



## **Talbot Specialist School COVID-19 Risk Assessment**

**21<sup>st</sup> September 2020**

### **Introduction**

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

**This risk assessment 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 28<sup>th</sup> August 2020. **This risk assessment will be updated pending further guidance on protective measures and additional PHE guidance on schools settings**

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

**The LA Public Health team will provide as much support as possible to settings during the new academic year.**

The contact telephone number (STORM) is available from Monday – Friday 9 a.m. – 5.00 p.m.

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

You can also reach Public Health via the Email address: [PublicHealthC&YP@sheffield.gov.uk](mailto:PublicHealthC&YP@sheffield.gov.uk)

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

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

All pupils to return full time from the start of the autumn term.


As part of planning for full return in the autumn term the school will review and update the wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). The school will ensure that sensible and proportionate control measures are implemented which follow the health and safety hierarchy of control to reduce the risk to the lowest reasonably practicable level.

Active arrangements are in place to monitor that the controls are:


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

## Prevention

Potential Hazard	Risk	Who might be harmed	Existing control measures	Additional control measure
Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	Transmission of the virus	Staff & pupils	<ul style="list-style-type: none"> <li>Staff and other adults must not come into the school if they have <a href="#">coronavirus (COVID-19) symptoms</a> or have tested positive in at least the last 10 days and ensure anyone developing those symptoms during the school day is sent home. This is essential to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19).</li> <li>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.</li> <li>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)</li> <li>If a pupil is awaiting collection, they should be moved, if possible, to <b>The Duke of Edinburgh Base</b> where they can be isolated behind a closed door, 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 or move other people away.</li> </ul>	<p>They must be sent home and advised to follow '<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>', which sets out that they must self-isolate for at least 10 days and should <a href="#">arrange to have a test</a> 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. There is a bathroom located in the Duke of Edinburgh Base. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</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)</a> 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</p>

			<ul style="list-style-type: none"> <li>PPE must be worn by staff caring for the pupil while they await collection. Full PPE is located in the Duke of Edinburgh Base</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>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> <div style="text-align: center;">         Cleaning Guidance for Schools.docx     </div>
Use of face coverings in school	Transmission of the virus	Staff and 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>If staff wish to wear face coverings this is supported by the school and not discouraged. See <a href="#">HSE website</a></li> <li>The school will continue to reinforce key COVID-19 messages regarding good infection prevention control and maintaining social distancing where possible.</li> </ul> <p><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></p>	<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, the school has 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>Exemptions</b></p> <ul style="list-style-type: none"> <li>Students at Talbot are exempt from wearing <a href="#">face coverings</a> for the following reasons: they cannot put on, wear or remove a face covering because of a physical or mental disability; they need to speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> <li>If a student wants to wear a face covering this is permitted and staff should explain how to put on and take off the face covering safely</li> <li>The same exemptions apply to staff and students and we would expect all staff to be sensitive to those needs.</li> </ul>	<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. Face coverings should be kept in a sealed plastic bag and not left on surfaces.</p> <p>Staff are advised to clean hands before and after touching the face covering – including removing or putting them on – and the safe storage of them in individual, sealable plastic bags between uses. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.</p> <p>Pupils must be instructed not to touch the front of their face covering if they wear one, 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="1505 1208 1559 1270" data-label="Image"> </div> <p>How to use fabric face coverings.pdf</p>
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Clean hands thoroughly more often than usual	Transmission of the virus	Staff & Pupils	<p>The school will 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>Points to consider and implement:</p> <ul style="list-style-type: none"> <li>• washing or hand sanitiser 'stations' are available in every classroom and so that all pupils and staff can clean their hands regularly</li> <li>• Staff supervise the use of hand sanitiser given risks around ingestion. 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>• Build these routines into school culture and include in the daily timetable, supported by behaviour expectations and helping pupils with complex needs to understand the need to follow them</li> <li>• 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>• For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</li> </ul>	<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, 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></p> <p>Ensure approved cleaning products are available to clean hard surfaces regularly throughout the day.</p> <p>All cleaning products should be stored out of the reach of pupils.</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><b>Play Dough:</b> Any use of play dough must involve each pupil having their own allocated play dough and no sharing.</p> <p>Pupils can still have circle time if within their bubbles and it is recommended that the staff member maintains social distancing or some space as much as possible.</p>

			<ul style="list-style-type: none"> <li>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</li> </ul> <p><b>Equipment and resources</b></p> <ul style="list-style-type: none"> <li>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</li> <li>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.</li> <li>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.</li> <li>Outdoor playground equipment should be more frequently cleaned.</li> <li>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.</li> <li>Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing</li> </ul>	<p><b>Sand and Water</b> – not to be used</p> <p><b>School Staff</b></p> <p>Staff must ensure that they maintain and adhere to the following guidance as much as possible including:</p> <p><b>Maintaining social distancing</b></p> <ul style="list-style-type: none"> <li>Regular washing of hands, good infection prevention control</li> <li>Not sharing food or making drinks for one another</li> <li>Staff not mixing across bubbles and maintaining their own staffing bubble where possible</li> <li>Anyone with symptoms getting a test</li> <li>Not car sharing with colleagues where possible</li> </ul>
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			<p>should be avoided, especially where this does not contribute to pupil education and development.</p> <ul style="list-style-type: none"> <li>Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</li> </ul>	
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 is very important - ensure there are enough tissues and bins available in the school to support pupils and staff to follow this routine.</li> <li>As with hand cleaning, staff must ensure pupils with complex needs are helped to do this and all pupils understand that this is now part of the daily routine. 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, for example, those who spit uncontrollably or use saliva as a sensory stimulant. This is considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these pupils face-to-face education. Staff working with these pupils may use a visor at their discretion, as needed</li> </ul>	Staff may wear face coverings at any time in school if they feel they want to Staff should wear face coverings in corridors and communal areas
Introduce enhanced cleaning, including cleaning	Transmission of the virus	Staff & Pupils	A cleaning schedule is 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.	To meet the cleaning regimes and conform to government guidance on maintaining the standard required to reduce the risk of contamination – additional cleaning, including increasing resources and extending the hours cleaning staff operate –



