

Covid-19 Risk Assessment for Schools ~ for September 2020

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

This guidance is in 5 sections

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

[Section 2: School Operations](#)

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

[Section 4: Assessment and Accountability](#)

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

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

The information in this risk assessment is taken from the latest government guidance published 2nd July 2020. **This risk assessment will be updated pending further guidance on protective measures and additional PHE guidance on schools settings**

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

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

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

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

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary and when it is appropriate to do so, wear appropriate personal protective equipment (PPE)

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

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

Number 6 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process
- 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
- 9) contain any outbreak by following local health protection team advice

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

Prevention

Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure
<p>Covid-19</p> <p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</p>	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it. Or If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). 	<p>They must be sent home and advised to follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 7 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>All schools must follow this process and ensure all staff are aware of it.</p> <p>More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p> <p>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</p>

			<ul style="list-style-type: none"> As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19)</p>	<p>positive (see below) or they have been requested to do so by NHS Test & Trace</p> <p>The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance</p>
Clean hands thoroughly more often than usual	Transmission of the virus	Staff & Pupils	<p>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.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> Ensure that you have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly Ensure there is suitable supervision of hand sanitiser use, in case of risk of ingestion. Build these into the school culture as this will be needed for the foreseeable future Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative For individual and very frequently used equipment, such as pencils and pens, it is 	<p>COVID-19 is an easy virus to kill when it is on the skin. This can be done with soap and running water or hand sanitiser</p> <p>Ensure that hand gels, sanitisers and wipes are available for staff and pupils to regularly use</p> <p>Encourage staff and pupils to regularly wash their hands thoroughly with soap and water for at least 20 seconds https://www.who.int/gpsc/clean_hands_protection/en/</p> <p>Ensure approved cleaning products are available to clean hard surfaces regularly throughout the day. Cleaning kits are available in each classroom to clean hard surfaces regularly throughout the day.</p> <p>All cleaning products should be stored out of the reach of children in locked cupboard provided. Additional washing stations provided in classroom without sink and on the playground.</p> <p>All cloths and wipes should be doubled bagged and put in the external waste</p>

			<p>recommended that staff and pupils have their own items that are not shared.</p> <ul style="list-style-type: none"> • Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. • Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. • Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. 	<p>Pupils regularly reminded not to share stationary items. Y2 upwards have own pencil cases and pencils etc. Rec Y! frequent cleaning</p> <p>All bins are now lidded and pedal operated. If they contain used tissues, paper towels etc. they must be regularly emptied</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>New PE equipment packs purchased for year group to avoid sharing, also rotated regularly between use</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. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</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"> • The 'catch it, bin it, kill it' approach is very important, so you must ensure that you have enough tissues and bins available in the school to support pupils and staff to follow this routine. • As with hand cleaning, you must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates • 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 	<p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission.</p> <p>There may also be negative effects on communication and thus education</p>

<p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using approved products</p>	<p>Transmission of the virus</p>	<p>Staff & Pupils</p>	<p>A cleaning schedule must be implemented throughout the site, ensuring that contact points, e.g. work surfaces, door handles, bannisters, window levers, taps etc. are all thoroughly cleaned and disinfected regularly.</p> <p>Cleaning protocol is as follows:</p> <ul style="list-style-type: none"> • Hard surfaces to be cleaned prior to disinfecting • A combined detergent disinfectant solution or chlorine-based cleaner is to be used • Extra attention is to be given to frequently “Touched” areas and surfaces, e.g. doors, toilets, door handles, phones, light switches and door fobs, keyboards, whiteboards etc. • Hand towels and hand wash area to be checked and replaced as needed by the cleaning and caretaking staff. • Enhance the cleaning regimes for toilet facilities, particularly door handles, locks and the toilet flush, etc. • Only cleaning products supplied by the school are to be used • Bin liners should be used in all bins • Ensure that all COSHH assessments are carried out for all cleaning products <ul style="list-style-type: none"> • Staff are trained in the safe use of cleaning products • Ensure that all cleaning products are stored safely and out of the reach of pupils • The correct PPE should be worn at all times by the Cleaning staff and disposed of by double bagging and put in the external waste 	<p>To meet the cleaning regimes and conform to government guidance on maintaining the standard required to reduce the risk of contamination – you may need to consider increasing resources and extending the hours cleaning staff operate</p> <p>For further information on cleaning visit the governments advice</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>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>Additional cleaner employed from September 2020 to increase cleaning frequency of communal areas and toilets at lunchtime. Door openers (fire-safe) have been fitted on corridors to reduce the need to touch doors.</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 cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles. Cloths are boil washed every night.</p> <p>Teachers are cleaning classroom tables regularly during the day with disinfectant from their cleaning kits.</p>
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How to group children	Transmission of the virus	Staff and pupils	<ul style="list-style-type: none"> • At primary school, schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19). • Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. 	<p>These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> • children's ability to distance • the lay out of the school • the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary) <p>The children will mostly be in class bubbles of 30. Rec. will operate a year group bubble for continuous provision. Teachers and TAs' will only work across one year group if possible, or phase for PPA. Due to 18 classes and the challenges of staggering breaks these will be in phases. Children will eat in their classrooms Y2-Y6. Rec in KS1 hall and Y1 in dinner hall.</p> <p>Drop-off and pick ups are carefully timetabled to allow a class to be dismissed one at a time at each gate (5) after school. In the morning year groups arrive at different gates at different times. Parents will drop at the gate and children will line up to go in with their teacher.</p>

