot stay at home and refers to guidance available via:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

## The new variant

In December 2020 a new variant of Covid 19 was identified in London and the South-East. This variant is no more severe in terms of impact on children and adults, but it is more transmissible. This means that mitigation and infection prevention control measures are more important than ever to help reduce transmission.

## SECTION 1: PUBLIC HEALTH MANAGING POSITIVE CASES IN SCHOOLS

## SECTION 2: KEY PUBLIC HEALTH INFECTION CONTROL MESSAGES AND MITIGATION IN SCHOOLS

## SECTION 3: SCHOOL RISK ASSESSMENT

## SECTION 1: PUBLIC HEALTH MANAGING POSITIVE CASES IN Settings

### This information could change at very short notice we will keep you up to date with any changes

Settings must continue to provide the LA public health team with a 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. If you need to talk with the Local Authority Public Health team **please call: 0114 273 5334** (Available 8a.m. – 4.45p.m. Monday to Friday.).

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 a minimum of twice a day.

### System of controls

**These measures remain just as important during the period where attendance is limited to only vulnerable children and young people, and the children of critical/key workers.** Settings must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Settings should thoroughly review their health and safety risk assessments and plans that address the risks identified using the system of controls, with which all settings will now be familiar.

### Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home and do not attend School.
- 2) Where recommended, use of face coverings in schools.
- 3) Clean/Wash 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).

8) Always keeping occupied spaces well ventilated

Numbers 1 to 5, and number 8 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**

9) Engage with the NHS Test and Trace process.

10) Manage confirmed cases of coronavirus (COVID-19) amongst the school/setting community.

11) Contain any outbreak by following PHE or the LA Public Health Teams advice.

Numbers 9 to 11 must be followed in every case where they are relevant.

Settings 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.

Setting 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

**Name of School/Setting: St Wilfrid's Primary – a Catholic Voluntary Academy**

**Dated risk assessment completed: 13.1.21**

**Dated the risk assessment was shared with all staff: 14.1.21**

| Potential Hazard  | Risk                      | Who might be harmed | Existing control measures  | Additional control measure  |
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| Manage confirmed cases of coronavirus (COVID-19) amongst the school community | Transmission of the virus | Staff & pupils      | <ul style="list-style-type: none"> <li>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19).</li> <li>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.</li> <li>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 8 a.m. – 4.45p.m.)</li> <li>For all COVID-19 related queries please email: <a href="mailto:PublicHealthC&amp;YP@sheffield.gov.uk">PublicHealthC&amp;YP@sheffield.gov.uk</a> (monitored 7 days a week)</li> <li>Special schools with 2 or more cases can contact the local PHE health protection team and follow the <b>COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber</b>.</li> <li>PHE and the LA Public Health Team may also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</li> <li>The DfE helpline, LA Public Health team or 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.</li> <li>The LA PH Team and PHE health protection team will work with schools in this</li> </ul> | <p>See: <b>COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber</b>.</p> <p><b>See attached COVID-19 Resource Pack for Early Years and School Settings</b></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> <ul style="list-style-type: none"> <li>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)</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ul> |

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|  |  |  | <p>situation to guide them through the actions they need to take.</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Based on the advice from the PHE health protection team and the LA PH 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 10 days since they were last in close contact with that person when they were infectious. This also includes lunchtime supervisors / office staff / premises staff who may have been in contact with a bubble or person testing positive.</p> <p><b>Definition of a contact taken from the School SOP (Sept 2021)</b></p> <p>Close contact means:</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"> <li>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"> <li>being coughed on</li> <li>having a face-to-face conversation</li> </ul> </li> </ul> | <p>within the setting</p> <p>You should continue to inform the local authority of a positive case in your setting.</p> |
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|  |  |  | <ul style="list-style-type: none"> <li>within one metre               <ul style="list-style-type: none"> <li>○ having skin-to-skin physical contact, or</li> <li>○ contact within one metre for one minute or longer without face-to-face contact</li> <li>○ a person who has been within 2 metres of someone who has tested positive for COVID-19 for more than 15 minutes</li> </ul> </li> <li>• Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>• Travelling in a small vehicle, like a car, with an infected person</li> <li>• The PHE health protection team or LA PH Team will provide definitive advice on who must be sent home.</li> <li>• To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see <a href="#">section 6 of the system of control</a> for more on grouping pupils). This will be especially important during the lockdown period when some children will be attending part-time</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> </ul> |  |
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|  |  |  | <p>subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 10-day isolation period they should follow <u><a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a></u>. They should get a test, and:</p> <ul style="list-style-type: none"> <li>• If the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days.</li> <li>• If the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 10-day isolation period). Their household should self-isolate for at least 10 days from when the symptomatic person first had symptoms, following <u><a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a></u></li> <li>• 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.</li> <li>• 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.</li> <li>• 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-</li> </ul> |  |
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|                           |                           |   | <p>19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</p> <ul style="list-style-type: none"> <li>• Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</li> <li>• For secondary schools implementing Asymptomatic Testing of staff and pupils including testing of identified contacts of a positive case, further information will be shared and all sites should follow the National Testing Programme Standard Operating Procedure and Risk Assessment framework. The asymptomatic school based testing programme is managed directly by DfE and the National NHS Testing Programme. All logistical support and guidance is provided directly via the DfE Helpline. The LA Public Health team will continue to provide case management and outbreak support as and when required following identification of positive cases via this testing route. This testing model has only recently been introduced into settings and is subject to national policy and legislative change. Therefore it is important to continue to keep up to speed with national guidance over the coming weeks as the model of delivery and Standard Operating Procedures associated with this may change. In addition the primary school staff testing programme is due to commence mid January 2021.</li> </ul> |  |
| COVID-19 Situation Report | Transmission of the virus | - | 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.  |  |






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|  |                           |                | 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.   |  |
| Contain any outbreak by following local health protection team advice  |                           |                | <ul style="list-style-type: none"> <li>• If schools have two or more confirmed cases within 10 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 LA Public Health Team or local PHE health protection team who will be able to advise if additional action is required.</li> <li>• In some cases, the LA PH Team and PHE local health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.</li> <li>• 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.</li> </ul> |  |
| Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their | Transmission of the virus | Staff & pupils | <ul style="list-style-type: none"> <li>• Ensuring that pupils, staff and other adults do not come into the school if they have <u>coronavirus (COVID-19) symptoms</u> or have tested positive in at least the last 10 days and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</li> <li>• If they have tested positive whilst not</li> </ul>  | They must be sent home and advised to follow ' <u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u> ', which sets out that they must self-isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 10 days from when the symptomatic person first had symptoms. |