frequently touched surfaces often using approved products			<p>This includes</p> <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>• toilets cleaned regularly and pupils encouraged to clean their hands thoroughly after using the toilet - different groups being allocated their own toilet blocks if possible but will not be possible for some pupils</li> <li>• Public Health England has published revised <a href="#">guidance for cleaning non-healthcare settings</a> to advise on general cleaning required in addition to the existing advice on cleaning those settings when there is a suspected case.</li> </ul> <p>Cleaning protocol is as follows:</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 checked and replaced as needed by the cleaning and caretaking staff.</li> <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> </ul>	<p>liaise with Vinci FM including touchpoints cleaned throughout the day</p> <p>For further information on cleaning visit the governments advice</p> <p><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></p> <p>Further information can be found in the Cleaning Guidance for Schools</p> <p> Cleaning Guidance for Schools.docx</p> <p>Cleaning an area with normal household disinfectant after someone with suspected coronavirus (COVID-19) has left will reduce the risk of passing the infection on to other people</p> <p>Wear disposable or washing-up gloves and aprons for cleaning. These should be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished.</p> <p>Using a disposable cloth, first clean hard surfaces with warm soapy water. Then disinfect these surfaces with the cleaning products you normally use. Pay particular attention to frequently touched areas and surfaces, such as bathrooms, grab-rails in corridors and stairwells and door handles 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,</p>
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			<ul style="list-style-type: none"> <li>• Ensure that all COSHH assessments are carried out for all cleaning products (Vinci FM have responsibility)</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 be worn at all times by the Cleaning staff and disposed of by double bagging and put in the external waste</li> </ul>	<p>mouth and nose, as well as wearing gloves and an apron wash hands regularly with soap and water for 20 seconds, and after removing gloves, aprons and other protection used while cleaning</p> <p>It is advised that deep cleaning post COVID exposure (known or suspected) should be undertaken with chlorine based cleaning solutions with a concentration of 1000 parts per million (ppm) of available chlorine</p>
How to group children	Transmission of the virus	Staff and pupils	<ul style="list-style-type: none"> <li>• All teachers and other staff can operate across different classes and year groups if necessary, in order to facilitate the delivery of the school timetable, but this will be kept to a minimum. Staff working across classes should maintain 2 metre social distancing if possible</li> <li>• Each phase is a bubble – Phase 1 (76 pupils); Phase 2 (67 pupils); post 16 Talbot site (22 pupils); Post 16 The Bridge (25 Talbot pupils plus 25 Seven Hills pupils)</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. They have been used in schools in the summer term in recognition that pupils with complex needs cannot socially distance from staff or from each other and this provides an additional protective measure.</li> <li>• Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event</li> </ul>	<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"> <li>• children's ability to distance</li> <li>• the layout of the school</li> <li>• the feasibility of keeping distinct groups separate while offering a broad curriculum</li> <li>• The need for some staff to work across bubbles (including student welfare team, SLT, curriculum specialists)</li> </ul>

			<p>of a positive case to identify those who may need to self-isolate and keep that number as small as possible.</p> <ul style="list-style-type: none"> <li>• Bubbles should be kept apart from other groups where possible and pupils should be encouraged to keep their distance within groups where possible. The school will take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.</li> <li>• Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options and will still bring benefits even if implemented partially.</li> <li>• The school will keep pupils in their class groups for the majority of teaching time, but also allow mixing into wider groups for break times and transport.</li> <li>• Siblings may be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</li> <li>• All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.</li> <li>• 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.</li> </ul> <p>This is not likely to be possible when working with pupils with complex needs and staff can still work across groups if that is needed to enable a full educational offer</p>	
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Measures within the classroom			<ul style="list-style-type: none"> <li>Adults should avoid close face to face contact and minimise time spent within 1 metre of anyone wherever possible. This will not always be possible, particularly when working with complex learners, but adults should do this when circumstances allow.</li> <li>Pupils should also be supported to maintain distance and not touch staff and their peers where possible.</li> <li>Some adaptations can be made 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.</li> <li>Ensure there is good ventilation in the classroom by keeping windows open</li> </ul>	
Minimise contact between individuals and maintain social distancing wherever possible	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> <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.</li> <li>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 where possible.</li> <li>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face contact lowers the risk of transmission</li> </ul>	<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, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. Pupils with complex needs will not be able to</p>