Measures within the classroom			<ul style="list-style-type: none"> • It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. • We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. • For children who are old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. • Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space. 	<p>If possible, teachers will try and maintain some distance between themselves and children. They will socially distance from other adults.</p>
Minimise contact between individuals and maintain social distancing wherever possible	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> • Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. • Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as 	<p>Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19).</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.</p> <p>When using larger groups the other measures from the system of controls become even more important,</p>

			<p>they can, ideally 2 metres from other adults.</p> <ul style="list-style-type: none"> • Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission • Maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups. • Schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19). • When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. It is recognised this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer. • You should make small adaptations to the classroom to support distancing where possible. 	<p>to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>See information on protective bubbles in Primary Schools</p> <div data-bbox="1518 379 1570 443" data-label="Image"> </div> <p>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 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 school.</p>
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Governors Meetings, SEN meetings with parents etc.	Transmission of the virus	Staff	<ul style="list-style-type: none"> • Where possible Staff are to maintain a safe distance between each other (2 metres) in the meeting room / office environment • Arrange zoom conference calls • Other online conference call facilities • Meetings with parents should be pre-arranged in a setting where social distancing can be maintained. If this is not possible then the meeting can take place over the telephone or via zoom etc. 	

Pupils arriving and leaving school	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> • Introduce staggered start and finish times to reduce congestion and contact at all times See attached information for parents • Manage external site access points to enable social distancing where possible • Pupils should wash their hands for at least 20 seconds with soap and warm water when they arrive at School 	<p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them.</p> <p>Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p>
Visitors / parents accessing the site dropping off / collecting pupils	Transmission of the virus	Pupils & Staff	<ul style="list-style-type: none"> • No one should enter the School premises if they are displaying symptoms of covid-19 e.g. staff, parents, pupils, contractors etc. • Schools should limit the external visitors to the school during school hours • Parents should only enter school buildings when strictly necessary, by appointment, and ideally only one at a time (unless for example, an interpreter or other support is required). • Any such meetings should take place at a safe distance • A record to be kept of visitors to the site • A clear demarcation line is in place around the reception areas so that 2 metre social distancing where possible can be maintained • Where possible a visual screen / barrier is in place to protect office staff • Introduce staggered start and finish times to reduce congestion and contact at all times • Manage external site access points to enable social distancing where possible • Where electronic / touch screen “signing in” systems are used – ensure these are cleaned / wiped down after every person has used the system or temporarily disabled to avoid risk of contamination 	<ul style="list-style-type: none"> • School to inform all staff and parents – not to enter the School premises if they are exhibiting symptoms of covid-19 • Signage to be displayed in the main entrance reinforcing the message to not enter the School if they are symptomatic • Use signage to guide parents and carers about where and when they should drop off and pick up their children. This should happen at the school gate. • A queuing system and process should be in place for staff to greet each child, ensure they wash their hands immediately on arrival and then go straight to their classroom • Parents are reminded not to park in the School car park and adhere to parking sensibly to avoid conflict with local residents • Systems are in place to monitor how many people are on site at any one time • If it is customary for parents to gather in the playground or to enter the building to drop off or collect children this should no longer be allowed and neither should gathering at the school gates to talk to other parents. • Systems in place to deal with those arriving at school who are not supposed to be there