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| household who does, <b>do not attend school</b> |  |  | <p>experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</li> <li>• As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</li> <li>• Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell.</li> </ul> <p><b>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)</b></p> | <p>See Case flow diagram attached.</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 <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance</a>.</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 &amp; 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 <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p> <p>Further information can be found in the Cleaning Guidance for Schools</p> |
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|  |  |  |   | <div><div></div><div>Cleaning Guidance<br/>for Schools.docx</div></div>   |         |  |  |   |  |        |      |        |  |                         |      |                         |  |        |           |           |  |    |        |    |   |           |        |        |  |      |        |           |  |           |        |           |  |      |    |                             |   |           |      |        |   |           |    |    |   |           |           |        |
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| Minimise contact between individuals and maintain social distancing wherever possible                              | Transmission of the virus  | Staff & pupils                                   | <ul style="list-style-type: none"><li>Schools must only be open for vulnerable children and the children of critical workers. Critical workers should have their children at home if they can</li><li>Only staff who need to be on site and cannot work from home should be on site.</li><li>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19).</li><li>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 them will change depending on:<ul style="list-style-type: none"><li>children's ability to distance</li><li>the lay out of the school</li></ul></li><li>Each group should be kept apart from other groups and older children where possible should be encouraged to keep their distance within groups</li><li>Teachers and staff can operate with different groups but should maintain distance as much as they can and should maintain their distance from their colleagues where possible</li><li>During the lockdown period bubble sizes may change in order to accommodate different pupils attending at different times and staff availability. Where this occurs it is important for schools to maintain robust records of which</li></ul> | <p>The pupil isolation leaflet is currently being updated. This will be circulated and shared with settings as soon as it is available.</p> <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<br/><small>Symptoms range from mild to severe</small></th><th>Cold<br/><small>Gradual onset of symptoms</small></th><th>Flu<br/><small>Rapid onset of symptoms</small></th></tr></thead><tbody><tr><td> Fever<br/>(37.8°C or above)</td><td>Common</td><td>Rare</td><td>Common</td></tr><tr><td> Coughing</td><td>Common<br/>(usually dry)</td><td>Mild</td><td>Common<br/>(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<br/>(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<br><small>Symptoms range from mild to severe</small> | Cold<br><small>Gradual onset of symptoms</small> | Flu<br><small>Rapid onset of symptoms</small> |  Fever<br>(37.8°C or above) | Common | Rare | Common |  Coughing | Common<br>(usually dry) | Mild | Common<br>(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<br>(for children) |  Headaches | Sometimes | Rare | Common |  Shortness of breath | Sometimes | No | No |  Tiredness | Sometimes | Sometimes | Common |
| Symptom  | Coronavirus<br><small>Symptoms range from mild to severe</small> | Cold<br><small>Gradual onset of symptoms</small> | Flu<br><small>Rapid onset of symptoms</small>   |   |         |  |  |   |  |        |      |        |  |                         |      |                         |  |        |           |           |  |    |        |    |   |           |        |        |  |      |        |           |  |           |        |           |  |      |    |                             |   |           |      |        |   |           |    |    |   |           |           |        |
|  Fever<br>(37.8°C or above)     | Common   | Rare   | Common  |   |         |  |  |   |  |        |      |        |  |                         |      |                         |  |        |           |           |  |    |        |    |   |           |        |        |  |      |        |           |  |           |        |           |  |      |    |                             |   |           |      |        |   |           |    |    |   |           |           |        |
|  Coughing                       | Common<br>(usually dry)  | Mild   | Common<br>(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<br>(for children)   |   |         |  |  |   |  |        |      |        |  |                         |      |                         |  |        |           |           |  |    |        |    |   |           |        |        |  |      |        |           |  |           |        |           |  |      |    |                             |   |           |      |        |   |           |    |    |   |           |           |        |
|  Headaches                    | Sometimes  | Rare   | Common  |   |         |  |  |   |  |        |      |        |  |                         |      |                         |  |        |           |           |  |    |        |    |   |           |        |        |  |      |        |           |  |           |        |           |  |      |    |                             |   |           |      |        |   |           |    |    |   |           |           |        |
|  Shortness of breath          | Sometimes  | No   | No  |   |         |  |  |   |  |        |      |        |  |                         |      |                         |  |        |           |           |  |    |        |    |   |           |        |        |  |      |        |           |  |           |        |           |  |      |    |                             |   |           |      |        |   |           |    |    |   |           |           |        |
|  Tiredness                    | Sometimes  | Sometimes  | Common  |   |         |  |  |   |  |        |      |        |  |                         |      |                         |  |        |           |           |  |    |        |    |   |           |        |        |  |      |        |           |  |           |        |           |  |      |    |                             |   |           |      |        |   |           |    |    |   |           |           |        |


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|  |  |  | <p>pupils and staff are in which bubbles on which date. This is important to support contact tracing should it be required.</p> <ul style="list-style-type: none"> <li>• Where bubbles are changed to accommodate those attending during lockdown it remains important that mixing of bubbles does not occur and bubble size continues to be carefully considered.</li> <li>• Ideally, adults should maintain 2 metre distance from each other and from children. We know that this is not always possible, particularly when working with younger children and children with complex needs', but if adults can do this when circumstances allow that will help.</li> <li>• In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone.</li> <li>• Schools doing this where they can, and even doing this some of the time, will help. When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in smaller groups. Schools should make small adaptations to the classroom to support distancing where possible.</li> <li>• That should include seating pupils' side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</li> <li>• Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Staff who can work remotely should do so</li> <li>• Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</li> </ul> |  |
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| How to group children | Transmission of the virus | Staff and pupils | <p><b>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19).</b></p> <ul style="list-style-type: none"> <li>Schools must only be open for vulnerable children and the children of critical workers. Critical workers should have their children at home if they can</li> <li>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. Where possible bubbles or groups should be maintained although not all children will be attending full time.</li> <li>If possible, groups should be kept small</li> <li>Each group should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction and the sharing of rooms and social spaces between groups as much as possible.</li> </ul> | <p>See information on protective bubbles in Primary Schools</p> <p><br/>Establishing Protective Social Bubl</p> <p>See Information on protective bubbles in Secondary Schools</p> <p><br/>Establishing Protective Social Bubl</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 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> |

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|                                  |                           |                |  | <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>  |
| Use of face coverings in Schools | Transmission of the virus | Staff & pupils | <ul style="list-style-type: none"> <li>The Sheffield Director of Public Health advises all pupils, students and staff in secondary schools, FE colleges and Universities that face coverings <b><u>should be worn</u></b> in communal areas and on corridors.</li> <li>In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors, for example in staffrooms, Headteacher’s will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances</li> <li>We recommend that face visors or shields <b>should not routinely</b> be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer.</li> <li>If staff wish to wear face coverings this should be supported by Head teachers and not discouraged. See <a href="#">HSE website</a></li> <li>All settings should continue to reinforce key COVID-19 messages as sometimes when face</li> </ul> | <p><b>Access to face coverings</b></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><b>Safe wearing and removal of face coverings</b></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</p> |



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|   |                           |                | <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> <ul style="list-style-type: none"> <li>• <a href="https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</a></li> </ul> <p><b>Exemptions</b></p> <ul style="list-style-type: none"> <li>• Some individuals are exempt from wearing <u>face coverings</u>. 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</li> <li>• The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</li> </ul> | <p>hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use.</p> <p>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><b>Further guidance on face coverings</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Safe working in education, childcare and children’s social care provides</a></li> <li>• <a href="#">Face coverings in education settings</a></li> </ul> <div data-bbox="1491 687 1545 748" data-label="Image"> </div> <p>How to use fabric face coverings.pdf</p> <div data-bbox="1491 821 1545 882" data-label="Image"> </div> <p>clothing-masks-infographic---(web)-logo-wl</p> |
| Where necessary, wear appropriate personal protective equipment (PPE) | Transmission of the virus | Staff & pupils | <ul style="list-style-type: none"> <li>• Where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained</li> <li>• Where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used</li> <li>• Where first aid is required, and the staff have</li> </ul>  | <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><a href="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-">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-</a></p>  |