			<ul style="list-style-type: none"> <li>• Maintaining consistent groups remains important, but given the resumption of the full range of curriculum subjects, bubbles will increase in size to include a whole phase.</li> <li>• When staff or children cannot maintain distancing, particularly, the risk can also be reduced by keeping pupils in the smaller, class-sized groups whenever possible</li> <li>• All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable, but 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 complex learners and teachers and teaching assistants can still work across groups if that is needed to enable a full educational offer.</li> <li>• 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</li> <li>• Movement around the school site must be kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</li> <li>• Movement between classrooms / on corridors should be done in a phased way to maintain social distancing where possible</li> <li>• Staff and pupils should keep to the left on corridors and stairs, and movement around</li> </ul>	<p>maintain social distancing, and it is acceptable for them not to distance within their group.</p> <p>See information on protective bubbles in Primary Schools</p> <p> Establishing Protective Social Bubl</p> <p>See Information on protective bubbles in Secondary Schools</p> <p> Establishing Protective Social Bubl</p> <p>Social distancing 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 pupils - using the correct format (verbal, signs, symbols) that it's not safe to hug / shake hands / be in close contact with other pupils</p> <p>Parents are encouraged to reinforce social distancing rules at home Parents are reminded via a letter, newsletter etc. that their child is not allowed to take toys from home into the setting</p> <p>See guidance regarding gifts</p>
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			<p>school should take place in a “phased way” – one class at a time to ensure social distancing where possible</p> <ul style="list-style-type: none"> <li>• Break times and lunch times should be staggered (and time allowed for cleaning surfaces in the dining hall between groups)</li> <li>• You should ensure that spaces are available and used to help staff to distance from each other.</li> <li>• Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</li> <li>• Maximum of 15 staff in the staffroom at any one time</li> </ul>	 <p>Schools celebrations and presents.pdf</p>
Where necessary, wear appropriate personal protective equipment (PPE)	Transmission of the virus	Staff and pupils	<p>PPE is needed in the following circumstances:</p> <ul style="list-style-type: none"> <li>• where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools</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 close contact with a pupil</li> <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> <li>• When supporting a pupil with personal care</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-protective-equipment-ppe">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</a></p> <p>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</p>  <p>First Aid Administration of Mec</p>



Engage with the NHS Test and Trace	Transmission of the virus	Staff and pupils	<ul style="list-style-type: none"> <li>School will ensure they understand the NHS Test and Trace process and how to contact their local <a href="#">Public Health England health protection team</a>.</li> <li>School will ensure that staff members and parents/carers understand that they will need to be ready and willing to:</li> <li><a href="#">Book a test</a> if they or their child are displaying symptoms.</li> <li>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.</li> <li>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</li> <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><a href="#">self-isolate</a> 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)</li> <li>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. 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. Essential workers, which includes anyone involved in</li> </ul>	<p>If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</p> <p>If someone tests positive, they should follow the <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a> and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone.</p> <p>The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal.</p> <p>Other members of their household should continue self-isolating for the full 14 days</p>



			<p>education or childcare, have priority access to testing.</p> <ul style="list-style-type: none"> <li>• By the autumn term, all schools will be 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.</li> <li>• Advice will be provided alongside these kits.</li> <li>• Schools should ask parents and staff to inform them immediately of the results of a test and follow this guidance.</li> </ul>	
Manage confirmed cases of coronavirus (COVID-19) amongst the school community	Transmission of the virus	Staff and 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 contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</li> <li>• The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</li> <li>• The health protection team will work with schools in this situation to guide them through the actions they need to take.</li> <li>• Based on the advice from the health protection team, schools must send home</li> </ul>	<p>See: <b>COVID-19 Resource Pack for Educational Settings in Yorkshire and the Humber.</b></p> <div style="text-align: center;">         COVID 19 280820        PHE YH Schools Reso     </div> <div style="text-align: center;">         COVID-19 280820        Early Years Resource     </div> <p>School will ask parents and staff to inform them immediately of the results of a test:</p>

			<p>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"> <li>• direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</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 health protection team will provide definitive advice on who must be sent home.</li> <li>• To support them in doing so, school will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see <a href="#">section 6 of the system of control</a> for more on grouping pupils).</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</li> </ul>	
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			<p>details of people with coronavirus (COVID-19) unless essential to protect others.</p> <ul style="list-style-type: none"> <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 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 <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a>. They should get a test, and:</li> <li>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.</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 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection</a></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> </ul>	
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			<ul style="list-style-type: none"> <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-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.</li> <li>• Further guidance is available on <a href="#">testing and tracing for coronavirus (COVID-19)</a>.</li> </ul>	
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 14 days or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and must continue to work with their local health protection team who will be able to advise if additional action is required.</li> <li>• In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group.</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</li> </ul>	



			<p>considered except on the advice of health protection teams.</p> <ul style="list-style-type: none"> <li>• In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive.</li> <li>• Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</li> </ul>	
Governors Meetings, SEN meetings with parents etc.	Transmission of the virus	Staff	<ul style="list-style-type: none"> <li>• Face to face meetings will take place in a room which is big enough to allow social distancing of 2 metres</li> <li>• Where possible Staff are to maintain a safe distance between each other (2 metres) in the meeting room / office environment</li> <li>• Parents will be offered the option to have video or telephone conference calls</li> <li>• All participants in the meeting must wear a face covering</li> <li>•</li> </ul>	Parents, governors or any visitors to school should wear a face covering when within the school building
Pupils arriving and leaving school	Transmission of the virus	Staff & Pupils	<ul style="list-style-type: none"> <li>• Introduce staggered start and finish times to reduce congestion and contact at all times</li> <li>• Manage external site access points to enable social distancing where possible</li> <li>• Pupils should wash their hands for at least 20 seconds with soap and warm water when they arrive at School</li> <li>• Students informed through classroom telephone system when their bus has arrived and come to Reception only when called</li> <li>• Only one bus to disembark and enter the school at a time</li> </ul>	<p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate the process clearly to them. Students may wear face coverings in school if they wish to</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</p>