			<ul style="list-style-type: none"> • Allow plenty of space (where possible two metres) between people waiting to enter the site • Regularly clean and disinfect common contact surfaces in reception, office, access control and delivery areas e.g. screens, telephone handsets, desks, particularly during peak flow times. • Where visitors are expected to sign in at reception – ensure this is carried out by office staff and no pens are visible • Regularly clean staplers, hole punchers, “touch screen” photocopiers, marker pens & whiteboards <p>The handling of cash is discouraged from parents and where possible online / contactless payments are made</p>	<ul style="list-style-type: none"> • A record is kept of all visitors to the site and who they visited. • Where possible introduce one way systems in to the building • Wipes to be made available at the side of the “signing in” system, photocopiers, marker pens etc. • Signage should be displayed in the reception area to inform parents, pupils and visitors to keep 2 metres apart • And also to wipe down screens after use • Hand sanitizers / gels and wipes are available on reception for parents, pupils and visitors to us • Ensure appropriate cleaning products are available for staff to clean all hard surfaces on a regular basis. • All used wipes and cloths should be doubled bagged and put in the external waste bin • Information to be sent to all parents explaining that we will be moving towards a cashless system
<p>Specialist, clinicians etc. visiting schools to provide a service to pupils with SEND</p>			<ul style="list-style-type: none"> • Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. • Supply teachers, peripatetic teachers or other temporary staff can move between settings. • They should ensure they minimise contact and maintain as much distance as possible from other staff and ensure site guidance on physical distancing and hygiene is explained to them on or before arrival. • Where visits can happen outside of school hours, they should. • A record should be kept of all visitors. 	

Cloakroom Areas	Transmission of the virus – leading to potential ill health & fatality	Staff, Parents & Pupils	<ul style="list-style-type: none"> Staff to manage the number of pupils accessing the cloakroom areas at the start, break times, lunchtimes and end of the school day to ensure social distancing is maintained where possible 	<p>Parents should be allowed onto school site only when strictly necessary and by appointment and one parent only.</p> <p>Inform all parents that once they have dropped their child off at school, they must leave the site as soon as possible.</p>
Where necessary, wear appropriate personal protective equipment (PPE)	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: <ul style="list-style-type: none"> where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used 	<p>Refer to guidance on safe working in education, childcare and children’s social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p>
COVID-19 Situation Report	Transmission of the virus	-	<p>In order to monitor Positive Cases of COVID-19 settings are requested to provide a daily Situation Report to Sheffield Local Authority. This will enable case, cluster and outbreak monitoring as well as to provide bespoke support to individual settings from the LA Public Health Team where appropriate.</p> <p>Each setting is required to identify 2 lead names and provide contact details for these individuals. They will be contacted if management of COVID-19 cases and outbreaks is required.</p>	<ul style="list-style-type: none"> Instructions for completion and submission of the COVID-19 setting Situation Report were provided in the setting bulletin on Thursday 9th July 2020. Submission reports will commence on Monday 13th July to enable testing of the system prior to the end of the academic year. Further detail will be added into Version 8 of the risk assessment. Head and Deputy contact details given
Confirmed cases of coronavirus (COVID-19) amongst the	Transmission of the virus	Staff & Pupils	<p>You must take swift action when you become aware that someone who has attended has tested positive for coronavirus (COVID-19). See: COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber.</p>	<ul style="list-style-type: none"> You must ensure that staff members and parents/carers understand that they will need to be ready and willing to: <ul style="list-style-type: none"> Book a test if they are displaying symptoms. Staff and pupils must not come into the