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|                                    |  |  | <p>close contact with a pupil</p> <ul style="list-style-type: none"> <li>Where administration of medicines is required, and the staff have close contact with a pupil</li> <li>Where 1:1 intervention work is required and social distancing cannot be maintained, staff should wear a face covering</li> </ul>  | <p><u>protective-equipment-ppe</u></p> <p><u>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</u></p>  <p>First Aid<br/>Administration of Mec</p>  |
| Engage with the NHS Test and Trace |  |  | <p>All school staff and pupils can access The NHS Test and Trace testing system, used to test symptomatic people (using a 'polymerase chain reaction <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a> ').</p> <p>Book a PCR test if they or their child are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. 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.</p> <p>Tests can be booked online through the NHS <a href="#">testing and tracing for coronavirus</a> website, or ordered by telephone via NHS 119 for those without access to the internet.</p> <p>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 providing one will significantly increase the likelihood of them getting tested.</p> <p>Advice will be provided alongside these kits.</p> <p>All children can be tested if they have symptoms.</p> | <p><b>NHS COVID-19 app</b></p> <p>The app is available to anyone aged 16 or over to download if they choose. For some young people, particularly some with special educational needs and disabilities (SEND), parents will need to decide whether or not their use of the app is appropriate. This will mean that some students in year 11, and the majority of students in years 12 and above will be eligible to use the app and benefit from its features.</p> <p>Staff members will also be able to use the app. The guidance for schools and further education colleges in England is intended to provide information to senior leaders in education settings about the app and how it works, and to set out guidance for its use within schools in England.</p> <p>Full guidance on the use of the NHS Covid app in school is below:</p> <p><a href="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">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</a></p> <p>Please follow links to guidance related to travel and returning from abroad:</p> |



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|  |  |  | <p>including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit</p> <p>Parents should be prepared to</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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), or if they are required to do so having recently travelled from certain other countries.</li> </ul> <p>Secondary schools participating in the rapid asymptomatic testing should follow the Mass asymptomatic testing: schools and colleges guidance for handling any positive tests as a result of that programme. Where consent is not given for a secondary-age pupil who has been a close contact of the positive case to participate in asymptomatic testing, the pupil must self-isolate.</p> <p>Secondary schools participating in the rapid asymptomatic testing programme should follow the Mass asymptomatic testing: schools and colleges guidance<br/> <a href="https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges">https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges</a> for handling any positive tests as a result of that programme.</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test.</p> | <p><a href="https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive">https://www.gov.uk/uk-border-control/self-isolating-when-you-arrive</a></p> <p>Please follow link to guidance related to Asymptomatic Testing in Schools and Colleges:</p> <p><a href="https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges">https://www.gov.uk/guidance/asymptomatic-testing-in-schools-and-colleges</a></p> |
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|  |  |  | <p>Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance.</p> <p>1. If someone with symptoms tests negative for coronavirus (COVID-19), then they should stay at home until they are recovered as usual from their illness but can safely return thereafter (For anyone who has experienced illness of sickness and diarrhoea a 48 hour time period is recommended before returning to the setting). The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact.</p> <p>2. If someone with symptoms 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. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days from the day after the individual tested positive.</p> <p>Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers. Schools should ask parents of children attending school and staff to inform them immediately of the results of any tests taken outside school and follow this guidance.</p> |  |
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|  |  |  | Schools must ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a> . |  |
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## Section 2 – Key Public Health Infection Control Messages and Mitigation in Schools

| Potential Hazard   | Risk               | Who might be harmed | Existing control measures  | Additional control measure   |
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| School pupils  | Virus transmission |                     | <ul style="list-style-type: none"> <li>During the period of national lockdown, schools, alternative provision (AP), special schools, colleges and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). All other pupils and students should not attend and should learn remotely until national notification of the current lockdown period ending – currently assumed to be post February half term 2021 but this could change..</li> </ul> | <p>Guidance of what constitutes a vulnerable child and critical worker can be found here:</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision">https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision</a></p> |
| School Workforce   |                    |                     | <ul style="list-style-type: none"> <li>Under the national lockdown, the expectation is that everybody should work from home where possible.</li> <li>School leaders are best placed to determine the workforce that is required in school, considering the updated guidance for those staff who are clinically extremely vulnerable.</li> </ul>  |  |
| Staff who are extremely clinically vulnerable / pregnant |                    |                     | <p><b>Staff who are extremely clinically vulnerable</b></p> <ul style="list-style-type: none"> <li>Following the reintroduction of national lockdown, clinically extremely vulnerable staff are advised that they <b>should not</b> attend the workplace.</li> </ul>   | <p>Adults with the following conditions are automatically deemed clinically extremely vulnerable:</p> <ul style="list-style-type: none"> <li>solid organ transplant recipients</li> <li>those with specific cancers: <ul style="list-style-type: none"> <li>people with cancer who are undergoing active</li> </ul> </li> </ul>  |