			<ul style="list-style-type: none"> <li>• SLT to oversee pupils arriving and leaving school and liaise with bus drivers and escorts</li> </ul>	<p>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"> <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 will limit the external visitors to the school during school hours</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> <li>• A record all visitors to be made of those who attend site, including phone contact details</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>• A visual screen / barrier is in place to protect office staff</li> <li>• Introduce staggered start and finish times to reduce congestion and contact at all times</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 before every use of the system</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</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 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.</li> <li>• Driver / escort to inform reception that the transport has arrived and wait for permission to unload</li> <li>• Staff to come to reception to meet pupils only when requested by Reception</li> <li>• Staff to greet each pupil, ensure they wash their hands immediately on arrival and then go straight to their classroom</li> <li>• Parents are reminded to wait near the door in Reception and wait for their child to be met by class staff</li> <li>• All visitors and Parents/carers should wear a face covering when within the school building</li> <li>• Systems are in place to monitor how many people are on site at any one time – a member of SLT to be in Reception at school start and finish times</li> <li>• Systems in place to deal with those arriving at school who are not supposed to be there (Reception to notify SLT)</li> <li>• A record is kept of all visitors to the site, including their contact number) and who they visited.</li> </ul>

			<p>handsets, desks, particularly during peak flow times.</p> <ul style="list-style-type: none"> <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> </ul> <p>The handling of cash is discouraged from parents and where possible online / contactless payments are made</p>	<ul style="list-style-type: none"> <li>• Where possible encourage a “keep left” system in to the building and along corridors</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>• Screens to be wiped down after use</li> <li>• Hand sanitizers / gels and wipes are available on reception for parents, pupils and visitors to use</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 – parents / carers to use Parentpay</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 other staff and ensure site guidance on physical distancing and hygiene is explained to them on or before arrival.</li> <li>• Where visits can happen outside of school hours, they should.</li> <li>• A record should be kept of all visitors.</li> </ul>	

<b>COVID-19 Situation Report</b>	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"> <li>Instructions for completion and submission of the COVID-19 setting Situation Report were provided in the setting bulletin on Thursday 9<sup>th</sup> July 2020. Submission reports commenced on Monday 13<sup>th</sup> 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.</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>PPE including gloves, apron and disposable face covering should be worn when carrying out first aid</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 clinical / 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>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</p> <div style="text-align: center;">         First Aid        Administration of Mec     </div>
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>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</li> <li>Staggered times of administration of medicines should be considered if possible</li> <li>Wash hands and ensure the affected area is cleaned upon completion</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, specialist nurse, school nurse etc. to address any issues relating to the care plan</p> <p>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</p>



			<ul style="list-style-type: none"> <li>All waste and PPE should be disposed of by double bagging and put in the external waste</li> </ul>	 First Aid Administration of Mec
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. PPE should include disposable gloves, apron and face mask</p> <p>If you are not providing intimate care to someone, PPE is not needed but may be worn if preferred.</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><b>Provide disposable face coverings for staff to wear when carrying out intimate care</b></p> <p>Please see First Aid / Administrations of Medicines / Providing Intimate Care Guidance</p>  First Aid Administration of Mec
Toilets	Transmission of the virus	Pupils, Staff, Cleaners	<ul style="list-style-type: none"> <li>Ensure access to warm running water</li> <li>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.</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. Routes round school are marked with meaningful symbols including footsteps to indicate the direction of travel and encourage pupils to keep to the left, and social stories to support them in understanding how to follow rules</li> </ul>	<p>Different groups don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet</p> <p>Pupils will use the toilets within their own Phase area wherever possible</p>

Assemblies	Transmission of the virus	Pupils, Staff, Cleaners	<ul style="list-style-type: none"> <li>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</li> <li>Assemblies can take place in individual groups in their allocated classroom spaces rather than bringing children together in one hall or large space.</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</li> <li>Water to be provided to pupil by other means – all pupils allocated their own water bottle.</li> </ul>
Dining Room – lunch times	Transmission of the virus – leading to potential ill health & fatality	Staff, Pupils, Kitchen 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>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. Some pupils will 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</li> </ul>	<p>Kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.</p> <p>See further information on protective screens</p>  <p>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. Maximum 15 staff in the staffroom at any one time</p>

			<p>re-commences. If food is consumed in a classroom all advice within dining/lunchtime section of the Risk Assessment should be followed.</p> <ul style="list-style-type: none"> <li>• Additional dining space will be provided in the Music Room and Food tech room and Post 16 common room. These areas will be thoroughly cleaned after each sitting</li> <li>• Food and drink should not be shared by both pupils and staff.</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, and payment devices</li> <li>• 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</li> <li>• Staff supporting pupils with feeding will wear face coverings</li> </ul>	<p>Taylor Shaw have their own risk assessments in place which are shared with the school</p> <p>Further advice can be obtained from the Local Authority School Meals Service</p> <p>All kitchen waste should be doubled bagged and put in the external waste</p> <p>A seating plan should be displayed in the dining area that ensures social distancing is maintained.</p> <p>Children should not mix with other groups. This may mean having several lunch sittings or serving lunch in more than one location including a classroom.</p> <p>All tables and chairs should be cleaned after sitting with an approved product</p> <p>All cloths and wipes should be disposed of by double bagging and put in the external waste.</p> <p>Headteacher to liaise with the catering staff on any changes to a pupils' dietary requirement</p>
Fire Drills / Activation of the fire alarm	Transmission of the virus	Staff, Pupils, Cleaners, Catering staff etc.	<ul style="list-style-type: none"> <li>• When undertaking a fire drill social distancing should be maintained at all times where possible</li> <li>• Markers should be displayed at the assembly area / muster point to avoid congestion</li> </ul>	Ensure a fire drill plan is produced highlighting where each year group will be positioned