<p>school community</p>			<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  COVID-19 Schools Resource Pack Sheffield </div> <div style="text-align: center;">  COVID-19 Schools Poster Yorkshire and </div> </div> <p>Schools should ask parents and staff to inform them immediately of the results of a test: See flowcharts for staff and pupils return to work/school</p> <p>Flowchart describing return to work Covid test - Asymptomatic worker</p> <div style="text-align: center;">  Flowchart_for_return_to_work_aymptoma </div> <p>Flow chart describing return to work following a Covid test Symptomatic worker</p> <div style="text-align: center;">  Flowchart_for_return_to_work_symptoma </div> <p>The PHE health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <ul style="list-style-type: none"> • direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being 	<p>school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</p> <ul style="list-style-type: none"> • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>If you have two or more confirmed cases within 14 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, you may have an outbreak, and must continue to work with colleagues in public health who will be able to advise if additional action is required.</p> <p>The embedded flow charts are generic work place return to work diagrams. It is suggested that any staff member with a negative test result should discuss their return to work with their school head teacher in light of the further guidance given on pages 17 and 18.</p>
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			<p>coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</p> <ul style="list-style-type: none"> • proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual • travelling in a small vehicle, like a car, with an infected person <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. 	
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			<ul style="list-style-type: none"> if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ 	
Administering First Aid	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> Children, young people or learners who require first aid should continue to receive care in the same way No additional PPE beyond what would normally be needed is required because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms Wash hands and ensure the affected area is cleaned upon completion All first aid waste and PPE should be disposed of by double bagging and put in the clinical / external waste 	<p>For further information on administering first aid and PPE visit the government below</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care</p>
Administering Medication	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> Children, young people or learners who require administration of medicines should continue to receive care in the same way No additional PPE over and above what would be normally is needed because of coronavirus (COVID-19) for anyone who does not have coronavirus (COVID-19) symptoms Staggered times of administration of medicines should be considered Wash hands and ensure the affected area is cleaned upon completion All waste and PPE should be disposed of by double bagging and put in the external waste 	<p>If a child’s care plan requires updating a zoom meeting should be arranged with a member of school staff, parents and a professional health worker, school nurse etc. to address any issues relating to the care plan</p>

Providing intimate care	Transmission of the virus	Staff, & Pupils,	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 If you are not providing intimate care to someone, PPE is not needed.	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
Toilets	Transmission of the virus	Pupils, Staff, Cleaners	<ul style="list-style-type: none"> • Ensure access to warm running water • All toilets are cleaned on a daily basis with an approved product, paying particular attention to the toilet seat, taps, flush, door handles, sinks etc. • Hand washing frequently with soap and warm water where possible • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time • noting that some children and young people will need additional support to follow these measures) 	Different groups don't need to be allocated their own toilet blocks, but toilets will to be cleaned regularly, including at lunchtime, 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"> • Assemblies should not be held in large groups/protective social bubbles should not be mixed and brought together for assembly due to the potential for the number of pupils and staff in close proximity • Assemblies can take place in individual groups in their allocated classroom spaces rather than bringing children together in one hall or large space. 	
Break times	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> • At break times ensure pupils are allowed out in small numbers so that social distancing can be maintained where possible • Restrict the number of pupils accessing the toilets at any one time • Water fountains to be decommissioned and signage displayed enforcing the fountains not to be used 	<ul style="list-style-type: none"> • Where possible stagger the break times to avoid congestion on the playground • Water to be provided to pupils by other means. Pupils encouraged to bring their own water bottle from home