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|  |  |  | <ul style="list-style-type: none"> <li>• Clinically extremely vulnerable individuals are those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV list).</li> <li>• Staff who are identified as clinically extremely vulnerable should follow the published guidance.</li> <li>• Staff should talk to their employers about how they will be supported, including to work from home.</li> <li>• Schools should continue to pay clinically extremely vulnerable staff on their usual terms</li> <li>• Those living with someone who is clinically extremely vulnerable can still attend work where homeworking is not possible</li> </ul> <p><b>Staff who are clinically vulnerable</b></p> <ul style="list-style-type: none"> <li>• Clinically vulnerable staff should be supported to work from home wherever possible. If they are in the workplace you should carry out a specific risk assessment to ensure that their role is adapted and suitable/appropriate mitigations put in place.</li> <li>• If in school they should follow the sector-specific measures in this document to minimise the risks of transmission. It is recommended that individual staff risk assessments are carried out for clinically vulnerable staff.</li> <li>• This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in the 'prevention' section of this guidance.</li> <li>• 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</li> </ul> | <p>chemotherapy</p> <ul style="list-style-type: none"> <li>• people with lung cancer who are undergoing radical radiotherapy</li> <li>• people with cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment</li> <li>• people having immunotherapy or other continuing antibody treatments for cancer</li> <li>• people having other targeted cancer treatments that can affect the immune system, such as protein kinase inhibitors or PARP inhibitors</li> <li>• people who have had bone marrow or stem cell transplants in the last 6 months or who are still taking immunosuppression drugs</li> <li>• those with severe respiratory conditions including all cystic fibrosis, severe asthma and severe chronic obstructive pulmonary disease (COPD)</li> <li>• those with rare diseases that significantly increase the risk of infections (such as severe combined immunodeficiency (SCID), homozygous sickle cell disease)</li> <li>• those on immunosuppression therapies sufficient to significantly increase risk of infection</li> <li>• adults with Down's syndrome</li> <li>• adults on dialysis or with chronic kidney disease (stage 5)</li> <li>• pregnant women with significant heart disease, congenital or acquired</li> <li>• other people who have also been classed as clinically extremely vulnerable, based on clinical judgement and an assessment of their needs. GPs and hospital clinicians have been provided with guidance to support these decisions</li> </ul> |
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|  |  | <p>metre of others.</p> <ul style="list-style-type: none"> <li>Adults should continue to take care to socially distance from other adults including older children and adolescents.</li> <li>People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings.</li> <li>If staff are concerned, including those who may be clinically vulnerable or who believe they may be at possible increased risk from coronavirus, we recommend school leaders discuss any concerns individuals may have around their particular circumstances and reassure staff about the protective measures in place</li> </ul> <p><b>Staff who are pregnant</b></p> <ul style="list-style-type: none"> <li>As per national restrictions, staff should work at home where possible.</li> <li>If home working is not possible, pregnant staff and their employers should follow the advice in the Coronavirus (COVID-19): advice for pregnant employees.</li> <li>Pregnant women are in the 'clinically vulnerable' category and are generally advised to follow the above advice, which applies to all staff in schools.</li> <li>All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the system of controls section of this guidance to minimise the risks of transmission.</li> <li>Pregnant women are not advised to be vaccinated against COVID-19.</li> <li>An employer's workplace risk assessment should already consider any risks to female</li> </ul> | <div>  <p>COVID-19 Individual Staff Risk Assessment</p> </div> <ul style="list-style-type: none"> <li>Additional information on carrying out the assessment is below</li> </ul> <div>  <p>COVID-19 individual risk assessment addit</p> </div> <p><b>COVID-19 &amp; Pregnancy</b></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'. 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 demonstrate that there will be compliance at all times with the measures identified to manage the risk.</p> <p><b>Action for Schools to take:</b></p> <p>This means that an important key action for schools is for you to undertake an individual risk assessment with your staff member, using the form below.</p> <div>  <p>Pregnancy Risk Assessment.docx</p> </div> |
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|                |  |  | <p>employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents).</p> <ul style="list-style-type: none"> <li>Any risks identified must be included and managed as part of the general workplace risk assessment. As part of their risk assessment, employers should consider whether adapting duties and/or facilitating home working may be appropriate to mitigate risks.</li> </ul> <p><b>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</b></p> <ul style="list-style-type: none"> <li>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19).</li> <li>Where it is not possible to work from home, these staff can attend school as long as the system of controls set out in this guidance are in place.</li> <li>The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</li> <li>Further information is available at <a href="https://www.gov.uk/government/publications/differences-of-the-higher-covid-19-incidence-morbidity-and-mortality-among-minority-ethnic-groups-23-september-2020">https://www.gov.uk/government/publications/differences-of-the-higher-covid-19-incidence-morbidity-and-mortality-among-minority-ethnic-groups-23-september-2020</a></li> <li>People who live with those who may have comparatively increased risk from coronavirus (COVID-19) can attend the workplace where it is not possible to work from home.</li> </ul> | <p>There are some concerns re risks of COVID-19 in the 3<sup>rd</sup> 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> <ul style="list-style-type: none"> <li>pregnant women from black, Asian and minority ethnic (BAME) backgrounds</li> <li>women over the age of 35</li> <li>women who are <u>overweight or obese</u></li> <li>women who have pre-existing medical problems, such as high blood pressure and <u>diabetes</u></li> </ul> <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:<br/> <a href="https://www.rcog.org.uk/en/guidelines-research-services/coronavirus-covid-19-pregnancy-and-womens-health/">https://www.rcog.org.uk/en/guidelines-research-services/coronavirus-covid-19-pregnancy-and-womens-health/</a><br/> <a href="https://www.hse.gov.uk/coronavirus/working-safely/protect-people.htm">https://www.hse.gov.uk/coronavirus/working-safely/protect-people.htm</a></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> |
| Pupils who are |  |  | <ul style="list-style-type: none"> <li>Clinically extremely vulnerable pupils are also advised <b>not to</b> attend school.</li> </ul>  |   |



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| extremely clinically vulnerable              |                           |                |  |   |
| Clean hands thoroughly more often than usual | Transmission of the virus | Staff & Pupils | <p>There is a new variant of Covid 19 in the UK. This variant is destroyed by good infection prevention control (IPC) and by following all the measures you are already familiar with. Due to its increased transmissibility of the new variant it is important that you continue to implement all COVID-19 secure measures and reinforce the importance of IPC, notably regular handwashing and frequent cleaning.</p> <p><b>Schools must ensure that pupils clean their hands regularly using water and soap</b>, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• whether the school has enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly</li> <li>• Supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative</li> <li>• building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them</li> <li>• Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning</li> </ul> | <p>Coronavirus (COVID-19) is an easy virus to remove when it is on skin. This remains true for the new variant. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</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 <a href="https://www.who.int/gpsc/clean_hands_protection/en/">https://www.who.int/gpsc/clean_hands_protection/en/</a><br/>Ensure approved cleaning products are available to clean hard surfaces regularly throughout the day.</p> <p>For the purpose of hand washing cold water and soap will destroy the COVID-19 virus. It is not essential to use warm water for hand washing. The key is soap and water. However schools risk assessments for non-COVID factors may deem it essential for a school to have hot water accessible on site at all times.</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>▪</p> |



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|  |  |  | <p>wipes can be used as an alternative</p> <p><b>Equipment and resources</b> are integral to education in schools.</p> <p>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</p> <p>Classroom based resources, such as books and games, can be used and shared within the group; these should be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously and always between groups, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</p> <p>Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers.</p> <p>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.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development.</p> <p>Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these</p> |  |
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|   |                           |                | <p>resources.</p> <p>At normal room temperatures studies have found that the virus remains stable and detectable on paper and fabric for about 4 hours. UV light and temperatures of 20 degrees and over can weaken the virus so at normal room temperatures in normal light conditions the virus will naturally decay.</p>  |  |
| 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"> <li>• The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>• 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 <a href="#">e-Bug coronavirus (COVID-19) website</a> contains free resources for schools, including materials to encourage good hand and respiratory hygiene.</li> <li>• Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example, those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education.</li> <li>• Face coverings are always required on public transport, except for children under the age of 11. Further information can be found in the <a href="#">face coverings</a> guidance.</li> </ul> |  |
| Introduce enhanced cleaning,  | Transmission of the virus | Staff & Pupils | A cleaning schedule must be implemented throughout the site, ensuring that contact points, e.g. work surfaces, door handles, bannisters,   | To meet the cleaning regimes and conform to government guidance on maintaining the standard required to reduce the risk of contamination – you may |

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| <p>including cleaning frequently touched surfaces often using approved products</p> |  |  | <p>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"> <li>maintaining a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> <li>more frequent cleaning of rooms and shared areas that are used by different groups</li> <li>frequently touched surfaces being cleaned more often than normal</li> <li>Staffrooms are cleaned regularly including items such as: - kettles, toasters, microwaves, dishwashers etc.</li> <li>Window sills, ledges and handles (where windows are being opened to allow ventilation)</li> </ul> </li> <li>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</li> </ul> <p>Public Health England has published revised <u><a href="#">guidance for cleaning non-healthcare settings</a></u> 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"> <li>Hard surfaces to be cleaned prior to disinfecting</li> <li>A combined detergent disinfectant solution or chlorine-based cleaner is to be used</li> <li>Extra attention is to be given to frequently “Touched” areas and surfaces, e.g. doors, toilets, door handles, phones, light switches and door fobs, keyboards, whiteboards etc.</li> <li>Hand towels and hand wash area to be</li> </ul> | <p>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><u><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></u></p> <p>Further information can be found in the Cleaning Guidance for Schools</p> <div data-bbox="1496 483 1559 544" data-label="Image"> </div> <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 attention to frequently touched areas and surfaces, such 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</p> |
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|             |  |  | <p>checked and replaced as needed by the cleaning and caretaking staff.</p> <ul style="list-style-type: none"> <li>• Enhance the cleaning regimes for toilet facilities, particularly door handles, locks and the toilet flush, etc.</li> <li>• Only cleaning products supplied by the school are to be used</li> <li>• Bin liners should be used in all bins</li> <li>• Ensure that all COSHH assessments are carried out for all cleaning products</li> <li>• Staff are trained in the safe use of cleaning products</li> <li>• Ensure that all cleaning products are stored safely and out of the reach of pupils</li> <li>• The correct PPE should always be worn by the Cleaning staff and disposed of by double bagging and put in the external waste</li> </ul> | protection used while cleaning  |
| Ventilation |  |  | <p>Ventilation is a critical part of the reduction of virus transmission. One option for schools/settings to increase ventilation is to ensure that they open their windows in a classroom with children/young people in for 10 minutes every hour. This can help regularly increase and maintain ventilation.</p> <p>Increasing ventilation can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> <li>○ mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated</li> </ul>                      | <p>Further advice on ventilation can be found on the Health and Safety Executive's website <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a>.</p> |