			<ul style="list-style-type: none"> <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 someone is in charge to co-ordinate the fire drill and communicate with others who might be using other areas of the site – this will be the Headteacher or Deputy Head. 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"> <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> <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>	<p>If staff are concerned over a pupil's welfare this must be reported immediately to the Headteacher and DSL</p> <p>If staff share their vehicle with another member of staff, all touch points (door handles, handbrake, steering wheel etc.) should be cleaned prior to and after the visit</p>
Deliveries	Transmission of the virus – leading to potential ill health & fatality	Staff, pupils & delivery drivers	<ul style="list-style-type: none"> <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> </ul>	All deliveries to School (including food) should be left at the main entrance and sanitized with wipes before taking them inside the School premises

			<ul style="list-style-type: none"> <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 are to be allowed 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> </ul> <p>Strict hygiene rules to be implemented, all contractors are to be asked to do the following:</p> <ul style="list-style-type: none"> <li>• Wash hands on entry into individual work areas – or use alcohol-based hand sanitiser.</li> <li>• Repeat the hand washing/sanitising every hour.</li> <li>• Site inductions are to be carried out following social distancing principles (2m separation).</li> </ul>	The contractor is to notify the Headteacher / Senior manager or Vinci FM of all areas visited, in order that these can then be thoroughly cleaned
Information to Staff, pupils & parents		Staff, pupils, parents etc.	<ul style="list-style-type: none"> <li>• Posters to displayed in the main entrance, staff room and in suitable places around the School site</li> <li>• Regular meetings with staff will be carried out, informing them of the risks posed by the virus and any new / updated government guidance available</li> <li>• Regular updated information will be shared with parents via a letter, email, newsletter, school website etc.</li> </ul>	<p>Staff encouraged to regularly visit the school's MLE and government website for updated information</p> <p><a href="https://www.gov.uk/coronavirus">https://www.gov.uk/coronavirus</a>  <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/">https://www.nhs.uk/conditions/coronavirus-covid-19/</a></p>



## Section 2: School operations

Dedicated school transport, including statutory provision	Transmission of the virus	Staff, pupils, Driver & Passenger Assistants	<ul style="list-style-type: none"> <li>• Pupils on dedicated school services do not mix with the general public on those journeys and pupil groups will tend to be consistent under return to school measures. Therefore, wider transmission risks are likely to be lower.</li> <li>• From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.</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 being adopted for your school.</li> <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 pupils each day</li> </ul> </li> </ul>	
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			<ul style="list-style-type: none"> <li>○ pupils 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 is 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>○ Pupils must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).</li> </ul> <p>Pupils may wear face coverings on school transport but it is not mandatory for young people with SEND.</p> <p>Further information on face coverings is set out in the <a href="#">transport to school and other places of education: autumn term 2020</a> guidance.</p>	
Staff using public transport to get to and from	Transmission of the virus	Staff	<ul style="list-style-type: none"> <li>● Staff are encouraged to walk or cycle to work where possible</li> <li>● Where staff use public transport, they must maintain social distancing at all times and avoid contact with hard surfaces (where possible)</li> <li>● Face coverings must be worn when using public transport</li> <li>● Staff are discouraged from eating and drinking when using public transport to reduce the risk of contamination by touching their mouth and face</li> <li>● When staff arrive at their workplace they must clean their hands for at least 20 seconds with</li> </ul>	<p>Further information is available on the government website</p> <p><a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></p>





			soap and warm water before entering any of the office, kitchen areas etc.	
Attendance expectations			<p>School attendance is mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> <li>• parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</li> <li>• schools' responsibilities to record attendance and follow up absence</li> <li>• the availability to issue sanctions, including fixed penalty notices in line with the local authorities' code of conduct</li> <li>• 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</li> <li>• Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and work with families to 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</li> </ul>	

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

			<ul style="list-style-type: none"> <li>• If parents of pupils with significant risk factors are concerned, the school will discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school.</li> <li>• The school be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance) and will work with parents to transition the pupil back to school.</li> </ul>	
Staff who are clinically vulnerable or extremely clinically vulnerable			<p><b>Staff who are extremely clinically vulnerable</b></p> <ul style="list-style-type: none"> <li>• Shielding measures were paused from the 1 August 2020, with the exception of areas where local lockdown means that shielding will continue.</li> <li>• Therefore, we advise that those who are clinically extremely vulnerable can return to school in the autumn term provided their school has implemented the system of controls outlined in this document, in line with the school's own workplace risk assessment.</li> <li>• In all respects, the clinically extremely vulnerable should now follow the same guidance as the clinically vulnerable population, taking particular care to practise frequent, thorough hand washing, and cleaning of frequently touched areas in their home or workspace.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the individual risk assessment is completed below</li> </ul>  <p>COVID-19 Individual Staff Risk Assessment</p> <ul style="list-style-type: none"> <li>• Additional information on carrying out the assessment is below</li> </ul>  <p>COVID-19 individual risk assessment addit</p> <p><b>COVID-19 &amp; Pregnancy</b></p> <p>Government Guidance placed those who are pregnant in the list of people who are vulnerable,</p>