Dining Room – lunch times	Transmission of the virus – leading to potential ill health & fatality	Staff, Pupils, Kitchen staff	<ul style="list-style-type: none"> • When staff take their lunch breaks they need to ensure that they adhere to social distancing at all times and wash their hands before entering back into the classroom • Lunchtimes to be staggered to avoid congestion and at one time see below re children mixing with other groups. • Food and drink should only be consumed in dedicated areas. If settings chose for pupils to eat within a classroom environment – this can be identified as a dedicated space, however social distancing, hand washing should be incorporated and wiping and cleaning of the designated space before teaching and learning re-commences. If food is consumed in a classroom all advice within dining/lunchtime section of the Risk Assessment should be followed. • Food and drink should not be shared by both pupils and staff. • Hand cleaning facilities or hand sanitiser should be available at the entrance of the dining room where people eat and should be used by all persons when entering and leaving the area • All persons should sit 2 metres apart (where possible) from each other whilst eating • All food displays should be protected against contamination by coughing, sneezing, etc.) • Tables and chairs should be cleaned between each use. • All areas used for eating must be thoroughly cleaned at the end of each break and shift, including chairs, door handles, vending machines and payment devices 	<p>We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19).</p> <p>Allocated lunch breaks for staff to allow for social distancing within the staff room / eating areas</p> <p>The School may need to consider employing additional lunchtime supervisors</p> <p>If you use a catering contractor ensure that you have seen their risk assessments and safe systems of work on how to keep themselves, staff and pupils safe from transmission of the virus</p> <p>Further advice can be obtained from the Local Authority School Meals Service</p> <p>All kitchen waste should be doubled bagged and put in the external waste</p> <p>Only Y1 children will use the dining hall. Reception children in KS1 hall. All other children will eat in their classrooms from grab-bags or packed lunches brought from home. Teachers /Tas will clean the tables before and after they eat.</p> <p>Children should not mix with other groups. This may mean having several lunch sittings or serving lunch in more than one location including a classroom. Plastic screens should be made available to protect the food. Further advice can be obtained from your</p>
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			<ul style="list-style-type: none"> Parents must inform any changes to their child's dietary requirements via email to the Headteacher – if parents don't have access to email / a telephone conversation / zoom call to be arranged 	<p>catering contractor and the Local Authority School Meals Service</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>Headteacher to liaise with the catering staff on any changes to a pupil's dietary requirement</p>
Fire Drills / Activation of the fire alarm	Transmission of the virus	Staff, Pupils, Cleaners, Catering staff etc.	<ul style="list-style-type: none"> When undertaking a fire drill social distancing should be maintained at all times where possible Markers should be displayed at the assembly area / muster point to avoid congestion A phased return must be adhered to when leaving and re-entering back into the school premises to maintain social distancing Washing of hands etc. still required on entry back into the building 	<p>Ensure a fire drill plan is produced highlighting where each year group will be positioned</p> <p>You may have to use one or more external areas of the School to achieve social distancing where possible</p> <p>Ensure someone is in charge to co-ordinate the fire drill and communicate with others who might be using other areas of the site. You may need one more fire marshal to achieve this. A debrief must be undertaken to share any lessons learnt</p> <p>Ensure the fire drill is recorded in the fire precautions log book</p> <p>Ensure that the fire alarm is regularly serviced / maintained to reduce the risk of false activations</p>
Home Visits to be undertaken by staff	Transmission of the virus – leading to potential ill health & fatality	Staff	<ul style="list-style-type: none"> Home visits should only be undertaken if absolutely necessary Staff should use their own vehicle to get to the visit Once they arrive they must knock on the door and step back to maintain social distancing It may be possible to have a conversation with parents and pupils via an open window Lone working procedures must be adhered to at all times when undertaking home visits e.g. buddy systems, regular telephone contact with School 	<p>If staff are concerned over a pupil's welfare this must be reported immediately to the Headteacher or designated safeguarding Deputy Sherren Barratt.</p>

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

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

<p>Staff using public transport to get to and from</p>	<p>Transmission of the virus</p>	<p>Staff</p>	<ul style="list-style-type: none"> • Staff should be encouraged to walk or cycle to work where possible • Where staff use public transport they must maintain social distancing at all times and avoid contact with hard surfaces (where possible) • Face coverings should be worn when using public transport • Staff should be discouraged from eating and drinking when using public transport to reduce the risk of contamination by touching their mouth and face • When staff arrive at their workplace they must clean their hands for at least 20 seconds with soap and warm water before entering any of the office, kitchen areas etc. 	<p>Further information is available on the government website</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p>
<p>Attendance expectations</p>			<p>School attendance will be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure that their child attends regularly at the school where the child is a registered pupil if they are of compulsory school age; • schools' responsibilities to record attendance and follow up absence • the availability to issue sanctions, including fixed penalty notices in line with the local authorities' code of conduct • communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year 	