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|  |  |  | <p>as normal as long as they are within a single room and supplemented by an outdoor air supply)</p> <ul style="list-style-type: none"> <li>○ natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space).</li> <li>○ Opening internal doors can also assist with creating a throughput of air</li> <li>○ natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> <p>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate:</p> <ul style="list-style-type: none"> <li>○ opening high level windows in preference to low level to reduce draughts</li> <li>○ increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) providing flexibility to allow additional, suitable indoor clothing. For more information see <a href="#">School uniform</a></li> <li>○ rearranging furniture where possible to avoid direct drafts</li> </ul> <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p> <ul style="list-style-type: none"> <li>● Increased ventilation may make school buildings cooler than usual over the winter months.</li> <li>● While schools will want to maintain the benefits of their uniform, they may wish to consider</li> </ul> |  |
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|  |  |  | <p>allowing additional, suitable indoor items of clothing to be worn during the winter period in addition to the school's current uniform.</p> <ul style="list-style-type: none"> <li>Where this occurs, schools should ensure that no extra financial pressure is placed on parents.</li> </ul> |  |
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## SECTION 3: SCHOOL RISK ASSESSMENT

### Getting to and from School

| Potential Hazard  | Risk                      | Who might be harmed                          | Existing control measures  | Additional control measure  |
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| Dedicated school transport, including statutory provision | Transmission of the virus | Staff, pupils, Driver & Passenger Assistants | <ul style="list-style-type: none"> <li><b>During the opening of schools to only vulnerable children and children of critical workers the same mitigation for transport still applies:</b></li> <li>Pupils on dedicated school services do not mix with the general public on those journeys and pupil groups will tend to be consistent. Therefore, wider transmission risks are likely to be lower.</li> <li>Social distancing should 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.</li> <li>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</li> </ul> | <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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|  |  |  | <p>being adopted for your school.</p> <ul style="list-style-type: none"> <li>• It is important, wherever it is possible, that: <ul style="list-style-type: none"> <li>○ social distancing should be maximised within vehicles</li> <li>○ children either sit with their 'bubble' on school transport, or with the same constant group of children each day</li> <li>○ children should clean their hands before boarding transport and again on disembarking</li> <li>○ additional cleaning of vehicles is put in place</li> <li>○ organised queuing and boarding are put in place</li> <li>○ through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents</li> <li>○ Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</li> <li>○ In accordance with advice from PHE 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 <a href="#">safer travel guidance for passengers</a>.</li> </ul> </li> </ul> |  |
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| Wider Public Transport for staff and pupils                            |                           |                | <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Where children, young people and staff need to use public transport, they should follow the safer travel guidance.<br/> <a href="https://www.gov.uk/guidance/coronaviruscovid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronaviruscovid-19-safer-travel-guidance-for-passengers</a></p>   |   |
| Pupils arriving and leaving school                                     | Transmission of the virus | Staff & Pupils | <ul style="list-style-type: none"> <li>Only vulnerable children and the children of critical workers should be in school and therefore the need for staggered start times may be different.- we have kept this the same to ensure fewer contacts at start and end of the day.</li> <li>Pupils should wash their hands for at least 20 seconds with soap and warm water when they arrive at School</li> </ul>  | 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"> <li>Government guidance is stay at home. Visitors should only be admitted to school premises if in accordance with government guidelines their visit is essential</li> <li>No one should enter the School premises if they are displaying symptoms of covid-19 e.g. staff, parents, pupils, contractors etc.</li> <li>Schools should limit the external visitors to the school during school hours</li> <li>Schools should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival</li> <li>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).</li> <li>Any such meetings should take place at a safe distance</li> </ul> | <ul style="list-style-type: none"> <li>School to inform all staff and parents – not to enter the School premises if they are exhibiting symptoms of covid-19</li> <li>Signage to be displayed in the main entrance reinforcing the message to not enter the School if they are symptomatic</li> <li>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.</li> <li>A queuing system and process should be in place for staff to greet each child, ensure they wash their hands immediately on arrival and then go straight to their classroom</li> <li>Parents are reminded not to park in the School car park and adhere to parking sensibly to avoid conflict with local residents</li> <li>Systems are in place to monitor how many people are on site at any one time</li> </ul> |




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|   |  |  | <ul style="list-style-type: none"> <li>• A record all visitors to be made of those who attend site</li> <li>• A clear demarcation line is in place around the reception areas so that 2 metre social distancing where possible can be maintained</li> <li>• Where possible a visual screen / barrier is in place to protect office staff</li> <li>• Manage external site access points to enable social distancing where possible</li> <li>• 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</li> <li>• Allow plenty of space (where possible two metres) between people waiting to enter the site</li> <li>• 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.</li> <li>• Where visitors are expected to sign in at reception – ensure this is carried out by office staff and no pens are visible</li> <li>• Regularly clean staplers, hole punchers, “touch screen” photocopiers, marker pens &amp; whiteboards</li> <li>• The handling of cash is discouraged from parents and where possible online / contactless payments are made</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Systems in place to deal with those arriving at school who are not supposed to be there</li> <li>• A record is kept of all visitors to the site and who they visited.</li> <li>• Where possible introduce one-way systems in to the building</li> <li>• Wipes to be made available at the side of the “signing in” system, photocopiers, marker pens etc.</li> <li>• Signage should be displayed in the reception area to inform parents, pupils and visitors to keep 2 metres apart</li> <li>• And also, to wipe down screens after use</li> <li>• Hand sanitizers / gels and wipes are available on reception for parents, pupils and visitors to us</li> <li>• Ensure appropriate cleaning products are available for staff to clean all hard surfaces on a regular basis.</li> <li>• All used wipes and cloths should be doubled bagged and put in the external waste bin</li> <li>• Information to be sent to all parents explaining that no cash will be handled by the office staff</li> </ul> |
| Specialist, clinicians etc. visiting schools to provide a service to pupils with SEND |  |  | <ul style="list-style-type: none"> <li>• Specialists, therapists, clinicians, and other support staff for pupils with SEND should provide interventions as usual.</li> <li>• Supply teachers, peripatetic teachers or other temporary staff can move between settings.</li> <li>• They should ensure they minimise contact and maintain as much distance as possible from</li> </ul>  | A separate risk assessment has been produced for staff supporting pupils with SEN  |