			<p><b>Staff who are clinically vulnerable</b></p> <ul style="list-style-type: none"> <li>Clinically vulnerable staff can return to school in the autumn term. While in school they should follow the sector-specific measures in this document to minimise the risks of transmission.</li> <li>This includes taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in section 6 of the 'prevention' section of this guidance.</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 metre of others.</li> <li>While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents.</li> <li>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</li> </ul> <p><b>Staff who are pregnant</b></p> <ul style="list-style-type: none"> <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>The Royal College of Obstetrics and Gynaecology (RCOG) have published <a href="#">occupational health advice for employers and pregnant women</a>. This</li> </ul>	<p>meaning that they are at high risk of severe illness from COVID-19. Some pregnant school based staff may be defined as 'clinically extremely vulnerable'. However shielding was paused as of August 1<sup>st</sup> except where local lockdowns are in place and school based staff are now expected to return to their workplace setting. Those who are pregnant should still take care to minimise contact with others from outside their household and should only return to the workplace if it is demonstrated that it is safe to do so. Schools should produce an individual risk assessment for any staff members who are pregnant or a new mother, including clear plans which 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 to undertake an individual risk assessment with your staff member. 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 <a href="#">overweight or obese</a></li> <li>women who have pre-existing medical problems, such as high blood pressure and <a href="#">diabetes</a></li> </ul>
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			<p>document includes advice for women from 28 weeks gestation or with underlying health conditions who may be at greater risk.</p> <ul style="list-style-type: none"> <li>• We advise employers and pregnant women to follow this advice and to continue to monitor for future updates to it.</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), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people's occupation and care home residence.</li> <li>• These staff can return to school in the autumn term as long as the system of controls set out in this guidance are in place. The reasons for the disparities are complex and there is ongoing research to understand and translate these findings for individuals in the future.</li> <li>• People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.</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:  <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>  <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>
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Supporting staff			<ul style="list-style-type: none"> <li>• Governing Bodies and Headteachers should have regard to staff (including the headteacher) work-life balance and wellbeing.</li> <li>• The school will ensure that they have explained to all staff the measures proposing to be put in place and involve all staff in that process including making reasonable adjustments that promote good work life balance for teaching assistants, teachers and leaders where possible</li> <li>• All employers have a duty of care to their employees, and this extends to their mental health</li> <li>• The school already has 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>• The school may need to alter the way in which staff are deployed, and use existing staff more flexibly to welcome back all pupils during the autumn term.</li> <li>• Any changes to staff roles will be discussed with individuals.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<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 <a href="#">workload reduction toolkit</a>. 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.</p> <p>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 care for pupils with complex</p>



			<ul style="list-style-type: none"> <li>• 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.</li> <li>• Teaching assistants may also be deployed to lead groups or cover lessons, for short periods of time, 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> </ul>	needs where specific training or specific ratios are required.
Supply teachers and other temporary or peripatetic teachers			<ul style="list-style-type: none"> <li>• Schools can continue to engage supply teachers and other supply staff during this period.</li> <li>• Supply staff and other temporary workers can move between schools, but the number of visitors to the school they will be minimised where possible.</li> <li>• 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 the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</li> </ul>	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.

			<ul style="list-style-type: none"> <li>To minimise the numbers of temporary staff entering the premises, and secure best value, the school will employ two additional teaching assistants to provide cover</li> </ul>	
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>ITT partnerships will ensure they have identified and comply with all <a href="#">legislation</a> and guidance relevant to ITT.</p>	The school will host 2 ITT trainees during 2020/21 and two Post 16 trainees
Other support			<ul style="list-style-type: none"> <li>Volunteers may be used to support the work of the school, as would usually be the case.</li> <li>It is important that they are properly supported and given appropriate roles.</li> </ul>	

			<ul style="list-style-type: none"> <li>Where schools are using volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in part 3 of <a href="#">keeping children safe in education</a>.</li> <li>Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.</li> </ul> <p>Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible</p>	
Recruitment			<ul style="list-style-type: none"> <li>Recruitment will continue as usual.</li> <li>The school will continue to recruit remotely. Interviews will take place using Zoom.</li> <li>The DfE teaching blog provides some information on the <a href="#">experience of implementing interviews remotely</a>.</li> <li>When recruiting, the school will continue to adhere to the legal requirements regarding pre-appointment checks.</li> </ul>	
Safeguarding			<ul style="list-style-type: none"> <li>The schools will review and if necessary revise the child protection policy (led by the Designated Safeguarding Lead) to reflect the return of more pupils. The school will have regard to the statutory safeguarding guidance, <a href="#">keeping children safe in education</a> and should refer to the <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</a>.</li> <li>Designated safeguarding leads (and deputies) will be provided with sufficient time, especially in the first few weeks of term, to provide</li> </ul>	

			<p>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.</p> <ul style="list-style-type: none"> <li>• Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school. This is led by the school's well-being team</li> </ul>	
Building checks			<ul style="list-style-type: none"> <li>• 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.</li> <li>• If buildings have been closed or had reduced occupancy during the coronavirus (covid-19) outbreak, water system stagnation can occur due to lack of use, increasing the risks of Legionnaires' disease. Advice on this can be found in the guidance on <a href="#">Legionella risks during the coronavirus outbreak</a>.</li> <li>• Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on <a href="#">emerging from lockdown</a>.</li> <li>• 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 <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</li> <li>• In classrooms, it will be important that schools improve ventilation, (for example, by opening windows).</li> </ul>	<p>Responsibility lies with Vinci FM School will alert Vinci to any concerns</p>