			<ul style="list-style-type: none"> Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic 	<p>Information from class teacher's phone calls to individual children to identify those who may be more anxious about returning to school. Learning Mentor, Education welfare Officer and SLT support to be available to support individual children and undertake home visits if necessary.</p>
Pupils who are shielding or self-isolating			<ul style="list-style-type: none"> A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September 	<p>Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the current advice on shielding</p> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, it is expected that schools will be able to immediately offer them access to remote education. Schools should monitor engagement with this activity</p> <p>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</p>
Pupils and families who are anxious about return to school			<ul style="list-style-type: none"> Schools should consider the potential concerns of pupils, parents and households who may be reluctant or anxious about returning This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian 	<p>If parents of pupils with significant risk factors are concerned, its recommended that you discuss their concerns and provide reassurance of the measures you are putting in place to reduce the risk in school.</p> <p>You should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend</p>

			and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.	because of sickness, is absent for a necessary religious observance etc.). See support above
Staff who are clinically vulnerable or extremely clinically vulnerable			<ul style="list-style-type: none"> You should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people. <p>https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</p>	<p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</p> <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</p>
Staff who may otherwise be at increased risk from coronavirus (COVID-19)			<ul style="list-style-type: none"> Ensure that the individual risk assessment is completed below <p> COVID-19 Individual Staff Risk Assessment</p> <ul style="list-style-type: none"> Additional information on carrying out the assessment is below <p> COVID-19 individual risk assessment addit</p>	<p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future.</p> <p>If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. Headteachers should try as far as practically possible to accommodate additional measures where appropriate.</p>

				People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.
Supporting staff			<ul style="list-style-type: none"> • Governing Bodies and Headteachers should have regard to staff (including the headteacher) work-life balance and wellbeing. • Schools should ensure that they have explained to all staff the measures proposing to be put in place and involve all staff in that process e.g. implement flexible working practices in ways that promote good work life balance for teachers and leaders • All employers have a duty of care to their employees, and this extends to their mental health • Schools may already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school 	Learning Mentor, Sherren Barratt and Deputy Head, Fiona Turner (Mental Health First Aider) will be available to offer support. Staff can also speak to their phase leader or line manager (support staff)
Staff Deployment			<ul style="list-style-type: none"> • Schools may need to alter the way in which staff are deployed, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. • They should discuss and agree any changes to staff roles with individuals. • You 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. • Many staff in special settings provides interventions or care involving close contact to children and young people who may not be grouped together under the system of controls adopted by a setting. 	<p>It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's workload reduction toolkit. DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing.</p> <p>Any redeployment should not be at the expense of supporting pupils with SEND. Head teachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or</p>

			<ul style="list-style-type: none"> • Furthermore, some staff will work across settings. Where possible, these interventions and care should be provided as normal, because they will be important in enabling children and young people to access and benefit from education. • Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. • Staff who deliver these interventions will need to be particularly rigorous about hand washing and respiratory hygiene (catch it, bin it, kill it), but additional PPE compared to what they would normally use for those interventions, is not recommended, unless dealing with symptomatic children or young people. • The specialisation and the peripatetic nature of much staffing in special settings also makes the flexible deployment of staff more challenging, for example in cases where only one member of staff is trained in a particular intervention, and that member of staff needs to self-isolate due to coronavirus (COVID-19) symptoms, it will generally not be possible to move a staff member without the training into that role. • Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. • Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). 	<p>care for pupils with complex needs where specific training or specific ratios are required.</p> <p>The Education Endowment Foundation (EEF) has published guidance on making the best use of teaching assistants to help primary and secondary schools.</p>
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Supply teachers and other temporary or peripatetic teachers			<ul style="list-style-type: none"> • Schools can continue to engage supply teachers and other supply staff during this period. • Supply staff and other temporary workers can move between schools, but they will want to consider how to minimise the number of visitors to the school where possible. • Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with your arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. • To minimise the numbers of temporary staff entering your premises, and secure best value, you may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. 	<p>It is recommended that you consider using DfE's and Crown Commercial Service's agency supply deal when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge</p> <p>This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such sports coaches and those engaged to deliver before and after school clubs.</p>
Expectation and deployment of ITT trainees			<p>Trainees could:</p> <ul style="list-style-type: none"> • take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons • be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues • develop or engage in working groups to share best practice around resilience, commitment and team-working • Work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater 	<p>It is strongly encouraged that schools consider hosting ITT trainees. Demand for teacher training is high this year and, while it is understandable that schools will have prioritised other activity, there is a risk that insufficient training places will be available.</p> <p>ITT trainees have the potential to play a significant role in supporting schools. Schools should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs. Deployment decisions will need to consider the skills and capacity of the trainees in question.</p> <p>Two trainee teachers will be working in school next year. They will be working within a phase each to reduce bubble cross over.</p>