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|  |  |  | <p>other staff and ensure site guidance on physical distancing and hygiene is explained to them on or before arrival.</p> <ul style="list-style-type: none"> <li>• Where visits can happen outside of school or college hours, they should.</li> <li>• A record should be kept of all visitors.</li> </ul>  |   |
| <p>Wrap around providing and extra curricular provision – Breakfast &amp; after School clubs</p> |  |  | <ul style="list-style-type: none"> <li>• Schools should continue to offer wraparound provision, such as breakfast and afterschool clubs only for those children eligible to attend school (i.e. children of critical workers and vulnerable children and young people).</li> <li>• Resuming this provision is important to ensure that parents and carers who are critical workers can continue to work, as well as to provide enriching activities for vulnerable children that improve their wellbeing or support their education.</li> <li>• Schools should also work closely with any external wraparound providers which these 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.</li> <li>• However, where it is not possible, or it is impractical to group children in the same bubbles as they are in during the school day - for example, if only one or two children are attending wraparound provision from the same school day bubble - schools and external providers may need to group children with others from outside their school day bubble or from a different school, where children from multiple schools are attending provision.</li> <li>• If schools or external providers need to do this, they should seek to keep children in small, consistent groups with the same children each time, as far as this is possible.</li> <li>• If necessary, it would be appropriate for one</li> </ul> | <p>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,<br/> <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak</a></p> <p>to advise on the protective measures' providers should put in place for the duration of the national lockdown to ensure they are operating as safely as possible.</p> <p>Schools may also continue to open or hire out their premises for use by external wraparound childcare providers, such as after-school or holiday clubs, that offer provision to children of critical workers and/ or vulnerable children. In doing so, schools should ensure they work with providers to consider how they can operate within their wider protective measures and should also have regard to any other relevant government guidance.</p> |

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|                       |                           |                | staff member to supervise up to two small groups, provided that any relevant ratio requirements are met.   |  |
| Alternative Provision | Transmission of the virus | Staff & pupils | <ul style="list-style-type: none"> <li>Alternative Provision settings should remain open to vulnerable children and young people and children of critical works (recognising that the characteristics of the cohorts in alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate).</li> <li>We expect AP schools to actively encourage those they consider to be vulnerable – identified in partnership with local services - to attend provision.</li> <li>They should provide robust remote learning for those who are not attending.</li> <li>On occasion AP schools will encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training.</li> <li>In these circumstances they should seek to resume as close as possible to full time provision, as soon as possible, for all children of critical workers and those deemed vulnerable.</li> <li>Hospital schools should continue to provide full time education where it is safe and feasible to do so, and in line with hospital infection prevention and control (IPC) measures.</li> </ul> |  |

## Management of the School Site

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| Cloakroom Areas               | Transmission of the virus | Staff, Parents & Pupils      | <ul style="list-style-type: none"> <li>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</li> </ul>   | <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> |
| Toilets                       | Transmission of the virus | Pupils, Staff, Cleaners      | <ul style="list-style-type: none"> <li>Ensure access to running water</li> <li>All toilets are cleaned daily with an approved product, paying particular attention to the toilet seat, taps, flush, door handles, sinks etc.</li> <li>Hand washing frequently with soap and warm water where possible</li> <li>ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time</li> <li>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)</li> </ul> | 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   |
| Assemblies                    | Transmission of the virus | Pupils, Staff, Cleaners      | <ul style="list-style-type: none"> <li>Most children are at home. Assemblies should not be taking place in school where this involves mixing of pupils and bubbles. Schools can hold assemblies remotely for pupils</li> </ul>  |   |
| Break times                   | Transmission of the virus | Staff & Pupils               | <ul style="list-style-type: none"> <li>At break times ensure pupils are allowed out in small numbers so that social distancing can be maintained where possible</li> <li>Restrict the number of pupils accessing the toilets at any one time</li> <li>Water fountains to be decommissioned and signage displayed enforcing the fountains not to be used</li> </ul>  | <ul style="list-style-type: none"> <li>Where possible stagger the break times to avoid congestion on the playground</li> <li>Water to be provided to pupil by other means. Pupils encouraged to bring their own water from home</li> </ul>            |
| Dining Room – lunch times for | Transmission of the virus | Staff, Pupils, Kitchen staff | <ul style="list-style-type: none"> <li>All pupils should be required to stay on site once they have entered the School premises,</li> </ul>   | We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will   |

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| pupils |  |  | <p>access to the local shops is not allowed</p> <ul style="list-style-type: none"> <li>• Lunchtimes to be staggered to avoid congestion and at one time see below re children mixing with other groups.</li> <li>• 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.</li> <li>• If food is consumed in a classroom all advice within dining/lunchtime section of the Risk Assessment should be followed.</li> <li>• Food and drink should not be shared by both staff or pupils.</li> <li>• 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</li> <li>• All persons should sit 2 metres apart (where possible) from each other whilst eating</li> <li>• All food displays should be protected against contamination by coughing, sneezing, etc.)</li> <li>• Tables and chairs should be cleaned between each use.</li> <li>• 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</li> <li>• All vending machines to be decommissioned for the foreseeable future</li> <li>• 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</li> </ul> | <p>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>Covid 19 Risk Assessments and Pro</p> <p>School kitchens can continue to operate, but must comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>.</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</p> |
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|                 |  |  |   | <p>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 bagging and put in the external waste.</p> <p>Head teacher to liaise with the catering staff on any changes to a pupil's dietary requirement</p> |
| Adverse Weather |  |  | <ul style="list-style-type: none"> <li>• Ensure you have a gritting plan in place and all staff are aware of it.</li> <li>• When staff are involved in gritting, clearing snow etc. social distancing should be maintained at all times</li> <li>• There must be no sharing of snow clearing equipment, all staff involved should have their own equipment. If equipment has been shared staff must wash their hands.</li> <li>• Due to the size and layout of Schools you may only be able to clear one path into School, therefore staggered starts should be implemented to ensure socially distancing is maintained by parents and pupils entering the School grounds</li> <li>• Where additional entrances to the School grounds have been closed, this must be communicated to all parents and signage placed on the additional entrances</li> <li>• Schools should only grit and clear snow within the School boundary</li> <li>• Ensure you have enough staff on site to supervise the pupils safely</li> <li>• Lone working procedures are always adhered to</li> <li>• If pupils are allowed on the playground in adverse weather, they should remain in</li> </ul> |   |

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|  |                              |   | their bubbles  |   |
| Fire Drills /<br>Activation of the<br>fire alarm | Transmission<br>of the virus | Staff, Pupils,<br>Cleaners,<br>Catering staff<br>etc. | <ul style="list-style-type: none"> <li>• When undertaking a fire drill social distancing should always be maintained where possible</li> <li>• Markers should be displayed at the assembly area / muster point to avoid congestion</li> <li>• A phased return must be adhered to when leaving and re-entering back into the school premises to maintain social distancing</li> <li>• Washing of hands etc. still required on entry back into the building</li> </ul>   | <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 logbook</p> <p>Ensure that the fire alarm is regularly serviced / maintained to reduce the risk of false activations</p> |
| Estates /<br>Building checks                     |                              |   | <p>Fire safety management plans should be reviewed and checked in line with operational changes.</p> <p>Schools should check:</p> <ul style="list-style-type: none"> <li>• all fire doors are always operational</li> <li>• your fire alarm system and emergency lights have been tested and are fully operational</li> <li>• Carry out emergency drills as normal (following social distancing as appropriate).</li> </ul> <p>You should make adjustments to your fire drill to allow for social distancing as appropriate.</p> <p>Refer to advice on fire safety in new and existing school buildings<br/> <a href="https://www.gov.uk/government/publications/fire-safety-in-new-and-existing-school-buildings">https://www.gov.uk/government/publications/fire-safety-in-new-and-existing-school-buildings</a></p> <p>Where buildings have been limiting attendance to just vulnerable children and children of critical</p> |   |