Educational Visits			<ul style="list-style-type: none"> <li>• In the autumn term, after October half term, the school will resume non-overnight domestic educational visits.</li> <li>• The school will make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, full and thorough risk assessments in relation to all educational visits will be undertaken to ensure they can be done safely. As part of the risk assessment, staff will need to consider what control measures need to be used and ensure they are aware of wider, up-to-date advice on visiting indoor and outdoor venues.</li> </ul>	This will 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.
School Uniform			<ul style="list-style-type: none"> <li>• 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.</li> <li>• All pupils will be encouraged to wear uniform but the school will work sensitively with parents / carers to take a mindful and considerate approach in relation to parents who may be experiencing financial pressures or pupils who have anxieties regarding wearing uniform</li> </ul>	It is for the governing body of a school to make decisions regarding school uniform. The school will return to the usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone and preparing pupils for the school day as part of their routine.
Extra curricular provision – Breakfast & after School clubs			<ul style="list-style-type: none"> <li>• Breakfast and after-school provision will resume, where possible, from the start of the autumn term.</li> </ul> <p>Factors to be considered: -</p> <ul style="list-style-type: none"> <li>• The number of pupils attending the clubs so that social distancing is maintained, where possible</li> <li>• Entering and existing the club is done in a phased way “one in one out”</li> </ul>	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.

			<ul style="list-style-type: none"> <li>• All food items are taken to the pupils seating area by a member of staff</li> <li>• Pupils prepare their own food only</li> <li>• All food items and utensils are collected by staff and handed over to the catering staff</li> <li>• All tables, chairs, hard surfaces etc. are cleaned with an approved product</li> </ul>	
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### Section 3: Curriculum, behaviour and pastoral support

Curriculum Expectations			<p>The key principles that underpin the advice on curriculum planning are:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.</li> <li>• 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.</li> </ul> <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"> <li>• 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.</li> <li>• Aim to return to the school's normal curriculum in all subjects by summer term 2021.</li> <li>• Plan on the basis of the educational needs of pupils</li> <li>• Develop remote education so that it is integrated into school curriculum planning</li> </ul>
Specific points for pupils returning to school			<ul style="list-style-type: none"> <li>• All pupils will have a personalised transition target which focusses on their ability to successfully re-engage with learning in school</li> <li>• Baseline assessments will be completed at an early stage to identify and address any gaps in learning</li> </ul>	

			<ul style="list-style-type: none"> <li>• Hydrotherapy will be prioritised for those pupils who need medical and therapeutic support to promote physical well-being and development</li> <li>• The curriculum will remain broad so that the majority of pupils are taught a full range of subjects over the year,</li> <li>• The recovery curriculum will be embedded to provide emotional support for all pupils and a nurturing ethos</li> </ul>	
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"> <li>• Each pupil has their own individual instrument, the instrument is wiped down before and after use with an approved product / wipe</li> <li>• The instrument is stored securely in the music room and in a case with the pupil's name on where it is allocated to an individual pupil</li> <li>• Pupils are regularly reminded not to use other pupils' instruments</li> <li>• Small groups of children can partake in a music lesson – but they must remain in their protective bubbles</li> <li>• The lessons can be provided by zoom / online conference call <ul style="list-style-type: none"> <li>• 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. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</li> </ul> </li> </ul>	<p>Schools should note that there may be an additional risk of infection in environments where children or others are singing, chanting, or shouting. This applies even if individuals are at a distance.</p> <p>Singing should not take place in larger groups such as school choirs or school assemblies. Further more detailed DfE guidance will be published shortly.</p>





			<ul style="list-style-type: none"> <li>• Particular care must be taken in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.</li> <li>• Keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly.</li> <li>• Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible</li> </ul> <p><b>Handwashing</b></p> <ul style="list-style-type: none"> <li>• Ensure increased handwashing before and after handling equipment, especially if being used by more than one person.</li> </ul> <p><b>Social distancing</b></p> <ul style="list-style-type: none"> <li>• Measures should include specific social distancing between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.</li> </ul> <p><b>Avoid sharing instruments</b></p> <ul style="list-style-type: none"> <li>• Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the</li> </ul>	
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			<p>designated user, for example, percussionists' own sticks and mallets</p> <ul style="list-style-type: none"> <li>• If instruments and equipment have to be shared, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on <a href="#">cleaning and handling equipment</a>. Instruments should be cleaned by the individuals playing them, where possible</li> </ul>	
Physical Education			<ul style="list-style-type: none"> <li>• Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</li> <li>• 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.</li> <li>• External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities</li> <li>• 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</li> </ul>	<p>Schools should refer to the following advice:</p> <ul style="list-style-type: none"> <li>• <a href="#">guidance on the phased return of sport and recreation</a> and guidance from <a href="#">Sport England</a> for grassroots sport</li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> <li>• advice from organisations such as the <a href="#">Association for Physical Education</a> and the <a href="#">Youth Sport Trust</a></li> </ul> <p>guidance from Swim England on school swimming and water safety lessons available at <a href="#">returning to pools guidance documents</a></p>