			<p>sense of team collaboration, ongoing professional learning and reductions in workload</p> <p>This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all legislation and guidance relevant to ITT.</p>	
Safeguarding			<ul style="list-style-type: none"> • Schools should consider revising their child protection policy (led by the Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance. • Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. • Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school. 	
Building checks			<ul style="list-style-type: none"> • It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe. • If buildings have been closed or had reduced occupancy during the coronavirus (covid-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of 	<p>The building has been open throughout and will be open all summer as minor building works are taking place to the exterior of the building. All checks are regularly undertaken.</p>

			<p>Legionnaires' disease. Advice on this can be found in the guidance on Legionella risks during the coronavirus outbreak.</p> <ul style="list-style-type: none"> • Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown. • Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. • In classrooms, it will be important that schools improve ventilation, (for example, by opening windows). 	<p>Staff have been asked to try and keep windows open for ventilation.</p>
Educational Visits			<ul style="list-style-type: none"> • In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). • Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, you should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, you will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. 	<p>This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.</p> <p>Residential visit to France has been cancelled.</p>
School Uniform			<ul style="list-style-type: none"> • Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. • Schools should consider how pupil non-compliance is managed, taking a mindful and 	<p>Children will all be in uniform from September but advised to wear practical footwear for PE.</p>

			considerate approach in relation to parents who may be experiencing financial pressures.	
Extra curricular provision – Breakfast & after School clubs			<ul style="list-style-type: none"> • Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. Therefore they need to consider:- • The number of pupils attending the clubs so that social distancing is maintained, where possible • Entering and exiting the club is done in a phased way “one in one out” • All food items are taken to the pupils seating area by a member of staff • All food items and utensils are collected by staff and handed over to the catering staff • All tables, chairs, hard surfaces etc. are cleaned with an approved product 	<p>Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.</p> <p>Marlcliffe’s Dragon’s Den breakfast and after-school clubs will run from Wed 2nd September. The children are usually all mixed age but will now be in phase groups with one adult to try and reduce cross contamination.</p> <p>The numbers will be strictly controlled and careful registers taken of each group to enable contact tracing. We will have an additional adult to facilitate movement to collect snacks and to manage parental pick-ups and drop offs. These are staggered and parents will be encouraged to socially distance.</p>

Section 3: Curriculum, behaviour and pastoral support

Curriculum Expectations			<p>The key principles that underpin the advice on curriculum planning are:</p> <ul style="list-style-type: none"> • Education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. • The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. • Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. <p>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:</p>	<ul style="list-style-type: none"> • Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. • Aim to return to the school's normal curriculum in all subjects by summer term 2021. • Plan on the basis of the educational needs of pupils • Develop remote education so that it is integrated into school curriculum planning <p>All phases will develop a two-week block of lessons and resources to support home learning in case their bubble is closed. Time will be spent on this on the September training day. Lessons will be based around Oak academy video lessons. https://www.thenational.academy/information-for-teachers Teachers will also ascertain which children have limited/no access to online lessons etc. Packs will be prepared for them, ready to send home.</p>
Specific points for early years foundation stage (EYFS) to key stage 3			<ul style="list-style-type: none"> • For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. • For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. 	

			<p>Settings should follow updates to the EYFS disapplication guidance.</p> <ul style="list-style-type: none"> • For Reception, consider how all groups of children can be given equal opportunities for outdoor learning. • For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE. 	
Musical instruments, choirs etc.	Transmission of the virus	Staff & Pupils	<p>Schools may continue with music lessons providing the following measures are in place: -</p> <ul style="list-style-type: none"> • Each pupil has their own individual instrument, the instrument is wiped down before and after use with an approved product / wipe • The instrument is stored securely in a case with the pupil's name on • Pupils are regularly reminded not to use other pupils' instruments • Small groups of children can partake in a music lesson – but they must remain in their protective bubbles • The lessons can be provided by zoom / online conference call • If the music teacher visits the School – he/she must maintain social distancing at all times and adhere to all hygiene protocols that the School has in place 	<p>Schools should note that there may be an additional risk of infection in environments where children or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance.</p> <p>Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</p> <p>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.</p> <p>We will not have music tuition to reduce the number of adults coming into school and to avoid crossing bubbles. To be reviewed Oct 2020</p>