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|                                     |  |                                  | <p>workers or had reduced occupancy, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease.</p> <p>Advice on this can be found in the guidance on legionella risks during the coronavirus outbreak. <a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></p>   |  |
| Deliveries                          | Transmission of the virus – leading to potential ill health & fatality | Staff, pupils & delivery drivers | <ul style="list-style-type: none"> <li>• When placing orders for delivery ensure that you inform the company of the Schools protocol for accepting deliveries</li> <li>• If practicable drivers should wash or clean their hands before unloading goods and materials</li> <li>• Do not approach delivery staff; allow packages to be left in a safe place e.g. main entrance</li> <li>• Staff should not sign for deliveries</li> <li>• Hands are to be thoroughly washed after handling all deliveries</li> <li>• Keep deliveries to a minimum with essential items only</li> </ul> |  |
| Contractors / essential repair work | Transmission of the virus – leading to potential ill health & fatality | Staff, pupil, Contractors etc.   | <ul style="list-style-type: none"> <li>• Only contractors carrying out essential maintenance work on the School site</li> <li>• Staff and contractors are to maintain a safe distance between themselves and others (2 metres).</li> <li>• All contractors are to wash their hands upon entering the site</li> <li>• Site inductions are to be carried out following social distancing principles (2m separation).</li> </ul>   | The contractor is to notify the Head teacher / Senior manager of all areas visited, in order that these can then be thoroughly cleaned |



## Curriculum & learning



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| Remote Education        |  |  | <ul style="list-style-type: none"> <li>Schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).</li> <li>The amount of remote education provided should be, as a minimum: <ul style="list-style-type: none"> <li>Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>Key Stage 2: 4 hours a day</li> <li>Key Stages 3 and 4: 5 hours a day</li> </ul> </li> <li>For pupils with complex needs schools are asked to plan what is appropriate and work with parents/carers where required.</li> <li>Schools individual risk assessment will need to take into consideration the staff that will be needed to teach remotely against the staff that will need to be in school to support vulnerable children and children of critical workers.</li> </ul> | <p><b>Delivering remote education safely</b></p> <p>Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.</p> <p>Support on delivering remote education safely is available from:</p> <ul style="list-style-type: none"> <li><a href="#">Safe remote learning</a>, published by SWGfL</li> <li><a href="#">Online safety and safeguarding</a>, published by LGfL, which covers safe remote learning</li> <li>The National Cyber Security Centre, which includes <a href="#">which video conference service is right for you</a> and <a href="#">using video conferencing services securely</a></li> <li><a href="#">Safeguarding and remote education during coronavirus (COVID-19)</a>, published by DfE</li> <li>annex C of <a href="#">keeping children safe in education</a></li> </ul> |
| Attendance expectations |  |  | <ul style="list-style-type: none"> <li>Primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical workers only</li> <li>On occasion special schools may encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training. In these circumstances they should seek to resume as close as possible to the child of young person's specified provision as soon as possible.</li> <li>All other pupils should receive remote education. Pupils who are self-isolating should not attend school.</li> <li>Clinically extremely vulnerable pupils are also advised not to attend school.</li> </ul>  |  |




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|   |  |  | <ul style="list-style-type: none"> <li>Schools should continue to record attendance in the register.</li> <li>Schools should follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we expect schools to authorise the absence during this national lockdown period.</li> <li>Absence will not be penalised.</li> </ul>  |   |
| Educational Visits                        |  |  | No educational visits should occur.  |   |
| Physical Education, Music Dance and Drama |  |  | <ul style="list-style-type: none"> <li>Schools have the flexibility to decide how music, dance and drama will be provided to the pupils attending school while following the measures in their system of controls.</li> <li>Children need to be kept within their constant groups even if group numbers are small</li> <li>Where remote learning is taking place settings need to consider within their RA any additional risks that remote teaching may have for subjects such as P.E</li> <li>Where children are on site, the previous risk assessments provide significant detail around music and risk mitigation.</li> </ul>                            | <p>Schools that offer specialist, elite provision in music, dance and drama should also consider this guidance alongside the DCMS guidance on the performing arts. Specialist provision delivered by further education (FE) providers or higher education (HE) providers should consider the respective Department for Education guidance for these sectors.</p> <p><a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts</a></p> |
| Creative play and Art                     |  |  | <ul style="list-style-type: none"> <li>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.</li> <li>Play Dough: Any use of play dough must involve each child having their own allocated play dough and not sharing.</li> <li>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</li> </ul> |   |

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|                      |                           |                | <p>maintains social distancing or some space as much as possible.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li><b>Outside sandpits:</b> 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.</li> </ul> |   |
| Peripatetic Teachers | Transmission of the virus | Staff & Pupils | <ul style="list-style-type: none"> <li>All SCC Music Centre staff are working remotely and the below will not apply until schools re- open to all pupils</li> <li>Peripatetic teachers can move between schools, for instance, but you should consider how to minimise the number of visitors where possible.</li> <li>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.</li> <li>To minimise the numbers of temporary staff entering the premises, and secure best value, you could consider using longer</li> </ul>  | . |

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|  |  |  | <p>assignments with peripatetic teachers and agree a minimum number of hours across the academic year.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> |  |
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## Staff & Pupil Wellbeing

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| Pupil Wellbeing & Support |                           |                | <ul style="list-style-type: none"> <li>• Pupils who are not on site should receive regular contact from school either directly to the pupil if they are secondary age and not engaging with remote learning, or with the parents carers if it is a younger child</li> <li>• Pupils who should attend school such as those who are vulnerable and known to social services should receive contact from settings if they do not attend</li> <li>• Where there are concerns about a child schools should follow their safeguarding policy</li> <li>• 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 <u>keeping children safe in education</u> and consider any referral to statutory services (and the police) as appropriate.</li> <li>• Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.</li> </ul> | <div data-bbox="1503 156 1547 220"></div> <p>Guidance for Primary Care - Children and Y</p> <div data-bbox="1503 323 1547 387"></div> <p>Healthy Minds Top Tips for school staff c</p> <ul style="list-style-type: none"> <li>• Schools must continue to have regard to the statutory safeguarding guidance, keeping children safe in education.</li> <li>• Schools should review their child protection policy (led by their designated safeguarding lead) to reflect the move to remote education for most pupils.</li> <li>• In some cases, a coronavirus (COVID-19) annex or addendum that summarises related changes might be more effective than rewriting and re-issuing the whole policy.</li> </ul> |
| Administering First Aid   | Transmission of the virus | Staff & pupils | <ul style="list-style-type: none"> <li>• Children, young people or learners who require first aid should continue to receive care in the same way</li> <li>• Wash hands and ensure the affected area is cleaned upon completion</li> <li>• All first aid waste and PPE should be disposed of by double bagging and put in the external waste</li> </ul>  | <p>For further information on administering first aid and PPE visit the government below</p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</a></p> <p><u>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</u></p>   |


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|                          |                           |                  |  | <br>First Aid<br>Administration of Med  |
| Administering Medication | Transmission of the virus | Staff & pupils   | <ul style="list-style-type: none"> <li>Children, young people or learners who require administration of medicines should continue to receive care in the same way</li> <li>Staggered times of administration of medicines should be considered</li> <li>Wash hands and ensure the affected area is cleaned upon completion</li> <li>All waste and PPE should be disposed of by double bagging and put in the external waste</li> </ul> | <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><u>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</u></p> <br>First Aid<br>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><u>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</u></p> <br>First Aid<br>Administration of Med   |