			<ul style="list-style-type: none"> <li>• Where possible Staff are to maintain a safe distance between each other (2 metres where possible).</li> <li>• Pupils must be encouraged to do the same where possible</li> <li>• Limit the number of persons in the hall to follow social distancing guidance where possible</li> <li>• Ensure hand sanitizers / gels are made available for staff and pupils</li> <li>• All PE equipment must be wiped down after each session</li> <li>• Social distancing measures must be implemented in changing rooms where possible</li> <li>• Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted.</li> <li>• Schools must only provide team sports on the list available at <a href="#">return to recreational team sport framework</a>.</li> <li>• Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.</li> <li>• Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>• This is particularly important in a sports setting because of the way in which people breathe during exercise.</li> </ul> <p>Activities such as active miles, making break times and lessons active and encouraging active travel</p>	
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			help to enable pupils to be physically active while encouraging physical distancing.	
Behaviour Expectations / conflict management between pupils			<ul style="list-style-type: none"> <li>• The behaviour policy is reviewed regularly and up-dated to include any new rules/policies. These are communicated clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</li> <li>• All staff are trained in Teamteach and this training is regularly updated</li> <li>• School will work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account the individual needs of pupils.</li> <li>• De-escalation techniques are used to try and defuse and calm situations</li> <li>• Restraint is used rarely and should only be undertaken as a last resort by a qualified Team Teach trained member of staff</li> <li>• Parents are regularly reminded of their responsibilities and behaviours on the School site</li> <li>• Additional nurture provision and behaviour support is available on a 1:1 basis for those students finding it difficult to manage their behaviour appropriately</li> <li>• The behaviour support team will work with class teams to embed a culture of positive and cooperative behaviour</li> </ul>	<p>Further details are available at <a href="#">Behaviour and discipline in schools</a></p> <p>Face visors are available for staff to wear when working with students if necessary</p>
Pupil Wellbeing & Support			<ul style="list-style-type: none"> <li>• Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood.</li> </ul>	The school and school nurses will work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and

			<ul style="list-style-type: none"> <li>• This may particularly be the case for vulnerable children, including those with a social worker and young carers.</li> <li>• It is important to contextualise these feelings as normal responses to an abnormal situation.</li> <li>• 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.</li> <li>• Others will not be experiencing any challenges and will be keen and ready to return to school</li> <li>• Nurture provision is available for pupils who need it.</li> <li>• A Mental Health lead will work with staff to support students. They will receive appropriate training for the role</li> </ul> <p>The school will provide pastoral and extra-curricular activities to all pupils as needed designed to:</p> <ul style="list-style-type: none"> <li>• support the rebuilding of friendships and social engagement</li> <li>• address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>• support pupils with approaches to improving their physical and mental wellbeing</li> <li>• Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.</li> <li>• support will be provided for particular groups that need additional help (for example, children in need), and any groups identified as newly vulnerable on their return to school by the student well-being team.</li> </ul>	<p>wellbeing needs which will underpin priorities for service delivery.</p> <p> Guidance for Primary Care - Children and '</p> <p> Healthy Minds Top Tips for school staff c</p>
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			<ul style="list-style-type: none"> <li>• The student well-being team will liaise 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 <a href="#">healthy child programme</a> can offer a range of support including: <ul style="list-style-type: none"> <li>• support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues</li> <li>• support for pupils with additional and complex health needs</li> <li>• supporting vulnerable children and keeping children safe</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 <a href="#">keeping children safe in education</a> and consider any referral to statutory services (and the police) as appropriate.</li> </ul> </li> <li>• The school will work closely with school nursing services and specialist nurses to support the health and wellbeing of pupils;–</li> </ul> <p>The school and school nurses will 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>	
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#### Section 4: Assessment and accountability

The school will continue to assess all pupils in line with our assessment policy, using MAPP, Engagement Model and the Birmingham Toolkit as appropriate.

## Section 5: Contingency planning for outbreaks

### Contingency plans for outbreaks

#### Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. DfE will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.

#### Contingency plans for outbreaks

For individuals or groups of self-isolating pupils, remote education plans are in place.

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

Remote Education Support			<p>In developing these contingency plans, you are expected to:</p> <ul style="list-style-type: none"><li>• use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations</li><li>• Pathway 3 teachers will send regular work packs via email or post to individual students</li><li>• Specialist teachers will record lessons and activities and send to individual students</li><li>• These will be linked to the current half term plan for the class</li></ul>	<ul style="list-style-type: none"><li>• 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, the school will offer immediate remote education.</li><li>• Learning intentions will be shared with parents / carers</li><li>• A strong contingency plan is in place for remote education provision and will continue to be developed throughout the Autumn term</li></ul> <p>The following range of resources to support schools in delivering remote education is available.</p> <p><b>Online education resources for home learning</b></p>
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			<ul style="list-style-type: none"> <li>Parents / carers will have access to Evidence for Learning including learning resources</li> <li>provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access and post these to individual students</li> <li>Recognise some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.</li> </ul> <p>When teaching pupils remotely the school will</p> <ul style="list-style-type: none"> <li>provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</li> <li>gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</li> <li>enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</li> <li>Where a class, group or small numbers of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, school has the capacity to offer immediate remote education.</li> <li>Some pupils with SEND may not be able to access remote education without adult support</li> </ul>	<p><b>SEND</b></p> <p>Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.</p> <p><b>Laptops, tablets and 4G wireless routers</b> Laptops will be provided for some students based on need and eligibility</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>
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			and so class teams will work with families to deliver a broad and ambitious curriculum	
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# 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](https://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](https://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 <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. <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. <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. <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> <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 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>