Physical Education			<ul style="list-style-type: none"> • Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. • Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. • Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities providing all measures are in place and this is safe to do so • Where possible Staff are to maintain a safe distance between each other (2 metres where possible). • Pupils must be encouraged to do the same where possible • Limit the number of persons in the Gym to follow social distancing guidance where possible • Ensure hand sanitizers / gels are made available for staff and pupils • All PE equipment is wiped down after each session • Social distancing measures must be implemented in changing rooms where possible 	<p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots sport • advice from organisations such as the Association for Physical Education and the Youth Sport Trust <p>Each year group will have a labelled set of equipment for PE lessons. These will also be cleaned to reduce the transmission within classes</p>
Behaviour Expectations / conflict management between pupils			<ul style="list-style-type: none"> • Schools should consider updating behaviour policies with any new rules/policies, and communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. 	<p>Further details are available at Behaviour and discipline in schools</p> <p>The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort.</p>

			<ul style="list-style-type: none"> • They should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how you will enforce the rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. • Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and you should also consider how to build new expectations into their rewards system. • Staff are discouraged from physical intervention if pupils are fighting • De-escalation techniques should be used to try and calm situations • Restraint should only be undertaken as a last resort by a qualified Team Teach trained member of staff • Parents are regularly reminded of their responsibilities and behaviours on the School site 	<p>Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.</p> <p>Children and staff will be reminded of our behaviour expectations and policy in September. These must be followed by all staff as some children may need support to settle back into a school routine. Support from the leaning mentor will also be available.</p>
Pupil Wellbeing & Support			<ul style="list-style-type: none"> • Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. • This may particularly be the case for vulnerable children, including those with a social worker and young carers. • It is important to contextualise these feelings as normal responses to an abnormal situation. • Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. • Others will not be experiencing any challenges and will be keen and ready to return to school. 	<p>Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</p> <p> Guidance for Primary Care - Children and '</p>



Healthy Minds Top
Tips for school staff c

Schools should consider the provision of pastoral activities to all pupils designed to:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental wellbeing
- Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.
- consider support needs of particular groups that you are aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.
- consider how you are working with school nursing services to support the health and wellbeing of pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the [healthy child programme](#) can offer a range of support including:
 - support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
 - support for pupils with additional and complex health needs
 - supporting vulnerable children and keeping children safe

Emphasis on a 'recovery' curriculum for the first couple of weeks. Re-establishing routines, more PSHCE lessons and opportunities to talk. Resources already sent to staff plus Learning Mentor are preparing packs to support.

Section 5: Contingency planning for outbreaks

Contingency plans for outbreaks

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (See section on [remote education support](#)).

In the event of a local outbreak, the PHE health protection team or local authority Public Health team may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

Remote Education Support			<p>In developing these contingency plans, you are expected to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. 	<ul style="list-style-type: none"> • Where a class, group or small number of pupils needs to self-isolate, or there is a local lockdown requiring pupils to remain at home, there is an expectation that you have the capacity to offer immediate remote education. • You should consider how to continue to improve the quality of your existing offer and have a strong contingency plan in place for remote education provision by the end of September. • This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.
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			<p>When teaching pupils remotely, you are expected to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers 	<p>All phases will develop a two-week block of lessons and resources to support home learning in case their bubble is closed. Time will be spent on this on the September training day. Lessons will be based around Oak academy video lessons. https://www.thenational.academy/information-for-teachers Teachers will also ascertain which children have limited/no access to online lessons etc. Packs will be prepared for them, ready to send home.</p>
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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 Headteacher 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 Headteachers 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 Headteachers 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.

Headteachers 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.



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

for health and social care settings

Donning or putting on PPE

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

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


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


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


- 4 Put on non-sterile nitrile gloves.

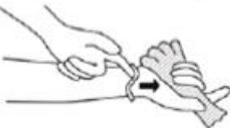

- 5 You are now ready to enter the patient area.



Doffing or taking off PPE

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

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


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


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


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


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


- 6 Remove surgical mask.


- 7 Now wash your hands with soap and water.



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

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

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

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

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