## School Staff

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| Break times and lunchtimes for staff  |  |       | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Limit the number of staff in the staff room at any one time</li> <li>• Stagger the staff's break times and lunch times to avoid congestion</li> <li>• Do not share food with other members of staff</li> <li>• Do not make drinks for other members of staff</li> <li>• Ensure all appliances are cleaned after each use this includes kettles, toasters, microwaves, dishwashers, tables and chairs etc.</li> </ul> |  |
| Meetings and Training                 | Transmission of the virus  | Staff | <ul style="list-style-type: none"> <li>• Meetings should be carried out remotely (via zoom calls or other online conference call facilities) during lockdown</li> </ul>   |  |
| Home Visits to be undertaken by staff | Transmission of the virus – leading to potential ill health & fatality | Staff | <ul style="list-style-type: none"> <li>• Home visits should only be undertaken if absolutely necessary</li> <li>• Staff should use their own vehicle to get to the visit</li> <li>• 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</li> <li>• Once they arrive, they must knock on the door and step back to maintain social distancing</li> <li>• It may be possible to have a conversation with parents and pupils via an open window</li> </ul>   | <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> |

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|                  |  |  | <ul style="list-style-type: none"> <li>Lone working procedures must be adhered to at all times when undertaking home visits e.g. buddy systems, regular telephone contact with School</li> </ul>  |   |
| Supporting staff |  |  | <ul style="list-style-type: none"> <li>Governing Bodies and Head teachers should have regard to staff (including the Head teacher) work-life balance and wellbeing.</li> <li>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</li> <li>All employers have a duty of care to their employees, and this extends to their mental health</li> <li>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</li> </ul>   | The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing. |
| Staff Deployment |  |  | <ul style="list-style-type: none"> <li>Schools may continue need to alter the way in which they deploy their staff, and use existing staff more flexibly</li> <li>Managers should discuss and agree any changes to staff roles with individuals.</li> <li>It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's <a href="#">workload reduction toolkit</a>.</li> <li>DfE has also published a range of resources, including <a href="#">case studies to support remote education</a> and help address staff workload, this includes case studies on managing wellbeing.</li> </ul> <p><b>Deploying support staff and accommodating visiting specialists</b></p> | The responsibilities of a Teaching Assistant depends on what level you the teaching assistant is. See examples                    |



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|  |  |  | <ul style="list-style-type: none"> <li>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.</li> <li>Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies).</li> <li>Any redeployment should not be at the expense of supporting pupils with SEND.</li> <li>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.</li> <li>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.</li> <li>The national school based vaccination and immunisation programme will continue throughout 2021 and further details on this will follow. This may mean that in some settings the School Based V&amp;I team and IntraHealth may continue to require access to your setting in order to deliver the immunisation programmes. This is because these programmes remain important to</li> </ul> | <p>below:-</p> <p><b>Teaching Assistant Level 1</b> - 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><b>Teaching Assistant Level 2</b> – to work under the instruction/guidance of teacher. Work may be carried out in the classroom or with <i>small</i> groups.</p> <p><b>Teaching Assistant Level 3</b> – To work under the guidance of the teacher under an agreed system of supervision. Can supervise whole classes <b>occasionally during the short-term absence</b> of the teacher</p> <p><b>HLTA</b> – 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 <b>short-term basis</b></p> <p><b>Cover supervisor</b> – to cover in the absence of a teacher. Predominantly employed in secondary schools as “cover” in a primary school quickly becomes “active teaching”</p> <ul style="list-style-type: none"> <li>  <p>Teaching Assistants<br/>RecommendationsSur</p> </li> </ul> <p>The Education Endowment Foundation (EEF) has published guidance on <a href="#">making the best use of teaching assistants</a> to help primary and secondary schools. 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 <a href="#">keeping children safe in education</a>.</p> |
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|             |  |  | protect children and young people's health. Further information will be provided on this during the lockdown period.   |  |
| Recruitment |  |  | <ul style="list-style-type: none"> <li>Recruitment should continue as usual. The government's <a href="#">Teaching Vacancies</a> service can help schools to list vacancies for both permanent and fixed-term teaching staff quickly.</li> <li>The free national service for searching and listing teaching roles will be directing newly qualified teachers (NQTs) and job seeking teachers to this service.</li> <li>We recommend that schools continue to recruit remotely over the summer period. Interviewing remotely may be a new experience for many schools.</li> <li>The DfE teaching blog provides some information on the <a href="#">experience of implementing interviews remotely</a>.</li> <li>There is also advice that can be sent to candidates on <a href="#">how to prepare for remote interviews</a>.</li> <li>When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks.</li> <li>We refer schools to part 3 of the statutory guidance <a href="#">keeping children safe in education</a>.</li> <li>Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom.</li> <li>They will also be supported by materials DfE is making available to all schools based on the <a href="#">early career framework reforms</a>, to support them as they start their teaching career.</li> <li></li> </ul> |  |

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| Expectation and deployment of ITT trainees |  |  | <p>Trainees could:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• develop or engage in working groups to share best practice around resilience, commitment and team-working</li> <li>• 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 professional learning and reductions in workload</li> </ul> <p>This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all <a href="#">legislation</a> and guidance relevant to ITT.</p> | <p>We strongly encourage schools to continue hosting initial teacher training (ITT) trainees throughout the national lockdown and beyond. While it is understandable that schools will have many priorities at this time, it is important that we protect the pipeline of future teachers.</p> <p>ITT trainees are included in the definition of a critical worker. This means that trainees can continue to go into their school or college on placement to support the teaching of vulnerable children and young people and the children of critical workers.</p> <p>Trainees who continue to go into their host school or college should be offered coronavirus (COVID-19) testing in the same way as the wider school staff.</p> <p>Trainees can also support schools in other ways, including supporting remote education, developing lesson materials and offering pastoral support. ITT providers may be able to provide schools with extra support to host trainees at this time.</p> <p>Schools should contact relevant ITT providers directly to discuss what support is available. Trainees will be expected to follow control measures put in place by schools.</p> <p>Schools should consider how they can host ITT trainees during this period and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs. Deployment decisions will need to take into account the skills and capacity of the trainees in question.</p> |
| Performance Management and Appraisals      |  |  | <ul style="list-style-type: none"> <li>• Maintained schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers, is linked to performance management.</li> </ul>  |  |

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|  |  |  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> |  |
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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.





# 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.

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1 Put on your plastic apron, making sure it is tied securely at the back.
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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.
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3 Put on your eye protection if there is a risk of splashing.
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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.

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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.
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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.

Snap waste ties and fold apron in on itself, not handling the outside as it is contaminated, and put into clinical waste.

| Terms/definitions/clarifications etc. |                              |   |
|---------------------------------------|------------------------------|---|
| i                                     | Hand washing protocol        | Attached at appendix 1 below<br><a href="https://www.who.int/gpsc/clean_hands_protection/en/">https://www.who.int/gpsc/clean_hands_protection/en/</a>   |
| 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.<br><a href="https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public">https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public</a>  |
| 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.<br><a href="https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-personal-protective-equipment-ppe#section-6">https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control/covid-19-personal-protective-equipment-ppe#section-6</a>                                    |
| 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.<br><a href="https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures">https://www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures</a><br><a href="https://www.youtube.com/watch?v=-GncQ_ed-9w">https://www.youtube.com/watch?v=-GncQ_ed-9w</a> |
| 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<br>IPC | <a href="https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control?utm_source=7c916e5e-b965-44d0-a304-cf38d248abba&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate">https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control?utm_source=7c916e5e-b965-44d0-a304-cf38d248abba&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate</a> |